



Mt. Eden High School

2300 Panama Street, Hayward, CA 94545
(510) 723-3180

Hayward Unified School District

Jon Lorimer, Principal

2010-2011 School Accountability Report Card



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Hayward Unified
School District
24411 Amador Street
Hayward, CA 94544
(510) 784-2600



School Profile

The Hayward Unified School District is comprised of 21 Elementary schools, 5 Middle schools, 3 High schools, an Alternative High School, Adult Education Center and a child care center for pre-school children. We have over 20,000 students in grades K-12 who interact with teachers in Hayward Unified's classrooms each day and they bring with them diverse cultures, heritages, languages, and economic conditions.

During the 2010-11 school year, 1,911 students were enrolled in grades nine through twelve at Mt. Eden High School.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	10.5%
American Indian	0.4%
Asian	12.0%
Filipino	15.5%
Hispanic or Latino	48.6%
Pacific Islander	5.5%
White	7.0%
Two or More	-
None Reported	0.4%

Discipline & Climate for Learning

Students at Mt. Eden High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Our student discipline policy must be read and signed by all students and their parents. The signature indicates an agreement to follow the rules. We expect students to model mature and responsible behavior on our campus, in our classrooms, and at all school functions. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, which is sent home at the beginning of the school year.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	236	204	391	1747	1645	2325
Suspension Rate	11.6%	10.2%	20.5%	7.9%	7.5%	10.7%
Expulsions	0	2	7	10	37	33
Expulsion Rate	0.0%	0.1%	0.4%	0.0%	0.2%	0.2%

Student Recognition & Extracurricular Activities

Mt. Eden High School recognizes and celebrates the achievements and successes of students and staff on a regular basis.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Anime Club
- AVID
- Badminton Club
- Band
- Black Student Union
- Choir
- Dance
- Filipino Club
- French Club
- Guitar Club
- Indian/Fijian Club
- Japanese Club
- La Raza
- Lion's Tale
- Muslim Student Union
- National Art Honors Society
- Novelists Club
- Peer Mediation
- Poly Club
- Puente
- Save Our World
- Science
- SIU
- Spanish Club
- Trading Card Club
- Yearbook
- Associated Student Body (ASB)
- California Scholarship Federation (CSF)
- Students Working Against Tobacco (SWAT)

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include:

- Cross Country
- Football
- Tennis
- Volleyball
- Basketball
- Soccer
- Wrestling
- Badminton
- Baseball
- Softball
- Swimming
- Track and Field

School Attendance & Enrollment

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely and phone calls to parents are made on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, truancies or unexcused absences are referred to School Attendance Review Board (SARB).

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
9th	562	493	465
10th	481	569	491
11th	486	494	519
12th	498	442	435

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Subject Area												
English	35	32	28	8	6	16	22	25	23	17	37	31
Mathematics	44	29	29	2	7	11	21	35	13	21	33	43
Science	31	32	30	-	-	-	29	42	54	-	10	1
Social Science	33	33	32	2	1	4	17	22	11	3	32	30

Dropout & Graduation Rates

Mt. Eden High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The chart displays the dropout and graduation rate for the most recent three years.

Graduation & Dropout Rates

	07-08	08-09	09-10
Dropout Rate	2.60%	4.70%	7.50%
Graduation Rate	89.75%	78.32%	74.48%

School Leadership

Leadership at Mt. Eden High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past two years, leadership duties were assumed by Principal Jon Lorimer.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- School Site Council (SSC)
- Site Based Decision Making (SBDM)
- English Learner Advisory Council (ELAC)

Counseling & Support Staff

It is the goal of Mt. Eden High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:319.

The table lists the support service personnel available at Mt. Eden High School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Computer Technician	2	1.5
Counselor	6	6.0
Library Technician	1	1.0
Psychologist	1	1.0
Special Day Class (SDC) Teacher	5	5.0

Individualized Instruction

Mt. Eden High School provides programs and services designed to meet the student's needs, and are identified in the Individualized Education Plan (IEP). We have five special education teachers. Students enrolled in our resource program, Special Day Class program, and program for the severely emotionally disturbed may be included in general education classes for one period or up to all day.

English Language Learners

English Language Learners are grouped by proficiency level and receive 45 minutes of English Language Development (ELD) every day.

Parent Involvement

Mt. Eden High School greatly benefits from its supportive parents who participate on the School Site Council (SSC), Athletic, Vocal, and Band Boosters, and the English Language Advisory Committee (ELAC).

The Mt. Eden High faculty is proud to partner with parents and community members in introducing an on-site and interactive Parent Center.

California Standards Test

The California Standards Test (CST), a component of the Standardized Testing and Reporting (STAR) Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the California Department of Education (CDE) STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)

Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	41	41	41	36	39	41	49	52	54
Mathematics	9	12	13	32	35	37	46	48	50
Science	36	39	36	33	36	41	50	54	57
History/Social Science	27	36	34	23	31	35	41	44	48

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)

Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	41	37	41	35
School	41	13	36	34
African American/ Black	36	7	32	30
American Indian	*	*	*	*
Asian	64	31	51	52
Filipino	57	15	53	47
Hispanic or Latino	32	10	30	24
Pacific Islander	34	4	16	29
White	58	18	58	53
Males	38	16	40	36
Females	45	10	32	31
Socioeconomically Disadvantaged	36	12	30	27
English Learners	5	6	10	7
Students with Disabilities	11	11	23	9
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Academic Performance Index (API) School Results			
	2008	2009	2010
Statewide	3	3	3
Similar Schools	1	1	1
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	10	7	2
Black or African American			
Actual API Change	58	-34	21
Asian			
Actual API Change	-4	15	9
Filipino			
Actual API Change	13	17	4
Hispanic or Latino			
Actual API Change	3	5	6
White			
Actual API Change	23	-	-
Socioeconomically Disadvantaged			
Actual API Change	1	17	3
English Learners			
Actual API Change	-15	-31	21

Growth Academic Performance Index (API)						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,352	690	14,786	715	4,683,676	778
Black or African American	141	648	2,052	666	317,856	696
Asian	163	795	1,179	823	398,869	898
Filipino	204	778	1,103	818	123,245	859
Hispanic or Latino	662	645	8,498	691	2,406,749	729
Native Hawaiian/Pacific Islander	75	676	579	712	26,953	764
White	90	746	1,140	777	1,258,831	845
Socioeconomically Disadvantaged	880	661	10,678	690	2,731,843	726
English Learners	481	588	6,939	673	1,521,844	707
Students with Disabilities	96	437	1,320	542	521,815	595

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2006-2007
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	18
% of Schools Identified for PI	-	54.55%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

Physical Fitness

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.8%	18.3%	7.3%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

California High School Exit Exam (CAHSEE) By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	44.0	37.0	52.0	51.0	44.0	54.0	49.0	50.0	59.0
Mathematics	42.0	35.0	53.0	46.0	42.0	54.0	42.0	44.0	56.0

The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

California High School Exit Exam (CAHSEE) By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	50.0	24.0	26.0	56.0	31.0	13.0
All Students School	51.0	23.0	27.0	58.0	31.0	11.0
Male	57.0	21.0	21.0	56.0	31.0	14.0
Female	43.0	24.0	33.0	56.0	31.0	14.0
African American	58.0	16.0	26.0	71.0	23.0	6.0
Asian	29.0	24.0	47.0	35.0	31.0	35.0
Filipino	36.0	18.0	46.0	41.0	47.0	12.0
Hispanic or Latino	59.0	24.0	18.0	67.0	27.0	6.0
Pacific Islander	65.0	27.0	8.0	67.0	33.0	-
White	35.0	23.0	42.0	31.0	42.0	27.0
English Learners	94.0	6.0	-	90.0	8.0	2.0
Socioeconomically Disadvantaged	57.0	23.0	20.0	65.0	27.0	8.0
Students with Disabilities	93.0	7.0	-	96.0	-	4.0

UC/CSU Course Completion

Students at Mt. Eden High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
2010-11 Student Enrolled in Courses Required for UC/CSU Admission	71.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	45.2%

** Duplicated Count (one student can be enrolled in several courses).*

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	79.2%	72.8%	*
Socioeconomically Disadvantaged	74.7%	71.6%	*
African American/Black	78.4%	61.7%	*
American Indian	n/a	50.0%	*
Asian	88.5%	84.4%	*
Filipino	85.9%	83.5%	*
Hispanic or Latino	74.6%	70.9%	*
Pacific Islander	68.0%	73.6%	*
White	86.7%	76.4%	*
English Learners	49.4%	56.1%	*
Students with Disabilities	50.0%	56.8%	*
Two or More Races	66.7%	66.7%	*

* Data was not available at the time of publication.

College Entrance Information

Hayward Unified School District encourages students to continue their education past high school by hosting college nights and financial aid night for parents and students.

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Career and Higher Education Preparation

It is the goal of Mt. Eden High School to help students understand the importance of Career Technical Education and experience how employees apply career technical and academic learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and workforce-readiness. Academic Standards are reinforced in every CTE/ROP classroom. The school addresses the needs of all students, as well as those in career preparation, through guidance and counseling from school personnel regarding career paths and courses of study.

The Eden Area Regional Occupational Program (ROP) offers career-preparation courses in the areas of Business, Health, Home Economics, and Industrial Technology at the ROP Hayward Center and Mt. Eden High School. There are two types of ROP courses:

- ROP Courses offered at the ROP Center: 3 hour courses (3 periods) in the morning (Pd. 1-3) or afternoon (Pd. 4-6) Juniors & Seniors only
- ROP Courses offered on the MEHS campus: classes offered for one period (i.e. Introduction to Medical Careers, Marketing, Photo)

The following ROP courses are offered to all students at the ROP Center:

- Auto Painting & Refinishing
- Auto Technology I
- Auto Technology II
- Careers in Education
- Computer/Web/Programming Technology
- Construction Technology
- Culinary Arts
- Dental Assisting
- Event Planning/Floral Design
- First Responders
- Medical Careers
- Merchandising Occupations
- Web, Graphics & Digital Design
- Welding Technology

Students may participate in the following programs offered at Hayward Unified School District:

- Child Development 1-4
- Fashion
- Fashion Careers
- Life Skills
- Culinary Careers
- Culinary Skills
- Intro to Business
- Business Law
- Computer Essentials
- Computers
- Introduction to Internet

All of the above-listed courses incorporate state-adopted CTE model curriculum standards, meet district graduation requirements, and/or satisfy A-G entrance requirements of the CSU/UC systems. All courses are evaluated through a combination of 1) mastery of employment readiness standards; 2) results of career/technical skills assessments; 3) participation in career/technical student organizations; and/or 4) placement of program completers in employment, post-secondary education, or the military. For more information about Career/Technical Education and/or ROP, please contact Kwasi Reed at (510) 723-3180.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	533
What percent of the school's pupils complete a CTE program and earn a high school diploma?	47.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	90.0

Advanced Placement Classes

Advanced Placement (AP) courses are offered for those students seeking to qualify for college credit. During the 2010-11 school year, college-level courses included Studio Art: drawing, English language, English Literature, Japanese language & culture, Calculus AB, Calculus BC, Biology, U.S. Government & Politics, and U.S. History.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	3
Computer Science	-
English	5
Foreign Language	1
Mathematics	3
Science	1
Social Science	3
Totals	16
Percent of Students in AP Courses	4%

Additional Internet Access/Public Libraries

For additional research materials and internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.

Library & Computer Resources

The school's library, staffed by a full-time library technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students are encouraged to visit before and after school and during lunch.

Mt. Eden High School has three computer labs on campus, one of which is for classroom use. Our Technology Center also houses one Mac and one PC lab, which are open before school, after school, and at lunch. We have a variety of software, including Microsoft Word and Excel. All our students learn how to use these programs during their four years at Mt. Eden High School. Every classroom has at least one computer. Every department teaches at least one element of technology: word processing, presentations, or spreadsheets.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials

Hayward Unified School District held a public hearing on October 1, 2011, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days annually during the 2008-09 & 2009-10 school year and one staff development day in the 2010-11 school year where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Mt. Eden High School at (510) 723-3180.

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Assignment

Hayward Unified School District recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra Readiness	McDougal Littell	2009	Yes	0.0%
9th-12th	Algebra Readiness	UCLA Math	2009	Yes	0.0%
9th-12th	English/ Language Arts	National Geographic & Hampton Brown	2009	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%
9th-12th	History/Social Science	Amsco	2007	Yes	0.0%
9th-12th	History/Social Science	EMC Paradigm	2007	Yes	0.0%
9th-12th	History/Social Science	McGraw-Hill	2007	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Pearson/ Prentice Hall	2009	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2009	Yes	0.0%
9th-12th	Science	AGS Publishing	2008	Yes	0.0%
9th-12th	Science	Benjamin Cummings	2008	Yes	0.0%
9th-12th	Science	Holt	2008	Yes	0.0%
9th-12th	Science	Prentice Hall	2008	Yes	0.0%

No Child Left Behind (NCLB) Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.4%	0.6%
District	99.0%	1.0%
High-Poverty Schools in District	98.1%	1.9%
Low-Poverty Schools in District	N/A	N/A

Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	83	84	79	902
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies

	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	2	1	0

School Facilities & Safety

Mt. Eden High School is comprised of 90 classrooms, a gym, a multipurpose room/cafeteria, a library, a staff lounge, three computer labs, and a parent center.

Safety of students and staff is a primary concern of Mt. Eden High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Visitors need to check in at the front office and receive a badge.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/07/2011				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Boys Locker Room Office - No heat(reported). Boiler Room - Both boilers not working (reported). Classroom L6 - One ceiling heater doesnt work. Classroom J3 - Loose controls in heater (rattles). J Wing Elevator - Check for updated permit. Permit posted in elevator shows last inspected 2006. Classroom C9 - Thermostat broken (reported). Library - Offices/work areas/conference areas are either very hot or cold (reported). Classroom A10 - No thermostat. Classroom L6 - Floor drains inside and outside plugged and won't drain.
Interior			X	B Wing Girls Restroom - Ceiling tiles falling. Classroom B19 - Baseboard torn. Cafeteria - Torn baseboard. Cafeteria Boys Room - Ceiling tiles missing. Crafts Room - Missing ceiling tiles. Classroom P1 - Blinds bent. Boys Locker Room - Ceiling tiles missing. Chipped wall/under locker tiles. Weight Room - Toilet partition rusted. Bench covers torn. Wall tiles chipped. Girls Locker Room - Chipped tiles under lockers. Classroom K1 - Wall paper peeling. Sink wont stop running. Floor tile missing. Classroom L6 - Ceiling tile missing. No window curtains. Classroom J3 - Hang whiteboard. C Wing Boys Restroom - Tile counter chipped. Classroom M1 - Ceiling tiles falling from water damage. Classroom A10 - Ceiling tiles broken. Classroom E6 - Wall paper torn. Classroom E4 - Hole in ceiling. Curtains falling. D Wing Girls Restroom - Ceiling tiles falling and missing. Classroom D5 - Hole in ceiling.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Boys Locker Room Office - Goose feces on floor. Football Field - Goose feces. Gopher (reported). Outside Basketball Courts - Goose feces.
Electrical		X		Cafeteria - Exit light broken. Boys Locker Room Office - Several lights out. Weight Room - Light fixture lens cover missing. Classroom C9 - Several lights out. Classroom M1 - Light fixture lens cover has water stains. Several light ballast out. Library - Several lights out. Classroom A10 - Light switch cover missing. 110 volt outlet cover broken. Classroom E1 - Several light out. Classroom E6 - Electric cords across floor. Classroom F1 - Intercom speaker has fallen out of wall and is hanging by its wire. Classroom D4 - Several lights out.
Restrooms/Fountains			X	B Wing Fountain - No water supply to fountain. Cafeteria Boys Room - Sink handle missing. Cafeteria Girls Restroom - One faucet handle doesn't work. Fountain by Music Room - Not functional. Boys Locker Room - Fountain does not work. Sink handle missing. Girls Locker Room - Two sinks do not work. One sink has low pressure. Classroom K2 - Faucet handle missing. Classroom L6 - Sink won't shut off. Classroom C9 - Back left workstation sink has no water, drain pipes exposed. Classroom C4 - Buckets must be used in sinks. D Wing Fountain - No water supply to fountain. Classroom D4 - Faucet in dark room will not shut off. Cafeteria Boys Room - Paper towel dispenser off wall. Kitchen Restroom - Toilet seat broken and loose. Boys Locker Room - Two toilet seats loose. One toilet cracked at base. Girls Locker Room - Water leaking at one toilet base. D Wing Girls Restroom - Cracked toilet at base.
Safety (Fire Safety, Hazardous Materials)			X	Corridor Between Stage and Music - Doors are chained and padlocked at night and padlock unlocked in the morning. Classroom C4 - Several gas outlets don't work. Floor of flammable cabinet rusted. D Wing Girls Restroom - Fire detector hanging by wire.
Structural (Structural Damage, Roofs)	X			Cafeteria Courtyard - Board broken and sharp by cafeteria. Outside Basketball Courts - Bent basketball support poles. Basketball hoops broken and missing. Tennis Courts - Cracks throughout playing surfaces- some growing weeds. Trip hazzard. Classroom L6 - Hole in metal plate outside. Classroom J9 - Water puddles outside door (reported). Classroom C9 - Projector falls off table. Classroom C4 - Drains and acid traps leak.
External (Grounds, Windows, Doors, Gates, Fences)	X			J Wing Wet Stand Pipe - Check for inspection date. Signage looks current yet inspection dates are weathered. Entry - Windows replaced with lexan type material throughout school site. Kitchen - All lower window glides don't work (reported). Corridor Between Stage and Music - Exit doors will not latch. Classroom J9 - Door smashed at bottom. Classroom A10 - Window glide broken. Classroom E6 - One window won't open. Classroom F5 - Torn curtain. Classroom D4 - Two upper windows do not latch/lock.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education (CDE) website, www.cde.ca.gov.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$72,814
District	\$74,712
Percentage of Variation	-2.55%
School & State	
All Unified School Districts	\$67,667
Percentage of Variation	7.60%

Expenditures & Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Hayward Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title II
- Title III
- Economic Impact Aid (EIA)

Data Sources

Data within the SARC was provided by Hayward Unified School District, retrieved from the 2010-11 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$52,864	\$41,035
Mid-Range Teachers	\$73,840	\$65,412
Highest Teachers	\$88,061	\$84,837
Elementary School Principals	\$100,381	\$106,217
Middle School Principals	\$122,908	\$111,763
High School Principals	\$120,831	\$121,538
Superintendent	\$224,739	\$197,275
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.1%	40.0%
Administrative Salaries	5.5%	5.1%

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,211
From Restricted Sources	\$1,522
From Unrestricted Sources	\$3,689
District	
From Unrestricted Sources	\$4,159
Percentage of Variation between School & District	-11.31%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-32.38%

