

Hayward Collegiate Charter

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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


DataQuest

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

Internet Access

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

Neena Goswamy, Executive Director

 Principal, Hayward Collegiate Charter

About Our School

Thank you for your interest in Hayward Collegiate! As a new school, we realize that many questions about our program will not be captured here. We are happy to provide additional information in learning more. Please contact us at info@haywardcollegiate.org with any requests.

Contact

*Hayward Collegiate Charter
166 WEST HARDER RD.
HAYWARD, CA 94544-2742*

*Phone: 650-520-3915
Email: neena@haywardcollegiate.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	L Karen Monroe
Email Address	lmonroe@acoe.org
Website	http://www.acoe.org

School Contact Information (School Year 2019—20)	
School Name	Hayward Collegiate Charter
Street	166 WEST HARDER RD.
City, State, Zip	HAYWARD, Ca, 94544-2742
Phone Number	650-520-3915
Principal	Neena Goswamy, Executive Director
Email Address	neena@haywardcollegiate.org
Website	www.haywardcollegiate.org
County-District-School (CDS) Code	01100170138867

Last updated: 1/28/2020

School Description and Mission Statement (School Year 2019—20)

Hayward Collegiate will be an elementary school serving students in grades TK-6 in Hayward, CA. In 2019-20, we have opened with TK, Kindergarten, and First Grade.

In alignment with state priorities to “use multiple measures to determine performance and progress and emphasize equity by focusing on student group performance,” the mission of Hayward Collegiate is to ensure rigorous academics in every classroom and individualized supports for every learner so that all students in transitional kindergarten through sixth grade can thrive in the colleges of their choice and can communicate and lead with confidence.

Through our conversations with families in Hayward, intense school-study of high-performing schools, and current educational research, we have developed a unique school model that responds directly to the needs of our community in Hayward and fully aligns with educational state priorities and the intent of the Charter Schools Act, which is to allow groups of educators, community members, parents, or others to create an alternative type of public school. Hayward Collegiate is fundamentally different from other elementary schools in four important ways:

1. Teacher-subject specialization
2. Individualized support for each scholar
3. Expanded, comprehensive, and targeted professional development

Last updated: 1/28/2020

A. Conditions of Learning

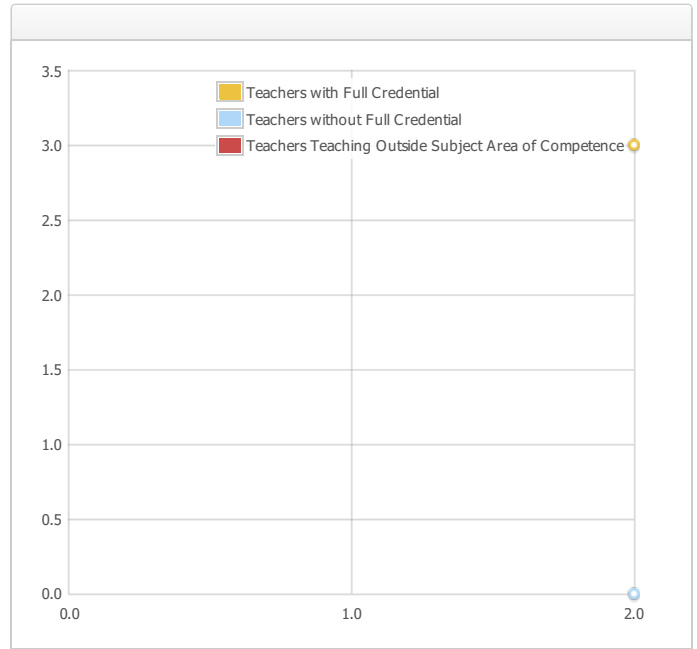
State Priority: Basic

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

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

Teacher Credentials

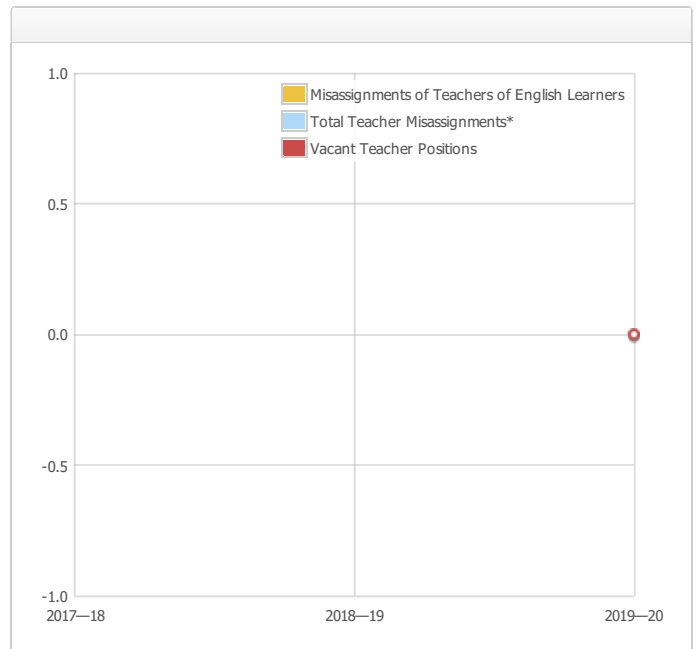
Teachers	School 2017 — 18	School 2018 — 19	School 2019 — 20	District 2019— 20
With Full Credential			3	
Without Full Credential			0	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/28/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2020

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. That was taken in August and approved by our county board authorizer.

Additionally, Hayward Collegiate maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/28/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good
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Last updated: 1/28/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Hayward Collegiate is a school that was built by the voices of our community and so have a number of systems in place to develop authentic parent engagement and involvement. These systems/programs include:

- Coffee with the Principal - All parents are invited once a month to share their thoughts about the school, walk through classrooms, meet teachers and hear about what is happening at the school.
- Monthly events - Every month we have a whole school event such as Winter Wonderland, Father-Daughter Dance, Fall Festival, etc...that allow teacher and parents to understand and have fun with their students in a non-academic setting.
- Parent council - A group of parents, community leaders, and students who worked with our CEO to formalize the pieces of the Hayward Collegiate model into our charter petition.
- LCAP community focus groups – A series of meetings in which any and all stakeholders are welcomed to share their thoughts about our LCAP document.
- Monthly parent meetings – Meetings hosted each month by members of the HC staff and parent board members to update families on what is occurring and to solicit their feedback on how to respond.
- Board representation – parents sit on the HC board at all time, and 3 other board positions are filled by long-time community leaders. These meetings are compliant with the Brown Act, such that all stakeholders are welcomed to attend and share their opinions.
- Weekly newsletters - our team sends weekly newsletters to parents about what is happening at school and this serves as a regular touch point for us to inform parents as to what is happening at HC.

State Priority: Pupil Engagement

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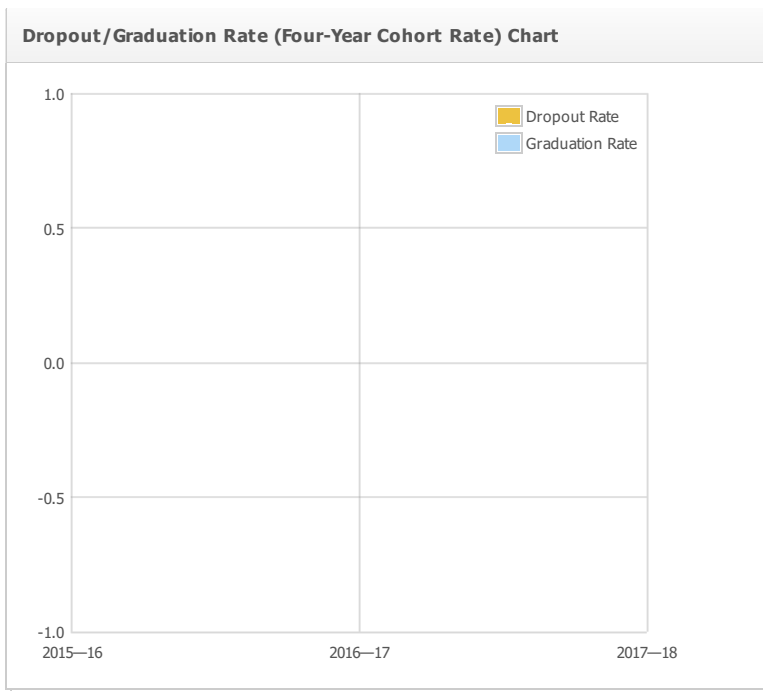
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	0.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	36.20%	9.10%	9.60%
Graduation Rate	--	--	0.00%	0.00%	82.70%	83.00%



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/28/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.00%	7.00%	4.40%	4.10%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/28/2020

School Safety Plan (School Year 2019—20)

Teachers at HC have been trained in the school wide emergency procedure protocols. Comprehensive trainings occur during August of each year, with periodic drills and refresher trainings throughout the year.

- Shelter in place: Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents, and shut down air conditioning/heating units.
- Drop, cover and hold on: Implement during an earthquake or explosion to protect building occupants from flying and falling debris.
- Secure campus: Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.
- Lockdown/barricade: Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.
- Evacuation: Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K			2	
1			1	
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

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English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

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Types of Services Funded (Fiscal Year 2018—19)

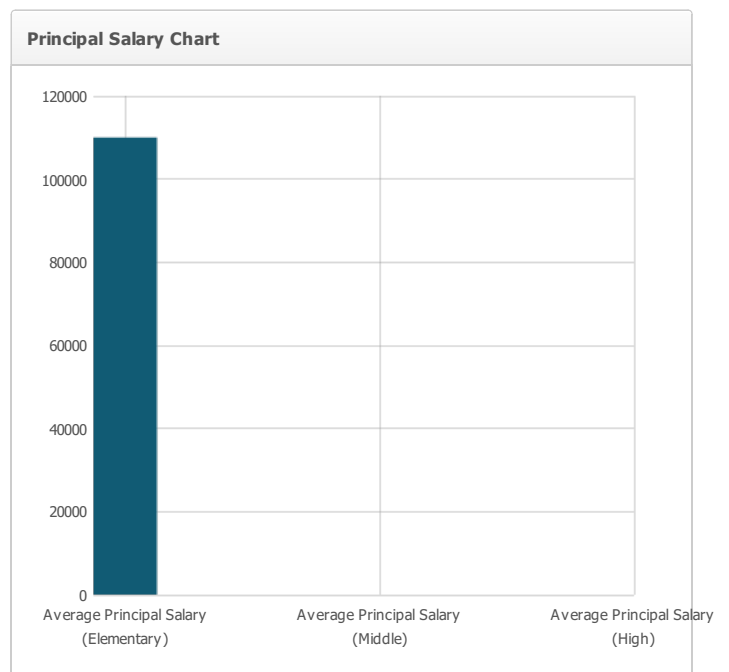
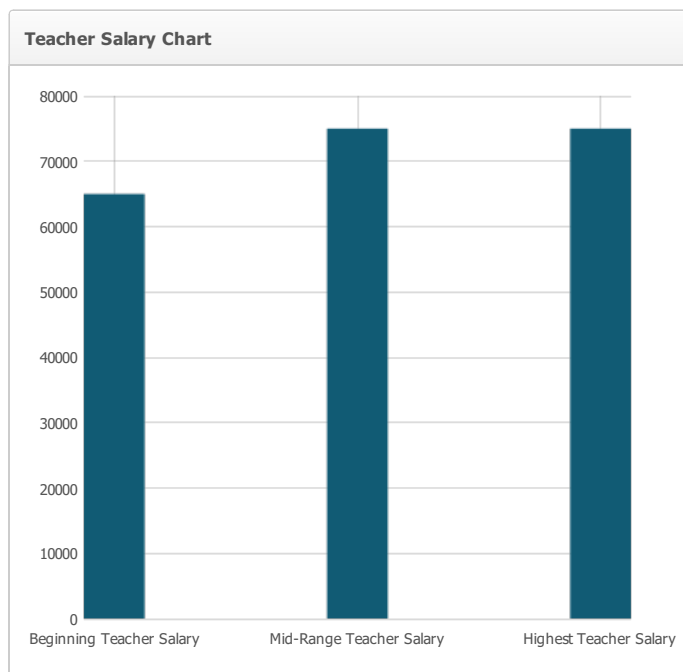
We opened in 2019-2020 and so did not have services funded for the year 2018-2019.

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Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$65,000	--
Mid-Range Teacher Salary	\$75,000	--
Highest Teacher Salary	\$75,000	--
Average Principal Salary (Elementary)	\$110,000	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



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Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement			26

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