

Mount Eden High

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	Mount Eden High
Street	2300 Panama St.
City, State, Zip	Hayward, CA 94545-4662
Phone Number	(510) 723-3180
Principal	Monique Walton, Ed.D
Email Address	Mwalton@husd.k12.ca.us
School Website	https://mteden.husd.us/
Grade Span	9-12
County-District-School (CDS) Code	01611920135319

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

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

Mt. Eden Expected School wide Learning Results (ESLRs)

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

2025-26 School Description and Mission Statement

- 1) Meaningful and effective communicators through oral, written, and visual expression.
- 2) Organized and prepared lifelong learners.
- 3) Non-discriminatory agents of change.
- 4) Aware of self and accountable for their actions.
- 5) Respectful and collaborative scholars.
- 6) Courageous community builders & participants.
- 7) Humble, transformative, and loving.

Mt. Eden High School Mission Statement:

Mt. Eden is a comprehensive college and career preparatory high school dedicated to promoting critical inquiry and whole-self awareness. As a brave and celebratory space for diverse and unique learners, we seek to make cross-curricular connections that promote intellectual, physical, social, and emotional well being for all students. We aim to nurture engaging and affirming community relationships between staff, students, families, and the surrounding community. With a mindful approach toward intersectionality and a multiplicity of voices, we foster and advance a diverse group of students who will create, lead, inspire, and contribute to the global community.

MEHS Vision Statement:

Mt. Eden High School will be a recognized leader in preparing students to participate in an ever-changing world. We believe in using collaboration between staff, students, parents, and the community to develop a culture of college and career readiness. In addition to our comprehensive curriculums, we aim to nurture our student's passions through STEAM programming, visual and performing arts, student-led activities, interscholastic athletics, and more. We consciously emphasize the values and skills that prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	438
Grade 10	461
Grade 11	533
Grade 12	433
Total Enrollment	1,865

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.2
Asian	10.2
Black or African American	6.4
Filipino	11.4
Hispanic or Latino	61.4
Native Hawaiian or Pacific Islander	4.2
Two or More Races	3.3
White	2.5
English Learners	11.1
Foster Youth	0.1
Homeless	1.2
Migrant	2.6
Socioeconomically Disadvantaged	76.4
Students with Disabilities	14

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)	73.4	77.91	841.9	83.53	234405.2	84
Intern Credential Holders Properly Assigned	2.7	2.96	23.4	2.33	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.1	4.42	62.2	6.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	2.57	21.8	2.17	11953.1	4.28
Unknown/Incomplete/NA	11.4	12.1	58.3	5.79	15831.9	5.67
Total Teaching Positions	94.3	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)	79.1	85.72	806	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	0.99	18.5	1.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	2.88	71.2	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	4.19	26.6	2.71	11746.9	4.23
Unknown/Incomplete/NA	5.7	6.19	59.5	6.06	14303.8	5.15
Total Teaching Positions	92.3	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)	69.6	75.31	777.2	80.2	230039.4	100
Intern Credential Holders Properly Assigned	2.1	2.31	19.7	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.9	14.05	102.3	10.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	3.56	21.4	2.21	12112.8	4.34
Unknown/Incomplete/NA	4.3	4.74	48.3	4.99	13705.8	4.91
Total Teaching Positions	92.4	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	0.60	0.8	3.3
Misassignments	3.50	1.8	9.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.10	2.6	12.9

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	0.00	0.6	0.2
Local Assignment Options	2.40	3.2	3
Total Out-of-Field Teachers	2.40	3.8	3.2

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)	2.7	2.4	11.5
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	1.6	1

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: January 2026

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>	<p>0</p>
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>	<p>0</p>

	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 Bedford, Freeman, Worth, Fabric of a Nation: A Brief History with Skills and Sources Bedford, Freeman, Worth, American Government: Stories of a Nation First Edition	
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: Mt. Eden High School was constructed in 1962. This school has sixty-nine (69) permanent classrooms, a multipurpose room, Gym/locker room, Stadium, library, and an administration building. In addition to the main building, there are eighteen (18) modular/portable classrooms that have been added to accommodate class size reduction and instructional programs.

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 Mt. Eden 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,

School Facility Conditions and Planned Improvements

etc. Lastly, a new HUSD Performing Art Center (PAC) was constructed within the site. The PAC includes a 500 seat theater, black box/community room and support spaces. All work described will be completed by the end of the 2025 summer period.

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)	49	62	32	34	47	48
Mathematics (grades 3-8 and 11)	22	20	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	506	457	90.32	9.68	61.89
Female	239	217	90.79	9.21	64.19
Male	267	240	89.89	10.11	59.83
American Indian or Alaska Native	--	--	--	--	--
Asian	49	47	95.92	4.08	78.26
Black or African American	34	26	76.47	23.53	56.00
Filipino	69	69	100.00	0.00	72.46
Hispanic or Latino	303	268	88.45	11.55	55.81
Native Hawaiian or Pacific Islander	16	16	100.00	0.00	75.00
Two or More Races	17	16	94.12	5.88	62.50
White	16	13	81.25	18.75	61.54
English Learners	46	37	80.43	19.57	5.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	392	353	90.05	9.95	59.71
Students Receiving Migrant Education Services	13	13	100.00	0.00	69.23
Students with Disabilities	72	55	76.39	23.61	21.82

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	506	433	85.57	14.43	19.63
Female	239	205	85.77	14.23	18.54
Male	267	228	85.39	14.61	20.61
American Indian or Alaska Native	--	--	--	--	--
Asian	49	46	93.88	6.12	41.30
Black or African American	34	23	67.65	32.35	13.04
Filipino	69	65	94.20	5.80	29.23
Hispanic or Latino	303	255	84.16	15.84	12.55
Native Hawaiian or Pacific Islander	16	15	93.75	6.25	20.00
Two or More Races	17	15	88.24	11.76	26.67
White	16	12	75.00	25.00	41.67
English Learners	46	35	76.09	23.91	8.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	392	334	85.20	14.80	17.66
Students Receiving Migrant Education Services	13	11	84.62	15.38	36.36
Students with Disabilities	72	48	66.67	33.33	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)	24.29	22.3	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	921	781	84.80	15.20	24.90
Female	438	364	83.11	16.89	22.93
Male	483	417	86.34	13.66	26.63
American Indian or Alaska Native	--	--	--	--	--
Asian	104	91	87.50	12.50	49.45
Black or African American	61	40	65.57	34.43	12.50
Filipino	117	107	91.45	8.55	33.02
Hispanic or Latino	533	452	84.80	15.20	17.19
Native Hawaiian or Pacific Islander	37	34	91.89	8.11	21.21
Two or More Races	36	30	83.33	16.67	36.67
White	31	25	80.65	19.35	48.00
English Learners	77	66	85.71	14.29	3.03
Foster Youth	0	0	0	0	0
Homeless	12	6	50.00	50.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	699	587	83.98	16.02	22.43
Students Receiving Migrant Education Services	16	14	87.50	12.50	35.71
Students with Disabilities	127	91	71.65	28.35	8.99

2024-25 Career Technical Education Programs

Our site offers the following programs and pathways:

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

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

- Entrepreneurship
- Entrepreneurship II
- Sports Medicine
- Sports Medicine II
- Multi Media
- Multi Media II
- Visual Communications/Productions
- Criminal Justice

2024-25 Career Technical Education Programs

Auto Mechanics
 Medical Assistance
 Dental Hygienics
 Automotive Collision
 Automotive Collision
 Construction Technology
 Culinary Science
 First Responders EMT
 Merchandizing & Welding

Below are the following CTE Representatives:
 William Wright
 Veronica Ortiz
 Norma Diaz
 Diane Cuevas

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	691
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	45.7

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	97.96
Graduates Who Completed All Courses Required for UC/CSU Admission	43.4

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	77%	77%	78%	79%	78%

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

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

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

In addition, our school continues to engage with parents/community through weekly newsletters and other opportunities for parents and families to connect with school staff. We provide monthly hosted by the principal with parents as a forum to inform, discuss, and strategize about the latest happenings of our school, including our students' academic progress, plans to raise student achievement, and campus safety. In addition, our school greatly benefits from its supportive parents who participate on our Athletic, Vocal, Band Boosters, and our AASAI that meet regularly to plan ways to support our students in the various programs. Our school is actively engaging and supporting parents/students to participate in District-wide programs such as AASAI, DELAC, and District Safety Committees with hopes to continue empowering our parents to support the nurturing of a positive and successful school climate.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 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	10.8	9	6.7	15.6	13.2	11.3	8.2	8.9	8
Graduation Rate	84.3	84.3	87.5	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	417	365	87.5
Female	201	181	90.0
Male	216	184	85.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	55	52	94.5
Black or African American	30	23	76.7
Filipino	47	44	93.6
Hispanic or Latino	232	196	84.5
Native Hawaiian or Pacific Islander	19	19	100.0
Two or More Races	17	16	94.1
White	16	14	87.5
English Learners	56	42	75.0
Foster Youth	0.0	0.0	0.0
Homeless	15	10	66.7
Socioeconomically Disadvantaged	381	333	87.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	59	42	71.2

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	1952	1892	488	25.8
Female	937	913	236	25.8
Male	1015	979	252	25.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	200	191	24	12.6
Black or African American	127	123	49	39.8
Filipino	215	213	29	13.6
Hispanic or Latino	1205	1165	321	27.6
Native Hawaiian or Pacific Islander	80	79	28	35.4
Two or More Races	65	62	15	24.2
White	51	50	18	36.0
English Learners	238	230	77	33.5
Foster Youth	--	--	--	--
Homeless	35	33	24	72.7
Socioeconomically Disadvantaged	1532	1489	415	27.9
Students Receiving Migrant Education Services	49	49	8	16.3
Students with Disabilities	278	265	96	36.2

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
6.68	5.39	4.71	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
0.1	0.36	0.05	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	4.71	0.05
Female	3.95	0.11
Male	5.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.50	0.00
Black or African American	7.87	0.00
Filipino	1.40	0.00
Hispanic or Latino	5.39	0.08
Native Hawaiian or Pacific Islander	6.25	0.00
Two or More Races	3.08	0.00
White	3.92	0.00
English Learners	5.46	0.00
Foster Youth	0.00	0.00
Homeless	2.86	0.00
Socioeconomically Disadvantaged	5.61	0.07
Students Receiving Migrant Education Services	6.12	2.04
Students with Disabilities	6.83	0.00

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

School Safety Plan:

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and campus security officers. Each campus security officer has an area of responsibility (AOR) where they monitor throughout the day to make sure students are in classes. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office and receive a badge. In addition, the administration requires a 24 hour advance notice for a visitor to be permitted on campus. Lastly, fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an app called Share911 to communicate with staff during emergencies. We have incorporated this app with the disaster drills that we hold.

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

Our Comprehensive School Safety Plan (CSSP) is reviewed annually and updated to reflect the needs of our school site. Our plan was last reviewed January 2024 and discussed with our SSC and at our monthly staff meeting. Key elements include updating information regarding COVID protocols, our evacuation maps and the various edits during our multi-year construction timeline, and updating our Incident Command responsibilities and providing training for our staff.

Suspensions and Expulsions:

Mt. Eden has made progress and improved noticeably in maintaining a safe learning environment. Due to this improved school climate, our students have been able to concentrate on academic progress. At this point, we have decreased our suspensions by 30 from the 2022-2023 school year to the 2023-2024 school year. We attribute this progress to the following:

-All teachers were trained in Restorative Justice Practices & will continue to support staff with RJ training and/or support where instead of using punitive means to deal with infractions, students were brought in a safe setting where they can meet to restore the harm that was done to one another.

-The position of Youth Intervention Specialist was created and hired since 2016-2017 school year to work with at risk students who need support to provide them with mentorship and support to help them succeed. In addition to our YIS, we also added two additional counseling positions, a Restorative Justice Counselor and a Social- Emotional Learning Counselor. These two counseling positions provide immediate Tier 1-3 services for students who are in crisis or needing to be re-engaged with teachers and staff.

- With the additions of our YIS, RJ, and SEL staff, we have developed several behavior contracts to support students remaining on campus versus being suspended. Contracts and restorative conversations are in place to support attendance, student progress, behavior/boundary, vaping, and personal space contracts. In addition, restorative conversations between student/teacher, student/student are performed daily and we also support students with how to have courageous conversations with staff and parents.

-Increased collaboration among the members of the administrators who communicate among each other on individual caseloads of students to come up with ways to support them so that they utilize coping strategies and resources to not get themselves into trouble.

-Peer Assistance and mentorship have been playing a vital role for students helping one another to solve problems and conflicts. The two classes with 68 students are trained to listen and guide students who are referred for assistance and this program has played a critical role in reducing student anxiety, depression, loneliness, identity, and student conflicts. According to 2016-2017 records, these students have mentored 327 students one or more times, recorded 87 conflict mediations, and they estimate that close to 500 students have received mediation.

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	22	38	39	22
Mathematics	21	39	30	20
Science	20	37	46	0
Social Science	18	46	32	14

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	23	36	38	17
Mathematics	22	35	30	19
Science	21	29	45	1
Social Science	19	43	28	14

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	24	29	43	15
Mathematics	22	30	38	13
Science	23	22	39	
Social Science	20	37	20	22

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	262.78

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)	7.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	6

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	\$23,103	\$14,309	\$8,794	\$112,529
District	N/A	N/A	\$11,202	\$119,254
Percent Difference - School Site and District	N/A	N/A	-24.1	-5.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-23.6	8.1

Fiscal Year 2024-25 Types of Services Funded

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

Improving Attendance

Fiscal Year 2024-25 Types of Services Funded

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

Counseling Department

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

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

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

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

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

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

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

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

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

Youth Enrichment Program (YEP)

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

Summer School

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

Daily Schedule

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

After School Homework Support

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

Accrue Academy

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

Fiscal Year 2024-25 Types of Services Funded

students. Currently, 50 students are participating in this program.

EL Academic Support

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

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

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

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

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

Online Math Supplemental Programs

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

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

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	28.4
--	------

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	3
English	6
Fine and Performing Arts	3
Foreign Language	1
Mathematics	9
Science	3
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	36

Professional Development

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

As part of our continuous adult learning goals, opportunities for training and staff development that are provided at both the district and individual school sites to administrators, teachers, and classified staff. The curricular focus of the current school year is Cultivating Joy, Solidarity, and Action by being intentional with fusing our Anti-Bias/Anti-Racism policies and practices that we have been learning about since the 19-20 school year. We have continued to hold space for staff members to make connections between the impacts of racism and implicit bias on our students in the educational system and the effects on

Professional Development

student learning. Our hope is that we encourage and empower proactive ways to exhibit and adopt equitable systems and strategies in our school learning community that support a fully inclusive and humanizing learning experience for our school community.

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

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