



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hayward High School	01611920133629	June 8, 2026	June 24, 2026

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

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

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

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

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

#### Schoolwide Program

#### Targeted Support and Improvement

##### Schoolwide Program (SWP)

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

Hayward High has been identified for Targeted Support and Improvement (TSI) for Two or More Races students receiving a "Red" performance color in the Suspension state indicators on both the 2025 and 2026 Dashboards. This plan will address ways to improve our school and student outcomes for this student group in particular, based on doing a needs assessment and identifying resource inequities.

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

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# Plan Description

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

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

Schoolwide Program

Targeted Support and Improvement

Schoolwide Program (SWP)

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Hayward High has been identified for Targeted Support and Improvement (TSI) for Two or More Races students receiving a "Red" performance color in the Suspension state indicators on both the 2025 and 2026 Dashboards. This plan will address ways to improve our school and student outcomes for this student group in particular, based on doing a needs assessment and identifying resource inequities.

Hayward High will develop students and graduates to be:

School Goals (ESLRs)

Expected School-wide Learning Results

The Hayward High will GROW students and graduates to be:

Group based collaborators

Responsible users of technology

Overcomers of adversity

Well-balanced students

Hayward High teachers will help students GROW by committing to:

Fostering student voice

Assisting social/emotional health

Relating culturally relevant topics/subjects

Maintaining high standards, rigor

Establishing routines to for college, life and career success

Rewarding resilience and restorative practices

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

Fostering an academic environment

Amplifying positive morale

Reflecting on practices and decision-making

Making opportunities for student/staff success

The HUSD LCAP has 5 primary focus goals:

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

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

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

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

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

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

The HHS SPSA has 8 primary goals:

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

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

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

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

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

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

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

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

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

## Resource Inequities

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

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

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

Limited availability of social-emotional and mental health providers continues to create an inequitable level of support for students who need these services most. The departure of key positions, including the Restorative Justice Counselor and Youth Intervention Specialist, has intensified this gap. Strengthening the Coordination of Services Team (COST) and increasing the number of on-campus mental health professionals are necessary steps to ensure students receive timely, comprehensive support that promotes both wellness and academic success.

### Aging Classroom Facilities

Outdated classroom conditions—including aging whiteboards, limited access to Smart Boards, inconsistent Wi-Fi, and inadequate restroom facilities—continue to create inequities in students' learning environments. The Hayward community approved bond funding to support an ongoing, campus-wide classroom refresh, and many permanent classrooms have already been upgraded. However, several portable classrooms remain outdated and have not yet benefited from these improvements. While modernization is actively underway, continued investment is needed to ensure all learning spaces—particularly portables—provide equitable, safe, and functional environments for students and staff.

### Credit Recovery and Academic Acceleration Supports

To expand opportunities for students who need additional academic support and acceleration, Hayward High is actively exploring dual enrollment partnerships with the local community college, allowing students to earn college credit while completing high school requirements. In addition, on-site tutoring in both English and mathematics is being offered to provide targeted, timely academic assistance during the school day and beyond. Together, these efforts are intended to

reduce academic gaps, strengthen college and career readiness, and support students in staying on track for graduation within the comprehensive high school setting.

#### Alignment of Teaching Practices

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

#### Technology Access (Wi-Fi and Devices)

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

#### Truancy and Attendance Support

Recent reductions in Community Wellness Associate (CWA) workers, driven by district-level staffing decisions, have significantly limited the school's capacity to provide consistent, front-line attendance and student support services. This reduction has created challenges in responding proactively to truancy and chronic absenteeism. Without sufficient staffing to provide targeted outreach and follow-up, students at risk of disengagement are more difficult to support in a timely and sustained manner. The COST team continues to monitor attendance trends and coordinate interventions; however, restoring and stabilizing CWA support is critical to strengthening student engagement, accountability, and a sense of connection and belonging at school.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Orange Performance Categories:

English Language Arts  
Mathematics  
English Learner Progress  
Graduation Rate

Students of Two or More Races received a Red on the Suspension indicator on both the 2025 and 2026 Dashboards, and on both of these Dashboards, the Suspension indicator was the ONLY indicator for which TOM received a performance color. Therefore, TOM received a Red in 1 out of 1 indicators on both the 2025 and 2026 Dashboards, thereby qualifying them for TSI.

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

### Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.48%	0.51%	0.13%	8	8	2
African American	11.76%	12.09%	12.44%	196	191	192
Asian	4.38%	4.37%	5.57%	73	69	86
Filipino	3.96%	4.11%	4.79%	66	65	74
Hispanic/Latino	67.61%	67.97%	67.03%	1127	1074	1035
Pacific Islander	2.88%	2.41%	2.33%	48	38	36
White	4.50%	3.80%	3.17%	75	60	49
Multiple/No Response	4.02%	4.37%	4.15%	67	69	64
<b>Total Enrollment</b>				1667	1580	1544

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	408	423	392
Grade 10	448	390	398
Grade 11	398	421	385
Grade 12	413	346	369
<b>Total Enrollment</b>	1,667	1,580	1,544

#### Conclusions based on this data:

1. HHS has a stable enrollment with slight losses.
2. There has been a slight increase in the number of American Indian, and a stabilization of Hispanic/Latino students enrolled from 2021-2026. As of 2026, the largest student demographic is Hispanic/Latino students, which make-up over half of the student population at 67.71% and the smallest student demographic is American Indian with .48%.
3. There has been a slight decrease in the number Filipino students enrolled. Even with the decrease, as of 2024, the second highest student demographic is African American students with 11.76%.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	166	168	182	10.9%	10.0%	11.8%
Fluent English Proficient (FEP)	804	736	709	49.8%	48.2%	45.9%
Reclassified Fluent English Proficient (RFEP)				44.7%		

### Conclusions based on this data:

1. The number of EL students enrolled increased.
2. In 2025-2026 we saw a slight increase in students who are Reclassified as Fluent English Proficient students
3. Our percent of Fluent English Proficient Students has reduced to 45.9% showing an increase in this population.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	458	369	389	394	321	358	392	321	358	86.0	87	92
All Grades	458	369	389	394	321	358	392	321	358	86.0	87	92

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2590.	2549.	2585.	21.68	18.38	22.07	34.69	26.79	29.61	23.21	19.94	25.14	20.41	34.89	23.18
All Grades	N/A	N/A	N/A	21.68	18.38	22.07	34.69	26.79	29.61	23.21	19.94	25.14	20.41	34.89	23.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.43	17.76	21.23	59.18	51.40	56.98	19.39	30.84	21.79
All Grades	21.43	17.76	21.23	59.18	51.40	56.98	19.39	30.84	21.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	26.53	23.36	30.73	54.59	42.06	44.97	18.88	34.58	24.30
All Grades	26.53	23.36	30.73	54.59	42.06	44.97	18.88	34.58	24.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.52	7.79	10.61	73.72	73.52	74.02	12.76	18.69	15.36
All Grades	13.52	7.79	10.61	73.72	73.52	74.02	12.76	18.69	15.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.96	15.89	22.07	61.22	60.75	62.85	15.82	23.36	15.08
All Grades	22.96	15.89	22.07	61.22	60.75	62.85	15.82	23.36	15.08

**Conclusions based on this data:**

1. In 2024-2025 Hayward High had a 92% completion rate on CAASPP testing
2. Overall achievement for all students increased in ELA
3. Although there are pockets of success within this category, it remains an overarching area for growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	458	369	389	385	318	356	385	318	355	84.1	86.2	91.5
<b>All Grades</b>	458	369	389	385	318	356	385	318	355	84.1	86.2	91.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	2533.	2500.	2529.	6.23	4.40	6.48	16.36	11.64	14.37	24.94	18.24	22.82	52.47	65.72	56.34
<b>All Grades</b>	N/A	N/A	N/A	6.23	4.40	6.48	16.36	11.64	14.37	24.94	18.24	22.82	52.47	65.72	56.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	12.47	8.18	11.55	35.58	32.70	35.77	51.95	59.12	52.68
<b>All Grades</b>	12.47	8.18	11.55	35.58	32.70	35.77	51.95	59.12	52.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Grade 11</b>	5.71	4.72	7.32	57.92	56.92	55.21	36.36	38.36	37.46
<b>All Grades</b>	5.71	4.72	7.32	57.92	56.92	55.21	36.36	38.36	37.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.01	5.35	9.30	68.05	60.06	62.25	24.94	34.59	28.45
All Grades	7.01	5.35	9.30	68.05	60.06	62.25	24.94	34.59	28.45

**Conclusions based on this data:**

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

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1559.1	1529.3	1528.1	1567.0	1532.1	1520.5	1550.8	1525.8	1535.1	64	53	45
10	1565.4	1546.4	1546.1	1576.0	1546.8	1548.5	1554.2	1545.5	1543.1	39	39	50
11	1565.9	1557.0	1556.5	1571.1	1560.3	1549.1	1560.1	1553.1	1563.4	32	24	31
12	1577.1	1585.1	1564.0	1596.3	1590.8	1551.0	1557.3	1578.8	1576.5	13	12	17
All Grades										148	128	143

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	17.46	3.77	2.22	39.68	35.85	26.67	34.92	39.62	48.89	7.94	20.75	22.22	63	53	45
10	12.82	5.13	8.00	56.41	46.15	40.00	28.21	46.15	46.00	2.56	2.56	6.00	39	39	50
11	15.63	8.33	12.90	46.88	50.00	35.48	34.38	29.17	45.16	3.13	12.50	6.45	32	24	31
12	15.38	16.67	12.50	46.15	75.00	56.25	38.46	8.33	25.00	0.00	0.00	6.25	13	12	16
All Grades	15.65	6.25	7.75	46.26	45.31	36.62	33.33	36.72	44.37	4.76	11.72	11.27	147	128	142

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	26.98	20.75	11.11	55.56	54.72	51.11	15.87	16.98	26.67	1.59	7.55	11.11	63	53	45
10	35.90	20.51	26.00	51.28	64.10	48.00	12.82	12.82	22.00	0.00	2.56	4.00	39	39	50
11	34.38	33.33	29.03	50.00	54.17	38.71	15.63	4.17	29.03	0.00	8.33	3.23	32	24	31
12	61.54	58.33	25.00	30.77	33.33	62.50	7.69	8.33	6.25	0.00	0.00	6.25	13	12	16
All Grades	34.01	26.56	21.83	51.02	55.47	48.59	14.29	12.50	23.24	0.68	5.47	6.34	147	128	142

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	4.76	1.89	0.00	17.46	11.32	15.56	57.14	47.17	48.89	20.63	39.62	35.56	63	53	45
10	0.00	0.00	6.00	25.64	17.95	14.00	61.54	69.23	46.00	12.82	12.82	34.00	39	39	50
11	3.13	4.17	3.23	15.63	4.17	16.13	62.50	70.83	58.06	18.75	20.83	22.58	32	24	31
12	0.00	8.33	6.25	7.69	16.67	12.50	84.62	66.67	62.50	7.69	8.33	18.75	13	12	16
All Grades	2.72	2.34	3.52	18.37	12.50	14.79	61.90	60.16	51.41	17.01	25.00	30.28	147	128	142

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
9	9.52	0.00	0.00	76.19	66.04	64.44	14.29	33.96	35.56	63	53	45	
10	7.69	5.13	4.00	76.92	82.05	68.00	15.38	12.82	28.00	39	39	50	
11	0.00	0.00	3.23	78.13	83.33	67.74	21.88	16.67	29.03	32	24	31	
12	0.00	8.33	0.00	84.62	83.33	81.25	15.38	8.33	18.75	13	12	16	
All Grades	6.12	2.34	2.11	77.55	75.78	68.31	16.33	21.88	29.58	147	128	142	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
9	90.48	75.47	62.22	9.52	16.98	31.11	0.00	7.55	6.67	63	53	45	
10	100.00	92.31	84.00	0.00	5.13	10.00	0.00	2.56	6.00	39	39	50	
11	96.88	91.67	77.42	3.13	4.17	22.58	0.00	4.17	0.00	32	24	31	
12	100.00	91.67	81.25	0.00	8.33	12.50	0.00	0.00	6.25	13	12	16	
All Grades	95.24	85.16	75.35	4.76	10.16	19.72	0.00	4.69	4.93	147	128	142	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
9	9.52	1.89	0.00	61.90	39.62	48.89	28.57	58.49	51.11	63	53	45	
10	10.26	2.56	6.00	64.10	51.28	46.00	25.64	46.15	48.00	39	39	50	
11	6.25	4.17	6.45	50.00	62.50	54.84	43.75	33.33	38.71	32	24	31	
12	7.69	16.67	12.50	46.15	58.33	68.75	46.15	25.00	18.75	13	12	16	
All Grades	8.84	3.91	4.93	58.50	49.22	51.41	32.65	46.88	43.66	147	128	142	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>9</b>	0.00	1.89	4.44	85.71	77.36	77.78	14.29	20.75	17.78	63	53	45
<b>10</b>	0.00	0.00	2.00	87.18	94.87	90.00	12.82	5.13	8.00	39	39	50
<b>11</b>	0.00	0.00	6.67	96.88	87.50	90.00	3.13	12.50	3.33	32	24	30
<b>12</b>	7.69	8.33	0.00	92.31	91.67	81.25	0.00	0.00	18.75	13	12	16
<b>All Grades</b>	0.68	1.56	3.55	89.12	85.94	85.11	10.20	12.50	11.35	147	128	141

**Conclusions based on this data:**

1. Our students scored highest in the Speaking domain.
2. With the addition of an EL Specialist, we hope to see growth in these areas and an increase in students reclassification status.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1580	77.3%	10.6%	0.2%
Total Number of Students enrolled in Hayward High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	168	10.6%
Foster Youth	3	0.2%
Homeless	24	1.5%
Socioeconomically Disadvantaged	1222	77.3%
Students with Disabilities	215	13.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	191	12.1%
American Indian	8	0.5%
Asian	69	4.4%
Filipino	65	4.1%
Hispanic	1074	68%
Two or More Races	69	4.4%
Pacific Islander	38	2.4%
White	60	3.8%

### Conclusions based on this data:

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

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

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Graduation Rate



Orange

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Yellow

##### English Learner Progress



Red

##### College/Career



Orange

**Conclusions based on this data:**

1. The College/Career status is currently rated as Blue. This is largely attributed to the proactive initiatives undertaken by the College and Career Center, including organizing visits from colleges and trade schools to our campus. Additionally, programs like Puente and AVID have played a pivotal role in guiding students towards Pathway and AP programs. Moreover, organized field trips to various colleges across California have contributed significantly to this endeavor.
2. Suspension rates have shown a decrease from the 2024-2025 dashboard, currently reflecting a low status. However, despite an overall increase in the number of suspensions, the data can be deceptive, as it predominantly involves recurrent expulsions of the same students throughout the year. Additionally, there has been a noteworthy decrease in the suspension of students with disabilities.

# School and Student Performance Data

## Academic Performance English Language Arts

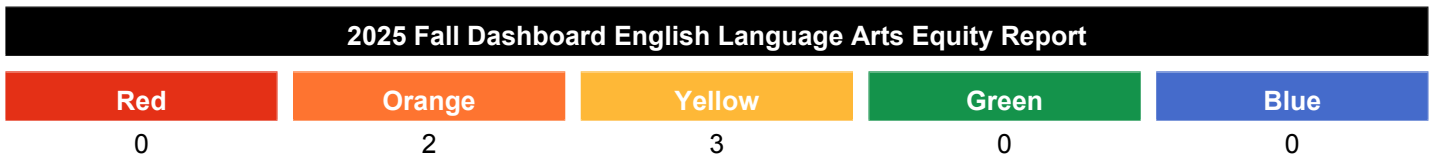
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.9 points below standard</p> <p>Increased 53.3 points</p> <p>355 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>71.2 points below standard</p> <p>Increased 65.7 points</p> <p>78 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>121.9 points below standard</p> <p>Increased 79.1 points</p> <p>23 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>13.2 points below standard</p> <p>Increased 50.8 points</p> <p>287 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>149 points below standard</p> <p>Increased 34.9 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>13.7 points below standard</p> <p>Increased 81.1 points</p> <p>45 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>102.1 points above standard</p> <p>Increased 160.5 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>37.8 points above standard</p> <p>Declined 14.8 points</p> <p>13 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>22.3 points below standard</p> <p>Increased 39.6 points</p> <p>251 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>47 points above standard</p> <p>Increased 105.6 points</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>98.8 points above standard</p> <p>Increased 133.7 points</p> <p>13 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Performance Mathematics

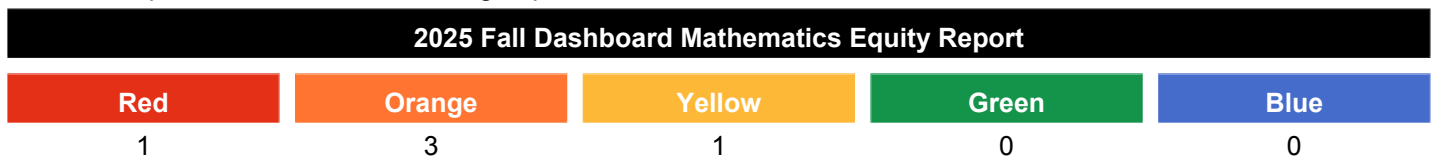
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>103.4 points below standard</p> <p>Increased 43.1 points</p> <p>355 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>141.2 points below standard</p> <p>Increased 76.7 points</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>197.7 points below standard</p> <p>Increased 70.6 points</p> <p>23 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>114.8 points below standard</p> <p>Increased 42 points</p> <p>287 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>261.1 points below standard</p> <p>Declined 7.9 points</p> <p>42 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>118.3 points below standard</p> <p>Increased 68.6 points</p> <p>45 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>12.3 points above standard</p> <p>Increased 134.4 points</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>61.6 points below standard</p> <p>Declined 32.5 points</p> <p>13 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>121.2 points below standard</p> <p>Increased 32.8 points</p> <p>250 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>71.3 points below standard</p> <p>Increased 39.4 points</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>17.7 points above standard</p> <p>Increased 138.7 points</p> <p>13 Students</p>

**Conclusions based on this data:**

1. The Dashboard indicates a general decline for all students at Hayward High School in Mathematics. Performance levels exhibit variability among students across the spectrum. The Data seems to be coming in favorably as we complete the testing for this school, we are able to see areas of improvement.
2. Filipino students have a increase of 22.7 points
3. Presently, our current English Learners and LTEL face the most significant challenge they declined by an additional 38.8 and 31.7 points respectively.

# School and Student Performance Data

## Academic Performance Science

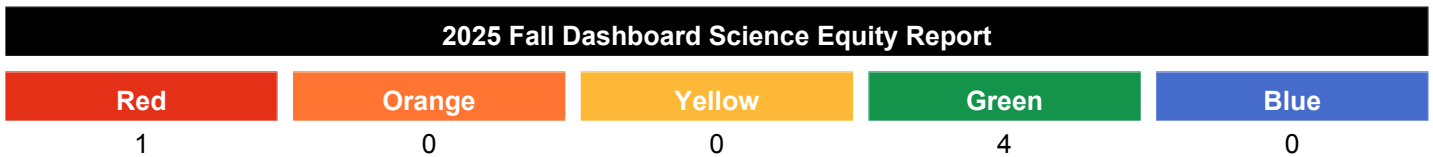
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>54.3 science points</p> <p>Increased 7.5 points</p> <p>367 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>45 science points</p> <p>Increased 10 points</p> <p>77 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>36.1 science points</p> <p>Increased 10.6 points</p> <p>22 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>52.3 science points</p> <p>Increased 7.2 points</p> <p>299 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>32.4 science points</p> <p>Declined 2.2 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>50.9 science points</p> <p>Increased 10.2 points</p> <p>47 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>61.1 science points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>66.7 science points</p> <p>Increased 5.1 points</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>52.3 science points</p> <p>Increased 5 points</p> <p>257 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>60 science points</p> <p>Increased 16.4 points</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>68.2 science points</p> <p>Increased 23.5 points</p> <p>13 Students</p>

**Conclusions based on this data:**

1. Overall we have four student groups in the Green. This is indicative of students making progress. The general group of students increased by 7.5 points.
2. Our students with disabilities remain identified as a group in the red. They declined 2.2 points.
3. Our English Learners, Long Term EIs and our African americans improved by 10 points, 10.6 and 10.2 respectively.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 33.8 making progress. Number Students: 133 Students	<b>Long-Term English Learner Progress</b>  Orange 34.3 making progress. Number Students: 102 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 34.6%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 30.8%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 33.8%

### Conclusions based on this data:

1. Approximately 33.8% of students have advanced by at least one ELPI level, while around a quarter of the students have regressed by one level, and another quarter have maintained their proficiency level from the previous year.
2. Overall, there has been a modest increase in the level of proficiency compared to the 2024 dashboard, with only 33% of students demonstrating advancement towards English Language proficiency.
3. There remains significant growth opportunities for our English Language Learning students.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

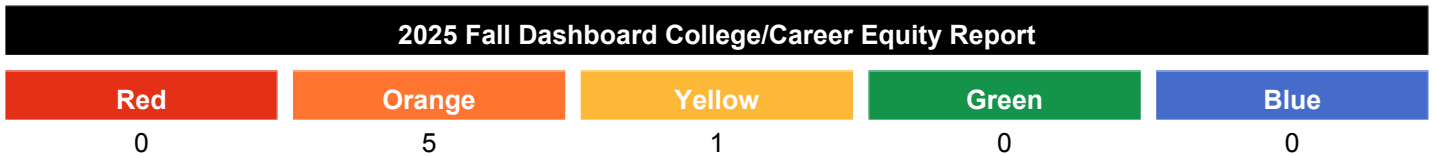
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>Prepared 50.7%</p> <p>Declined 9.2%</p> <p>341 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>Prepared 22.6%</p> <p>Declined 8.7%</p> <p>53 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>Prepared 22.4%</p> <p>Declined 8.7%</p> <p>49 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Prepared 0%</p> <p>Declined 14.3%</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>Prepared 50.7%</p> <p>Declined 7.5%</p> <p>306 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>Prepared 35.8%</p> <p>Maintained -1.9%</p> <p>53 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>Prepared 47.2%</p> <p>Declined 14.5%</p> <p>36 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Prepared 35.7%</p> <p>Declined 48.5%</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Prepared 73.3%</p> <p>Declined 7.6%</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>Prepared 48.7%</p> <p>Declined 10.3%</p> <p>228 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Prepared 73.3%</p> <p>Increased 18.8%</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Prepared 41.7%</p> <p>Increased 24%</p> <p>12 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Prepared 66.7%</p> <p>Maintained 1.3%</p> <p>18 Students</p>

**Conclusions based on this data:**

1. Overall, the data suggests that only 50.7% of HHS students demonstrate college and career readiness.
2. The dashboard highlights a notable disparity in college and career readiness among student groups.
3. Socioeconomically disadvantaged, Hispanic, and African American students demonstrate readiness rates clustered around 50%



# School and Student Performance Data

## Academic Engagement Graduation Rate

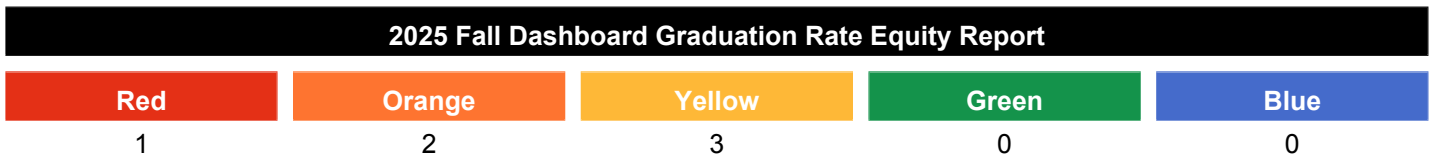
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>85.1% graduated</p> <p>Declined 1.8%</p> <p>343 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>68.5% graduated</p> <p>Increased 4.3%</p> <p>54 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>65.3% graduated</p> <p>Maintained -0.3%</p> <p>49 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>57.1% graduated</p> <p>Declined 14.3%</p> <p>14 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>85.4% graduated</p> <p>Maintained -0.1%</p> <p>308 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>72.2% graduated</p> <p>Increased 3.3%</p> <p>54 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>86.1% graduated</p> <p>Declined 7.5%</p> <p>36 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>78.6% graduated</p> <p>Declined 16.2%</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>15 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>83% graduated</p> <p>Declined 1.7%</p> <p>230 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>93.3% graduated</p> <p>Increased 11.5%</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 23.5%</p> <p>12 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>83.3% graduated</p> <p>Declined 9%</p> <p>18 Students</p>

**Conclusions based on this data:**

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

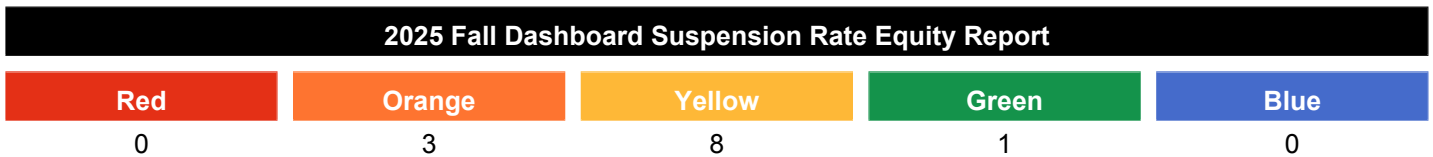
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>5.9% suspended at least one day</p> <p>Declined 3.3%</p> <p>1687 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>7% suspended at least one day</p> <p>Declined 5.1%</p> <p>199 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>7.3% suspended at least one day</p> <p>Declined 6.3%</p> <p>150 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>13.9% suspended at least one day</p> <p>Declined 5%</p> <p>36 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>6.8% suspended at least one day</p> <p>Declined 2.3%</p> <p>1333 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>10.5% suspended at least one day</p> <p>Declined 5.6%</p> <p>229 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>9.3% suspended at least one day</p> <p>Declined 5.6%</p> <p>204 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 1%</p> <p>80 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>69 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>5.4% suspended at least one day</p> <p>Declined 3.7%</p> <p>1135 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>7.5% suspended at least one day</p> <p>Declined 3.9%</p> <p>80 Students</p>	<p><b>Pacific Islander</b></p>  <p>Yellow</p> <p>6.4% suspended at least one day</p> <p>Declined 5.2%</p> <p>47 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 4.1%</p> <p>64 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities recorded the highest suspension rate at 16.1%. Further disaggregated data on Students with Disabilities by race within other student groups would be valuable for informing targeted intervention strategies.
2. Filipino and White students exhibited the lowest suspension rates, each accounting for only 3.8% of the total.
3. There has been a general decrease in the total number of suspensions compared to the 2026 dashboard data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Deeper Learning - Language and Literacy (ELA)

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

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

#### Metric:

CAASPP ELA scores distance from standard decrease by 10 points.

#### LCAP Goal 5: Achievement/Engagement:

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

Metric: Increase students with Disabilities performance on the CAASPP ELA

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP)	Current standardized test scores (CAASPP)	Continue to grow in relation to the DTP. In 2025 there was a 53.point increase in performance in relation to the distance to standard in alignment with the Districts 10 point goal HHS plans to continue with a 10 point improvement in relation the the standard.
Grades	Semester 1 and Semester 2 Grades (Ds and Fs)	Increase grades of C- or better by 5%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>PLCs will collaborate to engage in a Cycle of Inquiry (COI) to determine the efficacy of lessons and teaching strategies in order to meet instructional goals. PLCs will develop standards-aligned lessons and assessments and collectively review to determine student supports and intervention. Staff will use assessment data to drive instruction and use as data for collaboration meetings for support and intervention.</p> <p>Teachers will utilize academic language within and across content areas as per the CA English Language Development (ELD) Standards, which are taught in conjunction with content standards.</p>	All Students in ELA	<p>District Funded Certificated Hourly Staff Development and District wide trainings 4000 Title I Certificated Hourly Teacher release time observation and coaching 15000 Title I Certificated Hourly certificated pay for conferences</p>
1.2	<p>Provide after school tutoring support for ELA Position provided through central funding 32,000</p> <p>Academic Support Intervention</p> <p>Provide multicultural and anti-racist library books that are of high interest and appropriate for underperforming students and ELs, in order to ensure students have access to materials that will accelerate language acquisition (for ELs) and/or accelerate students' reading ability and proficiency of high leverage academic language. We will encourage teachers (especially ELA teachers) to provide students with opportunities to check out and read these books at school. And we will use additional funding to purchase more of these types of books. Many of our ELA teachers are trained in Reading Apprenticeship, and thus have the skills to leverage independent reading to boost student achievement within their respective content areas. By providing these books, these teachers will now have the materials necessary to support students in this way.</p>	All Students	<p>District Funded Certificated Hourly ELA tutoring offered by Site Teachers 7000 Title I 1000-1999: Certificated Personnel Salaries Tutoring , After school interventions</p>
1.3	Provide multicultural and anti-racist curriculum		<p>7000 Title I None Specified Print shop</p>

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

Monitor SMART goals through PLCs and COI cycles.

Prioritize instructional equity and professional learning.

Use both formative and summative data to inform instruction.

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

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

No major differences

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

Expand tutoring and targeted intervention programs during and after school, with a focus on equity in access.

Refine PLC expectations by embedding SMART goal monitoring into each Cycle of Inquiry.

Integrate student work analysis protocols in PLCs to inform differentiated instruction.

Increase Educational Partner involvement by scheduling data reflection sessions with SSC, ELAC, and AASAI.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Deeper Learning - Mathematics

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

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

Metric: decrease CAASPP Math scores distance from standard by 10 points.

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

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

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

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

#### LCAP Goal 5: Achievement/Engagement:

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

Metric: Increase students with Disabilities performance on the CAASPP Math

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved performance levels on standardized tests (CAASPP)	Current standardized test scores on CAASPP	In 2025 HHS closed the gap on the standards by 43 points in math but are still 103 points behind. In alignment with HUSD's 10 point plan we hope to continue in a positive direction and close in on the DFS another 10 points.
Improved quarterly and semester gades	Semester 1 and Semester 2 Grades (Ds and Fs)	The number of students receiving D and F grades for Semester 1 will decrease in Semester 2 by 5%; Increase grades of C- or better by 5%.
Graduation Rate	88.9%	Increase by 2%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Professional development will be provided to teachers and administrators to continue the implementation of the Common Core State Standards and culturally responsive pedagogy to increase rigor and the level of Student Academic Engagement in the classroom. Teacher Professional Learning Communities (PLCs) will develop standards-aligned lessons and assessments and collectively review to determine student supports and intervention.</p> <p>Staff will use assessment data to drive instruction and use as data for collaboration meetings for support and intervention.</p> <p>Teachers will work in PLCs during designated Collaboration periods on Wednesday and Thursdays. There they will review curriculum, best practices and share successful teaching strategies.</p> <p>Measures: Formative and summative assessments, Local benchmark tests. PLC meeting records, CAASPP data, and presentations to staff based on information from conferences and PD.</p>	All Students	5000.00 LCFF 5000-5999: Services And Other Operating Expenditures PD Conferences (CRP & Anti-Bias/Anti-Racist Pedagogy) to improve instruction in the classroom. 4000.00 LCFF 1000-1999: Certificated Personnel Salaries Teacher Collaboration time for outside of the work day. 7000 Title I 3010 Print Shop materials 10000 Title I Certificated Hourly Teacher release time to observe and coach
2.2	<p>Provide after school tutoring support for ELA/Math (Math I/II)</p> <p>Academic Support Intervention, i.e. after school tutoring, Algebra Support class, IXL</p>	All Students	32881.00 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries .2 tutoring position

## Annual Review

## SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

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

No major differences

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

Change: The goal will be revised to explicitly reflect the integration of targeted professional development, data-driven instruction, and student-centered supports for math achievement.

Where: SPSA Section II – Goals and Strategies

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Deeper Learning - English Language Development

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

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

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

Metric: Maintain reclassification rate at or above 14%

Metric: Access for ELs to ELD and CCSS

### Identified Need

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

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

### Annual Measurable Outcomes

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

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

## Strategies/Activities

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

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

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

Professional development costs related to second language acquisition and culturally responsive practices were minimized or deferred, limiting deep implementation across departments.

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

The goal will be updated to explicitly include cross-curricular integration of language development and increased collaboration among general education and ELD teachers.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

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

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

#### LCAP Goal 3: Service Excellence

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

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

#### LCAP Goal 4: Operational Sustainability

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

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

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

### Identified Need

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

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

## Annual Measurable Outcomes

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

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

## Strategies/Activities

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

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

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

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

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

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

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

None at this time

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

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 2: Relationship-Centered Schools

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

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

Metric: Decrease high school dropout rates by 1% annually

Metric: Ensure suspension rate is below 3.6%

Metric: Ensure expulsion rate is below 0.09%

#### LCAP Goal 5: Achievement/Engagement:

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

Metric: Decrease homeless youth suspension rates

### Identified Need

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

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

### Annual Measurable Outcomes

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

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

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Hayward High School will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.	All Students	5000.00 LCFF 1000-1999: Certificated Personnel Salaries Coverage for staff observations, training, and collaboration. 5000.00 LCFF 5000-5999: Services And Other Operating Expenditures SEL PD 7000.00 LCFF Certificated Hourly Conference pay hourly 20000 Title I 5800: Professional/Consulting Services And Operating Expenditures Challenge Day 10000 Title I 5800: Professional/Consulting Services And Operating Expenditures Bully Talk
5.2	Hayward High School will continue to build out our resources and personnel to support social-emotional well-being for all students. Our SEL Counselor and Community Schools Specialist will continue to build out a multi-tiered program that supports an awareness and understanding of student challenges surrounding mental health, substance abuse, cyberbullying/social media, relationship boundaries/practices, and more. Some resources will include guest speakers and assemblies. \$3000	All Students	General Fund 0000: Unrestricted Guest speakers/assemblies to nurture awareness of teen-related challenges on a school campus (i.e. mental health, substance abuse, cyberbullying, healthy relationships, etc.) 32000 General Fund Certificated Hourly Peer Advocacy
5.3			

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Steps Taken to Address These Needs include sitewide professional development in trauma-informed care, restorative practices, and SEL integration. Staff are building a more inclusive and connected campus culture through morning meetings, restorative circles, and SEL instruction that promotes empathy, problem-solving, and emotional regulation. Trauma-informed practices have been expanded through consistent classroom routines, student choice, and calming environments. Restorative responses to conflict and misconduct are replacing traditional punitive approaches, emphasizing accountability and healing. Students demonstrating repeated behavioral or trauma-related concerns are supported through individualized plans developed in partnership with families and counselors. Community partnerships provide wraparound supports that target root causes such as mental health needs and chronic absenteeism. SEL efforts are supported by consistent monitoring of behavioral, academic, and attendance data. Family engagement is encouraged through workshops and resources focused on SEL and restorative approaches. Reflection and refinement of SEL implementation continues to be driven by evolving best practices and school-based data.

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

The plan references wraparound services and community partners for mental health and absenteeism support, but the budget reflects only partial or short-term funding, limiting the depth and duration of these services. While the school is monitoring SEL and behavioral trends, tools for SEL assessment, classroom materials, or tracking platforms are not fully reflected in the budget.

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

Strengthening Tier 2 and Tier 3 trauma-responsive interventions.  
Utilization and impact of individualized support plans.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship-Centered Schools -- Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 2: Relationship-Centered Schools

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

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

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

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

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

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Hayward High School will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing of meetings, translation for parents, and more emphasis on parent-requested topics of discussion. We will continue our partnership with Rasi Holds Hands, Youth and Family Services, etc. In addition, we will add workshops to assist students in being successful at school. Hayward High School will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support attendance, the academic progress and social-emotional needs of their students. This includes intentional focus to revamp our AASAI parent and student programming on campus. We will provide opportunities for parents and students to meet in the evenings to discuss College and Career Readiness options and pathway opportunities.	All Students	2000.00 Title I 3010 Parent workshops and conferences. 2276.00 Title I 2000-2999: Classified Personnel Salaries Translation services. 1000.00 LCFF None Specified Light refreshments for parent meetings. 4000 LCFF Classified Hourly Childcare 2500 Title I 4000-4999: Books And Supplies Print shop materials
6.2	Hayward High School will continue to utilize a variety of ways to communicate with parents and guardians about upcoming events, recent news, and other schoolwide messaging. Parent engagement opportunities will be promoted through the marquee, Infinite Campus, emails and personal calls. We will offer parent engagement opportunities outside the regular school hours in an attempt to get more parental involvement.	All Students	100.00 LCFF 0000: Unrestricted SMORE subscription 400.00 LCFF 0000: Unrestricted Survey Monkey subscription 5000 LCFF Classified Hourly

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

Action steps implemented during the year included continuing to diversify communication platforms, such as multilingual newsletters, social media, text messages, and emails, to ensure that all families received timely and accessible information. Events were offered at various times and in multiple formats, including in-person, virtual, and hybrid options, to accommodate the diverse needs of families.

The school maintained a welcoming and inclusive culture through ongoing outreach efforts, informal interactions, and programs that celebrated the diversity of students and families. Parent workshops were provided on topics such as

academic readiness, digital literacy, college and career pathways, and student wellness. Volunteer opportunities were expanded to include classroom support, mentoring, and event planning.

Family-centered events, including cultural celebrations and parent-student engagement activities, were offered to strengthen relationships and foster a sense of belonging within the school community. Parent feedback was gathered through surveys, listening sessions, and advisory groups such as the English Learner Advisory Committee (ELAC) and School Site Council (SSC), and this input informed school planning and improvement efforts. Additionally, community partnerships were leveraged to provide families with access to resources, services, and supports aligned with identified student and family needs.

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

The school seeks to expand events like cultural nights and student-parent activities, but current funding may only support a limited number of events or modest programming.

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

Implemented a digital family volunteer management system to streamline volunteer recruitment, registration, communication, and participation tracking.  
Leveraged community partnerships to co-host cultural events, expand engagement opportunities for families, and maximize resources while reducing event-related costs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### **Relationship-Centered Schools - Attendance and Chronic Absenteeism**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 2: Relationship-Centered Schools

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

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

Metric: Decrease chronic absenteeism by 5%

Metric: Maintain an Average Daily Attendance (ADA) rate at or above 95%

#### LCAP Goal 5: Achievement/Engagement

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

Metric: Decrease the homeless youth chronic absenteeism rate

### Identified Need

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

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

### Annual Measurable Outcomes

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

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

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>In an effort to increase school pride and positive relationships, Hayward High School will:</p> <ul style="list-style-type: none"> <li>Organize fun/team building activities for students-Farmer Fun</li> <li>Increase student led School Spirit activities.</li> <li>Provide opportunities for social interactions in a structured environment, clubs.</li> <li>Invite guest speakers for students to hear inspirational or motivational examples.</li> <li>Utilize Leadership students to provide positive peer role models.</li> <li>Staff will develop relationships with students to encourage them to come to class.</li> <li>Teachers will spend a few minutes each period to connect and check in with students to foster better relationships.</li> <li>Send personal emails to students who have missed multiple days.</li> <li>Create a safe environment for learning and participating with classmates.</li> <li>Create a hands-on engaging environment that students do not want to miss.</li> <li>Provide incentives for students to advocate for their own success.</li> <li>Refer students for support services and resources for mental health and wellness. (COST)</li> </ul>	All students	10000 LCFF 4000-4999: Books And Supplies Materials and supplies for student incentives
7.2	<p>Truancy is the strongest indicator of student drop-outs; therefore, Social Emotional Learning (SEL) Counselor, Community School specialist and Attendance Clerks will work in collaboration to increase attendance which will also increase the graduation rate.</p>	All Students	6000 LCFF Classified Hourly Truancy meetings and extra outreach
7.3	<p>Hayward High School will provide parent engagement opportunities to build partnerships in students' education. The topics for our parent education events, such as FAFSA nights and parent discussion groups about managing stress and mental health, will help the families to support</p>	All Students	3500 LCFF 4000-4999: Books And Supplies Material for family outreach

	attendance, the academic progress and social-emotional needs of their students. Parent engagement opportunities will be promoted through Blackboard, Infinite Campus, and personal calls.		
7.4			
7.5			

# Annual Review

## SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

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

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

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

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

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

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

Loss of one staff member monitoring Attendance is a key shortcoming.

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

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

To address this, our staff is committed to implementing strategies aimed at fostering a stronger sense of connection and belonging among students, thereby encouraging more consistent attendance. By nurturing a supportive and engaging school environment, we aim to enhance students' motivation to actively participate in their educational journey. In line with this commitment, an increasing number of teachers have generously volunteered to sponsor lunchtime and after-

school clubs and meetings. These extracurricular opportunities provide students with a platform to pursue their interests and passions within the school setting. By offering diverse and enriching club experiences, we aim to cultivate a school culture that celebrates student diversity and promotes active engagement in both academic and extracurricular pursuits.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

#### **Relationship-Centered Schools - Graduation Rate**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LCAP Goal 1: Deeper Learning

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

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

#### LCAP Goal 2: Relationship-Centered Schools

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

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

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

#### LCAP Goal 5: Achievement/Engagement

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

Metric: Increase the graduation rate with students with disabilities.

### Identified Need

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

In the 2025–2026 school year, Hayward High School aims to increase its graduation rate by at least 3%, addressing declines linked to the reinstatement of pre-pandemic academic requirements. Key challenges include credit deficiencies, chronic absenteeism, limited early identification of at-risk students, and disengagement among some student groups. The school will implement a comprehensive Early Warning System to identify and monitor students at risk, supported by Individualized Student Success Plans managed by counselors and intervention teams. Expanded academic supports will include credit recovery options through online, after-school, and summer programs, alongside Academic Support Centers providing tutoring and skill-building workshops. Freshman transition programs and increased extracurricular opportunities will foster engagement and belonging. Career and technical education pathways, college and career exploration, and family workshops will enhance post-secondary readiness. Attendance initiatives will focus on tracking, personalized outreach, incentives, and family collaboration. Mentoring systems and expanded counseling and social-emotional supports will address academic and non-academic barriers. Community partnerships will offer internships and wraparound services. Progress will be monitored through graduation rate tracking by subgroup, credit accumulation analysis, early warning dashboards, course completion data, attendance analysis, credit recovery outcomes, student surveys, and family and stakeholder feedback. Comparative analysis with similar schools will inform continuous improvement.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate for 2024-2025 School Year: 85.1%	Increase Graduation Rate by 3% to 91.8%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Continue to implement and build upon WASC 24/25 visiting committee recommendations for continued growth	All Students	None Specified  5000 LCFF 4000-4999: Books And Supplies Lab Supplies
8.2		All Students	
8.3		All Students	

## Annual Review

### SPSA Year Reviewed: 2025-26

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

## Analysis

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

Since 2019, Hayward High School's graduation rate has experienced a gradual decline, decreasing from 89.7% in 2019 to 85.1% in 2025, a total decrease of 4.6 percentage points. While the rate remained relatively stable between 2019 and 2022 (89.7% to 88.9%), it declined more noticeably in 2023 to 86.0%, followed by a slight increase to 86.9% in 2024. However, the rate decreased again in 2025 to its lowest point during this period. Overall, the data indicate a multi-year downward trend in graduation outcomes, highlighting the need for continued efforts to improve student engagement, attendance, credit completion, and targeted interventions to support on-time graduation.

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

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

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

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

Addressing chronic absenteeism is key to improving graduation rates, but the SPSA does not reflect dedicated funding for outreach personnel, home visits, or partnerships with attendance liaisons.

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

This analysis shows that while the strategic vision for improving graduation outcomes is strong, the capacity to implement it fully is currently limited by resource constraints.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

## Annual Review

SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$314,836.18
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$188,955.18

Subtotal of additional federal funds included for this school: \$188,955.18

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

State or Local Programs	Allocation (\$)
General Fund	\$32,000.00
LCFF	\$61,000.00
LCFF Supplemental and Concentration Funds	\$32,881.00

Subtotal of state or local funds included for this school: \$125,881.00

Total of federal, state, and/or local funds for this school: \$314,836.18

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	192,424.0	131,424.00
Title I	263673.	74,717.82

## Expenditures by Funding Source

Funding Source	Amount
General Fund	32,000.00
LCFF	61,000.00
LCFF Supplemental and Concentration Funds	32,881.00
Title I	188,955.18

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	48,881.00
2000-2999: Classified Personnel Salaries	81,255.18
3010	22,000.00
4000-4999: Books And Supplies	23,000.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00
Certificated Hourly	76,200.00
Classified Hourly	15,000.00
None Specified	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Certificated Hourly	General Fund	32,000.00

0000: Unrestricted	LCFF	500.00
1000-1999: Certificated Personnel Salaries	LCFF	9,000.00
4000-4999: Books And Supplies	LCFF	18,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
Certificated Hourly	LCFF	7,000.00
Classified Hourly	LCFF	15,000.00
None Specified	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	32,881.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	81,255.18
3010	Title I	22,000.00
4000-4999: Books And Supplies	Title I	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00
Certificated Hourly	Title I	37,200.00
None Specified	Title I	7,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,000.00
Goal 2	58,881.00
Goal 3	102,179.18
Goal 5	79,000.00
Goal 6	17,276.00
Goal 7	19,500.00
Goal 8	5,000.00

# School Site Council Membership

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

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

Name of Members	Role
Waylon Miller	Principal
Nina Tran	Secondary Student
Karina Gonzales	Parent or Community Member
Heather Hourel-Flores	Parent or Community Member
Oliver Yang	Classroom Teacher
Mary Walsh	Classroom Teacher
Angel Cardenas	Parent or Community Member
Alonzo Irra	Secondary Student
Diana Levy	Parent or Community Member
Avneet Gandhi	Other School Staff
John Fregeau	Classroom Teacher
Dustin Jones	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

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

Attested:



Principal, Waylon Miller on June 8, 2026



SSC Chairperson, Mary Walsh on June 8, 2026



ELAC Representative, Maria Orozco on June 8, 2026

# Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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