

Hayward High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Hayward High School
Street	1633 East Ave.
City, State, Zip	Hayward, CA 94541-5314
Phone Number	(510) 723-3170
Principal	Waylon Miller
Email Address	wmiller@husd.k12.ca.us
School Website	https://hhs.husd.us/
Grade Span	9-12
County-District-School (CDS) Code	01611920133629

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

Mission Statement:

The mission of Hayward High School is to G.R.O.W. responsible, compassionate citizens ready for success in college, career,

2025-26 School Description and Mission Statement

and beyond; who value diversity, resilience, and innovation. HHS is committed to providing equitable access to quality education and fostering a love for learning to create a nurturing and inclusive environment where every student can reach their full potential.

Vision Statement:

The vision of Hayward High School is to create an inclusive and empowering environment where every student can excel academically, socially, and emotionally. We are dedicated to fostering curiosity, creativity, and critical thinking, preparing students to lead and make a difference in a diverse world. By prioritizing equity, collaboration, and innovation, HHS strives to inspire a love of learning and cultivate a culture of respect and achievement.

School Learning Outcomes:

The Hayward High students/graduates commit to:

- Group-based collaboration
- Responsible use of technology
- Overcome obstacles and adversity
- Well-balanced lifestyles

Hayward High teachers (FARMER) will help students GROW by committing to:

- Foster student voice
- Assist social & emotional health
- Relate culturally relevant topics
- Maintain high and rigorous standards
- Establish routines for college, life & career success
- Reward resilience and restorative practices

Hayward High administrators & support staff will commit to supporting the FARM by

- Foster an academic environment
- Amplify positive morale
- Reflect on school-wide practices and decisions
- Make opportunities for student/staff success

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	423
Grade 10	390
Grade 11	421
Grade 12	346
Total Enrollment	1,580

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.7
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	4.4
Black or African American	12.1
Filipino	4.1
Hispanic or Latino	68
Native Hawaiian or Pacific Islander	2.4
Two or More Races	4.4
White	3.8
English Learners	10.6
Foster Youth	0.2
Homeless	1.5
Migrant	0.9
Socioeconomically Disadvantaged	77.3
Students with Disabilities	13.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	67.6	83.55	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	2.2	2.83	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.7	5.81	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	3.16	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	3.7	4.62	58.3	5.79	15831.9	5.67
Total Teaching Positions	81	100	1007.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.1	80.28	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	2.1	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.1	7.46	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.7	5.77	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	3.6	4.37	59.5	6.06	14303.8	5.15
Total Teaching Positions	82.3	100	982	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.3	84.51	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	2.3	2.87	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.5	7.91	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	3.31	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	1.1	1.37	48.3	4.99	13705.8	4.91
Total Teaching Positions	83.1	100	969.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.40	1.8	0.8
Misassignments	2.20	4.3	5.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.70	6.1	6.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	2.2	0.9
Local Assignment Options	1.50	2.4	1.8
Total Out-of-Field Teachers	2.50	4.7	2.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	7.5	8.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.4	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heinle/Cengage Learning: Milestones, c2009 Wadsworth/Cengage Learning: Perrine's Literature: Structure Sound & Sense, 10th Edition, c2009 Bedford St. Martin: 50 Essays: A Portable Anthology, c2004 Bedford St. Martin: Everything's an Argument/ with Readings, 5th Edition, c2010 WWNorton: "They Say/I Say": The Moves That Matter in Academic Reading, c2009 Wadsworth/Cengage Learning: Fast Track to a 5: Preparing for the AP* English Literature and Composition Examination, 10th Edition, c2010 9-10th Grade: Pearson Prentice Hall: Pearson Literature for California: Reading and Language, c2010 11-12th Grade: McDougal Littell: The Language of Literature, c2002; CSU Expository Reading and Writing Advisory Committee: Expository Reading and Writing Course (12th), c2013 Grades 9-12th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020	0%
Mathematics	Houghton Mifflin Harcourt: California Algebra I, c2015 Houghton Mifflin Harcourt: California Algebra II, c2015 Houghton Mifflin Harcourt: California Geometry, c2015 Cengage Learning, PreCalculus With Limits, c2018 Pearson Prentice Hall, Stats: Modeling the World, 3rd Edition, Bock/Velleman/De Veaux, c2010 Glencoe: Conceptual Geometry, c2005 Cengage Learning, Calculus for AP, c2017 Macmillan Learning, The Basic Practice of Statistics, 7th Edition, c2015 Kendall Hunt, Statistics in Action c2008 W.H. Freeman & Company: Statistics and Probability with Applications, c2017	0%

Science	<p>Holt, Rinehart & Winston, Holt Biology, c2008 (Sheltered Biology)</p> <p>Prentice Hall, Prentice Hall Biology, c2007</p> <p>AGS Publishing, Biology: Cycles of Life, c2006</p> <p>Holt, Rinehart & Winston, Holt Chemistry, c2007</p> <p>Prentice Hall, Conceptual Chemistry, c2007</p> <p>McGraw-Hill Professional, Alternative Energy Demystified, c2007</p> <p>Holt, Rinehart & Winston, Holt Science Spectrum: Physical Science with Earth and Space Science, c2007</p> <p>Holt, Rinehart & Winston, Earth Science, c2007</p> <p>AGS Publishing, Earth Science, c2004</p> <p>Paradigm Publishing, Biotechnology: Science for the New Millennium, c2007</p> <p>Elsevier/Mosby, The Human Body in Health and Disease, c2005</p> <p>Glencoe/McGraw-Hill Publishing, Essentials of Anatomy and Physiology Lab Manual, c2007</p> <p>Prentice Hall, Conceptual Physics, c2009</p> <p>Holt, Rinehart & Winston, Holt Physics, c2007</p> <p>Holt, Rinehart & Winston, Holt Environmental Science, c2008</p> <p>AGS Publishing, Environmental Science, c2007</p> <p>Pearson/Benjamin Cummings, Fundamentals of Anatomy and Physiology, c2009</p> <p>Prentice Hall, Prentice Hall Chemistry, c2007</p> <p>Holt, Rinehart & Winston, Holt Physics, c2007</p> <p>Prentice Hall, Prentice Hall Chemistry: The Central Science, AP Edition, c2018</p> <p>Prentice Hall, Campbell, Reece, AP Biology, c2014</p> <p>Pearson, College Physics: Explore and Apply, 2nd Edition, c2019</p> <p>John Wiley & Sons, Environment, c2007</p> <p>McGraw Hill, Exploring Geology c2019</p> <p>Carolina Biological Supply Co., Open Sci Ed (Environmental Science)</p> <p>Accelerate Learning, Stemsopes (Chemistry)</p>	0%
History-Social Science	<p>Prentice Hall, World History: The Modern World, c2007</p> <p>Walch Publishing, Power Basics® World History III—1900 to Present, c2005</p> <p>Prentice Hall, Civilization Past & Present, c2007</p> <p>Prentice Hall, Civilization Past & Present, c2007</p> <p>Prentice Hall, Documents In World History, Vols. 1 & 2, c2006</p> <p>Teacher's Curriculum Institute, Geography Alive! Regions and People, c2006</p> <p>Prentice Hall, World Cultures: A Global Mosaic, c2004</p> <p>Prentice Hall, World Geography: Building a Global Perspective, c2007</p> <p>Prentice Hall, United States History: Modern America, c2008</p> <p>Walch Publishing, Power Basics® United States History, c2005</p> <p>Prentice Hall, Magruder's American Government, c2006</p> <p>Glencoe/McGraw-Hill, Understanding Psychology, c2003</p> <p>Holt, Rinehart & Winston, Sociology: The Study of Human Relationships, c2008</p> <p>EMC/Paradigm Publishing, Economics, New Ways of Thinking, c2007</p> <p>Prentice Hall, Government by the People c2016</p> <p>Lanahan Publishers, Inc. The Lanahan Readings in the American Polity, c2007</p> <p>Prentice Hall, Foundations of Economics, AP Edition, c2015</p> <p>Bedford/St. Martin, The American Promise: A History of the United States, 6th Edition, c2015</p>	0%

	Thomson Learning, Voices of the American Past: Documents in U.S. History, Vols. 1 & 2, c2008 Bedford, Freeman, Worth: Myers Psychology for AP, 3rd Edition, c2018 Pearson Prentice Hall, World Civilizations - The Global Experience, c2015	
Foreign Language	9-12 Grade: Cheng & Tsui, Integrated Chinese 4th Edition c2017, Levels 1-4 (Chinese) 9-12 Grade: Cheng & Tsui, Adventures in Japanese, 4th Edition, c2014, (Japanese) 9-12 Grade: Cheng & Tsui, Dekiru!, 4th Edition, c2014, Honors (Japanese) 9-12 Grade: Carnegie Learning, Que Chevere! c2020, Levels 1-4 (Spanish) 9-12 Grade: Vista Higher Learning, Temas 3rd Edition c2024 AP/Honors (Spanish) 9-12 Grade: Vista Higher Learning, Chemins c2023, Levels 1-4 (French)	0%
Health	Goodheart-Wilcox Co., Comprehensive Health Skills for High School, 5th Edition, c2025	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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

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

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

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	52	32	34	47	48
Mathematics (grades 3-8 and 11)	16	21	20	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	359	91.58	8.42	51.53
Female	201	186	92.54	7.46	61.29
Male	191	173	90.58	9.42	41.04
American Indian or Alaska Native	0	0	0	0	0
Asian	19	17	89.47	10.53	70.59
Black or African American	49	48	97.96	2.04	56.25
Filipino	13	12	92.31	7.69	83.33
Hispanic or Latino	271	245	90.41	9.59	46.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	62.50
White	14	14	100.00	0.00	71.43
English Learners	34	29	85.29	14.71	13.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	287	91.99	8.01	48.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	35	76.09	23.91	11.43

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	392	356	90.82	9.18	20.85
Female	201	184	91.54	8.46	19.13
Male	191	172	90.05	9.95	22.67
American Indian or Alaska Native	0	0	0	0	0
Asian	19	17	89.47	10.53	52.94
Black or African American	49	47	95.92	4.08	21.28
Filipino	13	12	92.31	7.69	16.67
Hispanic or Latino	271	245	90.41	9.59	16.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	25.00
White	14	13	92.86	7.14	69.23
English Learners	34	27	79.41	20.59	14.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	284	91.03	8.97	17.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	33	71.74	28.26	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.87	29.13	18.04	19	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	736	694	94.29	5.71	27.02
Female	369	348	94.31	5.69	26.01
Male	367	346	94.28	5.72	28.03
American Indian or Alaska Native	--	--	--	--	--
Asian	32	28	87.50	12.50	53.57
Black or African American	84	83	98.81	1.19	20.48
Filipino	28	28	100.00	0.00	53.57
Hispanic or Latino	502	470	93.63	6.37	24.57
Native Hawaiian or Pacific Islander	22	20	90.91	9.09	10.00
Two or More Races	34	33	97.06	2.94	24.24
White	31	29	93.55	6.45	51.72
English Learners	61	52	85.25	14.75	1.96
Foster Youth	--	--	--	--	--
Homeless	13	9	69.23	30.77	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	576	546	94.79	5.21	23.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	96	82	85.42	14.58	4.88

2024-25 Career Technical Education Programs

Career Pathway Programs

Below is a list of program sequences offered by the school district and/or conducted by a regional occupational center or program:

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

Introduction to Engineering Design P
 Principles of Engineering P

Entrepreneurship I P
 Entrepreneurship II P

Multi-Media I P
 Multi-Media II P

2024-25 Career Technical Education Programs

Photography I P
Photography II P

Sports Medicine I P
Sports Medicine II P

Biology & Sustainable Agriculture P
Chemistry & Agriscience P

Theatre I P
Theatre II P

Wood Technology I P
Wood Technology II P

ROP Career Pathway Courses

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

Automotive Technology I P
Automotive Technology II P

Careers in Education I P
Careers in Education II P

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

Construction Technology I P
Construction Technology II P

Culinary Science I P
Culinary Science II P

Cybersecurity I P
Cybersecurity II P

Dental Assisting I P
Dental Assisting II P

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

Medical Careers I P
Medical Careers II P

Merchandising

Welding Technology I P
Welding Technology II P

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

District CTE Representative: Veronica Ortiz, College and Career Coordinator

CTE Advisory Industry Partners

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	578
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	48.4

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.73
Graduates Who Completed All Courses Required for UC/CSU Admission	33.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99%	99%	97%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10.2	10.7	13.5	15.6	13.2	11.3	8.2	8.9	8
Graduation Rate	85.9	86.9	85	77.1	80.1	82.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	341	290	85.0
Female	163	143	87.7
Male	177	147	83.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	14	11	78.6
Black or African American	36	31	86.1
Filipino	15	15	100.0
Hispanic or Latino	228	189	82.9
Native Hawaiian or Pacific Islander	12	12	100.0
Two or More Races	15	14	93.3
White	18	15	83.3
English Learners	53	36	67.9
Foster Youth	--	--	--
Homeless	14	8	57.1
Socioeconomically Disadvantaged	306	261	85.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	53	38	71.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1687	1623	563	34.7
Female	831	802	297	37.0
Male	855	820	265	32.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	76	23	30.3
Black or African American	204	201	72	35.8
Filipino	69	67	13	19.4
Hispanic or Latino	1135	1093	381	34.9
Native Hawaiian or Pacific Islander	47	43	28	65.1
Two or More Races	73	70	23	32.9
White	64	59	17	28.8
English Learners	199	185	84	45.4
Foster Youth	--	--	--	--
Homeless	36	33	28	84.8
Socioeconomically Disadvantaged	1333	1283	472	36.8
Students Receiving Migrant Education Services	15	15	2	13.3
Students with Disabilities	229	217	85	39.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.85	9.13	5.87	4.9	5.4	4.97	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.38	0.34	0.41	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.87	0.41
Female	5.54	0.24
Male	6.20	0.58
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.75	0.00
Black or African American	9.31	0.98
Filipino	1.45	0.00
Hispanic or Latino	5.37	0.35
Native Hawaiian or Pacific Islander	6.38	0.00
Two or More Races	6.85	0.00
White	7.81	1.56
English Learners	7.04	1.01
Foster Youth	0.00	0.00
Homeless	13.89	0.00
Socioeconomically Disadvantaged	6.75	0.45
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.48	0.87

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and campus supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office.

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

Our school has an active School Safety Committee that includes administrators, teachers, maintenance, school supervisors, and other staff members. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	40	35	19
Mathematics	18	49	27	16
Science	18	40	42	4
Social Science	17	43	25	19

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	34	31	20
Mathematics	19	37	40	5
Science	21	29	42	3
Social Science	18	37	27	15

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	31	31	19
Mathematics	20	39	26	11
Science	23	18	38	3
Social Science	18	40	12	19

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	277.83

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,751	\$13,417	\$9,334	\$107,805
District	N/A	N/A	\$11,202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-18.2	-10.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-17.7	3.8

Fiscal Year 2024-25 Types of Services Funded

Each year at Hayward High School, the SSC meets to discuss the Site Plan for the following year. They approve which supplemental intervention services will be provided based on the monies received due to the school's Title I status.

The services and positions that have been approved for this year include, but are not limited to:

Resources/Services:

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

Positions:

- Bilingual paraeducators
- Family Engagement Specialist
- Full-time College and Career Tech

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$82,468	\$62,783
Mid-Range Teacher Salary	\$115,190	\$97,783
Highest Teacher Salary	\$137,376	\$128,020
Average Principal Salary (Elementary)	\$170,657	\$160,224
Average Principal Salary (Middle)	\$186,320	\$166,992
Average Principal Salary (High)	\$203,092	\$180,971
Superintendent Salary	\$320,943	\$313,465
Percent of Budget for Teacher Salaries	32.98%	30.05%
Percent of Budget for Administrative Salaries	6.05%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.9
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	3
Mathematics	5
Science	3
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days in 2023-2024. The curricular focus of the past five years, and the current school year, is Culturally Responsive Teaching and Deeper Learning. In addition to the full days, Hayward High School is also coordinating minimum days to provide ongoing professional

Professional Development

development in Culturally Relevant Teaching (C.R.T.) and Anti-Bias/Anti-Racism training.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3