

Hayward Unified School District



BOARD OF EDUCATION

SPECIAL MEETING

AGENDA

Ms. Lisa Brunner, President
Mr. William McGee, Vice President
Mr. Luis Reynoso, Clerk
Ms. Maribel Heredia, Member
Mr. Jesús Armas, Member

Janis Duran, Superintendent

October 5, 2011

Hayward Unified School District



BOARD OF EDUCATION
SPECIAL MEETING

Wednesday, October 5, 2011

Hayward Unified School District – Computer Lab/Board Room
24411 Amador Street, Hayward, CA 94544

AGENDA

A. CALL TO ORDER:

1. Call to Order by the President of the Board _____ at 4:30 p.m.
2. Board Roll Call:
 - Lisa Brunner, *President*
 - William McGee, *Vice President*
 - Luis Reynoso, *Clerk*
 - Maribel Heredia, *Member*
 - Jesús Armas, *Member*

Administration:

- Ms. Janis Duran, *Superintendent*

3. Pledge of Allegiance to the Flag
4. Approve Agenda

B. PUBLIC COMMENTS:

Note: This Public Comments section provides an opportunity to speak on items listed on the agenda only.

*Comments are welcome; however, the Board is prohibited by law from having a discussion with the speaker(s) during this segment of the meeting. Board members may respond briefly, refer an item to staff, or ask clarifying questions. Those wishing to speak must fill out and submit a **“Request to Address the Board”** card located on a table near the entrance to the meeting room. This card should be given to the recording secretary, along with any material to be shared with the Board. Your item will be taken under consideration and referred to appropriate staff, if necessary.*

Remarks
Open Session
4:30 p.m.

Public Comments
4:35 p.m.

C. BOARD WORK SESSION:

REMARKS
Work Session

- 1. CSBA Agenda On Line Training (Office of the Superintendent)

4:30 – 5:30 p.m.

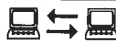
Information Only

- 2. Student Achievement Results Spring, 2011 (Educational Services)

6:00 – 8:00 p.m.

Information Only

D. ADJOURNMENT:

 *This agenda is available on the Internet www.husd.k12.ca.us*



Assistance will be provided to those requiring accommodations for disabilities in compliance with the Americans with Disabilities Act of 1990. Interested persons must request accommodations at least 48 hours in advance of the meeting by contacting the Superintendent's Office at (510) 784-2640

BOARD OF EDUCATION SUMMARY REPORT

DIVISION: Superintendent
SUBMITTED BY: Janis Duran, Superintendent
SUBJECT: Agenda On Line Training with California School Boards Association (CSBA)
BOARD GOAL: N/A

PURPOSE OF PRESENTATION:

Training will be provided by California School Boards Association (CSBA) for the Agenda On Line Service for HUSD’s Board Agendas.

HISTORY/BACKGROUND:

The Board requested that for the 2011-2012 school year HUSD look into the possibility of having an on line meeting agenda program. The California School Boards Association (CSBA) provides an Agenda On Line service and at this meeting they will provide the Board and staff with training.

IMPLEMENTATION:

Once the training is completed HUSD will start their Agenda On Line program for Board Meeting Agendas.

RECOMMENDATION:

Information/training only item.

Fund:	<u> N/A </u>			
Program:	<u> N/A </u>			
Amount:	<u> N/A </u>			
Budgeted	<u> N/A </u>	Yes <u> </u>	No <u> </u>	
Restricted:	<u> N/A </u>	Yes <u> </u>	No <u> </u>	

Agenda Item No: C.2.
Page: 1 of 24
Bd. Meeting Date: 10/5/11
Consent X
 Yes No

BOARD OF EDUCATION SUMMARY REPORT

DIVISION: Educational Services

SUBMITTED BY: Francisca Sanchez, Associate Superintendent
 Leticia Salinas, Executive Director, Academic Affairs

SUBJECT: Student Achievement Results Spring 2011

BOARD GOAL: #1: Preparing all students, beginning in Kindergarten, to be college-ready by meeting CSU/UC a-g requirements

Purpose of Presentation

The purpose of this presentation is to respond in more depth to the Board’s questions regarding the achievement and accountability data for HUSD and its schools. The presentation will also provide an opportunity for Board members to hear directly from some HUSD principals about the work taking place in their schools.

This study session is also an opportunity to frame this single aspect of achievement within the framework of HUSD’s values and beliefs about student achievement and success. This framework is aligned to HUSD Board goals and provides the necessary steps to ensure all students graduate college, career, and 21st century ready.

History/Background

Annually, HUSD staff present an achievement and accountability study session for Board members. This study session includes highlights from the most recent data from state assessments as well as the current status of HUSD schools with regard to meeting state and federal accountability requirements.

Implementation

The presentation will allow an opportunity to review the data and to help serve to give direction to staff as to next steps in the areas of program improvement and the implementation of our new board goals.

Recommendation

This item is for information only.



Hayward Unified School District

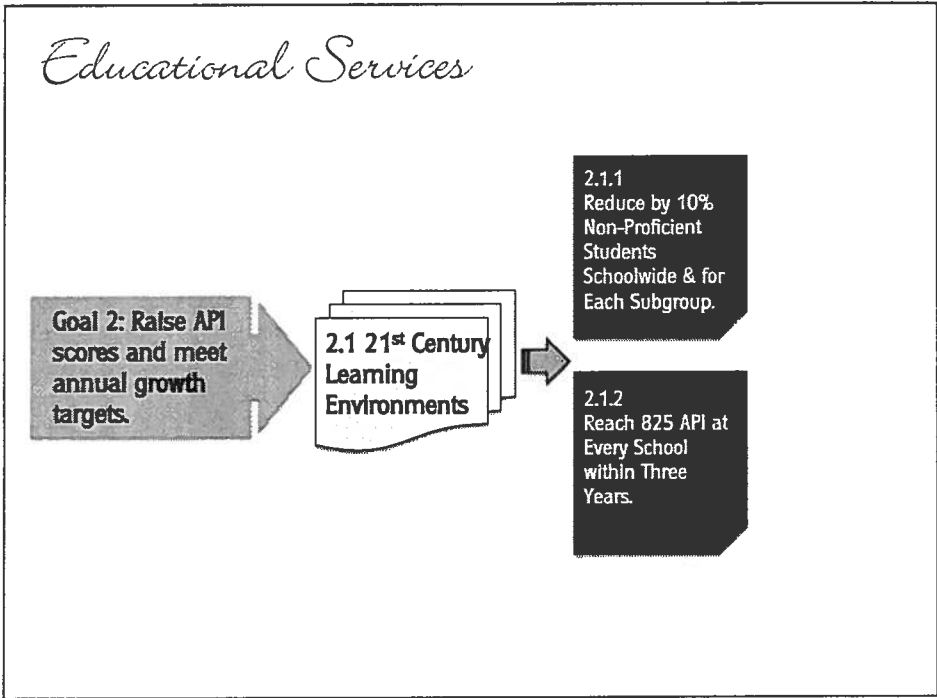
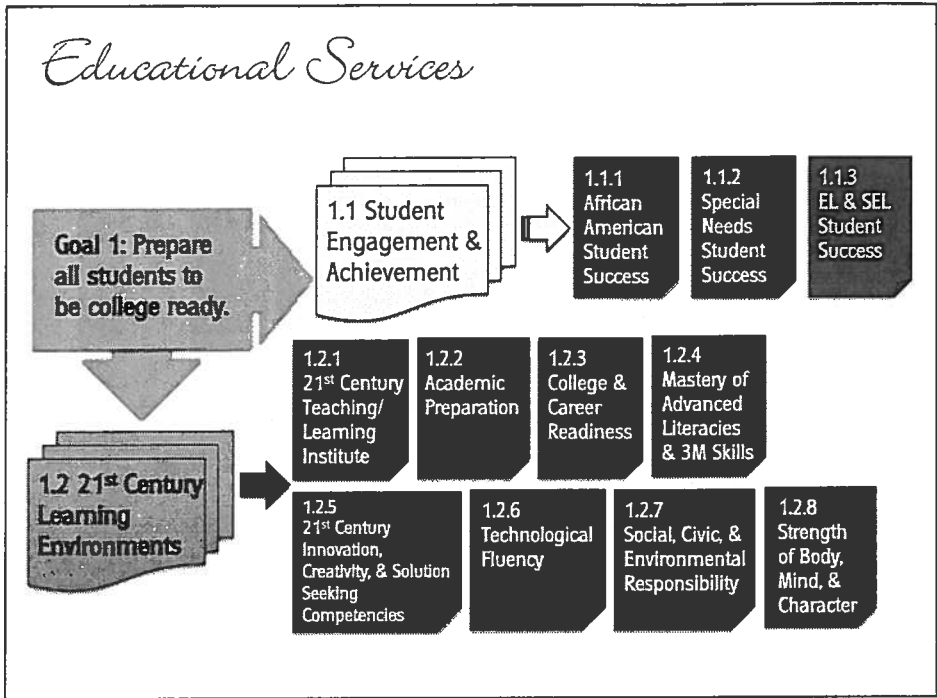
HUSD Accountability Results

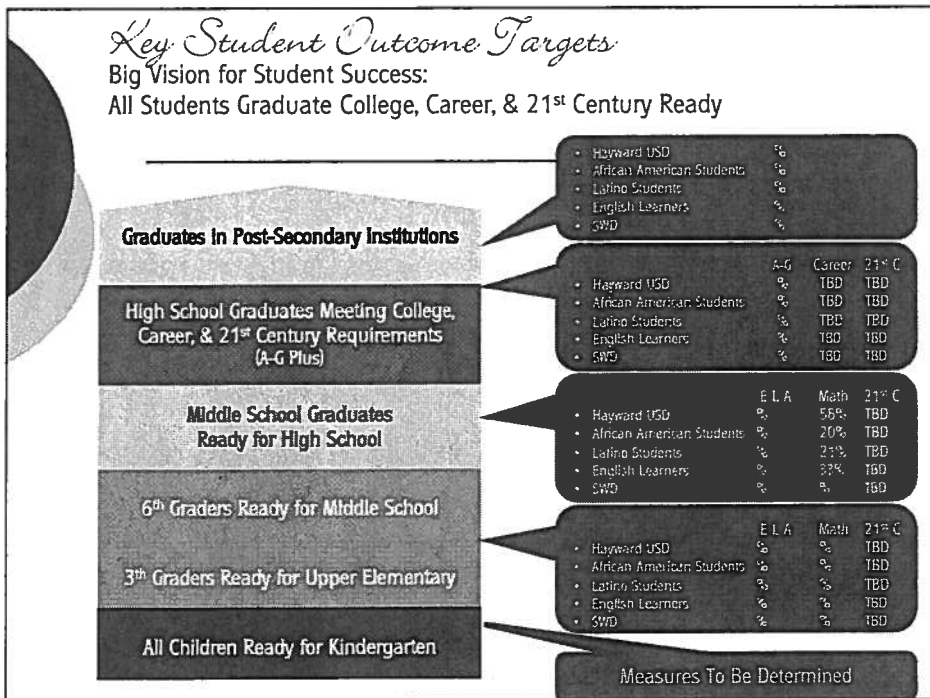
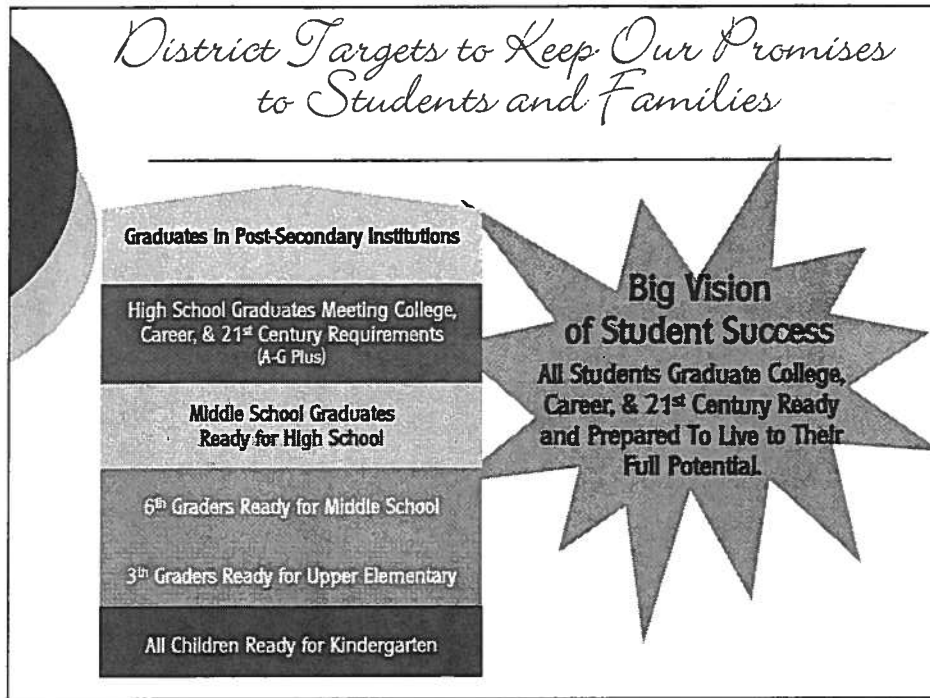
Board Study Session
October 5, 2011



Agenda

- Achievement & Accountability Big Picture
- District Targets & Key Student Outcomes
- Follow-Up Information Requested by Board







Hayward Unified School District

Follow-Up Information Requested by Board Members

Questions Addressed in this Presentation

- How do students test scores impact the API?
- What are the Growth API results for districts in Contra Costa and Alameda County?
- What is the API for HUSD's significant subgroups?
- How does the Growth API for HUSD's significant subgroups compare to California's results?
- What is the percentage of students in each significant subgroup scoring Proficient/Advanced?

Questions Addressed in this Presentation

- What is the Participation Rate for each school?
- What schools are Program Improvement Year 5 or more?
- What year was the current principal assigned to the school?
- What did successful HUSD schools do to meet all state and federal accountability requirements?

How do students' test scores impact the API?

Calculating the API

STAR Student Performance Levels	Performance Level Weighting Factor	Point Gain for Movement
Advanced	1000	1000-875=125
Proficient	875	875-700=175
Basic	700	700-500=200
Below Basic	500	500-200=300
Far Below Basic	200	N/A

Calculating the API

CAHSEE Score	Performance Level Weighting Factor
Pass	1000
N/A	875
N/A	700
N/A	500
No Pass	200

Growth API Results

What are the Growth API results for districts in Contra Costa and Alameda County?

2011 Growth API for Contra Costa County School Districts

District	2010 Base API	2011 Growth API	2010-11 Growth
Byron Union Elementary	797	827	30
Liberty Union High	745	764	19
Martinez Unified	820	832	12
Oakley Union Elementary	779	790	11
West Contra Costa	696	709	11
Hayward Unified	707	715	8
John Swett Unified	735	742	7
Acalanes Union High School	897	903	6
San Ramon Valley Unified	916	922	6
Brentwood Union	840	843	3
Orinda Union Elementary	954	957	3
Mt. Diablo Unified	784	786	2
Lafayette Elementary	922	922	0
Antioch Unified	732	731	-1
Knightsen Elementary	848	847	-1
Walnut Creek Elementary	907	905	-2

2011 Growth API for Alameda County School Districts

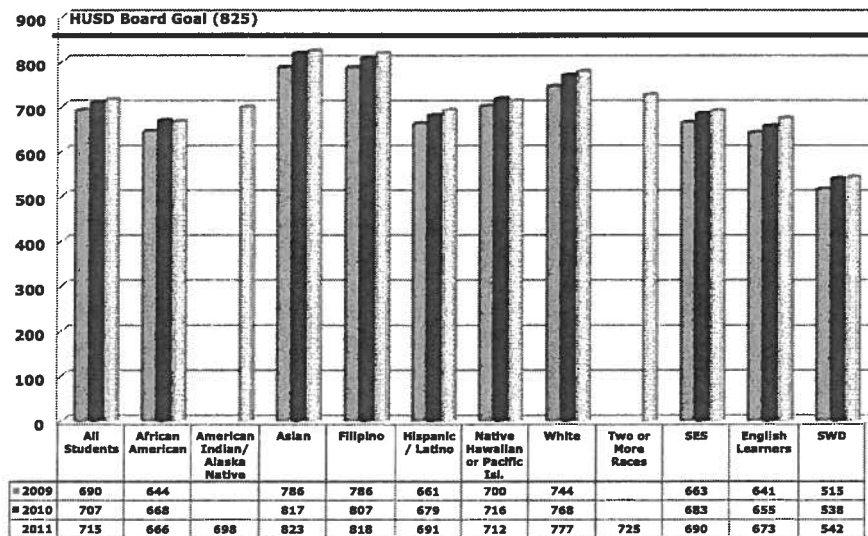
District	2010 Base API	2011 Growth API	2010-11 Growth
Castro Valley Unified	854	865	11
Fremont Unified	867	876	9
Livermore Valley Joint Unified	822	831	9
Newark Unified	763	772	9
Alameda City Unified	833	841	8
Hayward Unified	707	715	8
Oakland Unified	718	725	7
San Leandro Unified	730	737	7
Dublin Unified	854	884	6
Berkeley Unified	784	789	5
Piedmont City Unified	926	930	4
San Lorenzo Unified	739	740	1
Pleasanton Unified	906	906	0
New Haven Unified	778	775	-3
Emery Unified	711	701	-10

What is the API for HUSD's significant subgroups?

API Significant Subgroups

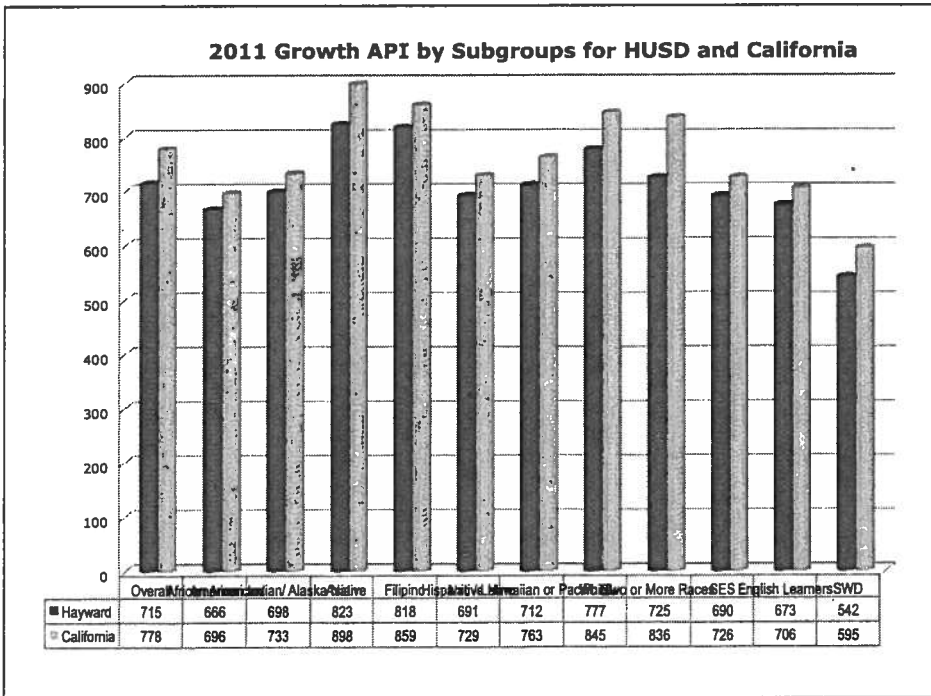
- A numerically significant subgroup is defined as 100 or more students with valid STAR scores
- Or
- 50 or more students with valid scores who make up at least 15% of the total valid STAR scores

HUSD Growth API by Subgroup
2009 - 2011



Growth API for HUSD Subgroups

How does the Growth API for HUSD's significant subgroups compare to California's results?



What is the percentage of students in each significant subgroup scoring Proficient/Advanced?

**Percentage of Each Subgroup Scoring Proficient/Advanced in ELA
2007, 2008, 2009, 2010, 2011 District-Wide Report**

Subgroup	2007 AMO Target 23.0% Percent Proficient & Advanced	2008 AMO Target 34.0% Percent Proficient & Advanced	2009 AMO Target 45.0% Percent Proficient & Advanced	2010 AMO Target 56.0% Percent Proficient & Advanced	2011 AMO Target 67.0% Percent Proficient & Advanced
All Students	33.3%	35.0%	38.4%	40.3%	42.3%*
African American	30.9%	30.4%	34.4%	34.7%	36.9%*
Asian	48.8%	54.7%	61.0%	63.3%	64.3%*
Filipino	52.4%	53.0%	59.3%	61.1%	65.3%*
Hispanic/Latino	25.4%	27.5%	30.7%	33.8%	35.9%*
Native Hawaiian Pacific Islander	36.9%	39.5%	41.6%*	39.5%	39.2%
White	49.1%	51.0%	53.8%	54.5%	57.9%*
Two or More Races					45.1%*
SES	26.5%	28.3%	31.2%	34.0%	36.2%*
English Learners	20.4%	23.2%	25.8%	27.6%	31.7%*
Students w/ Disabilities	15.2%	17.8%	21.7%*	21.7%	26.7%*

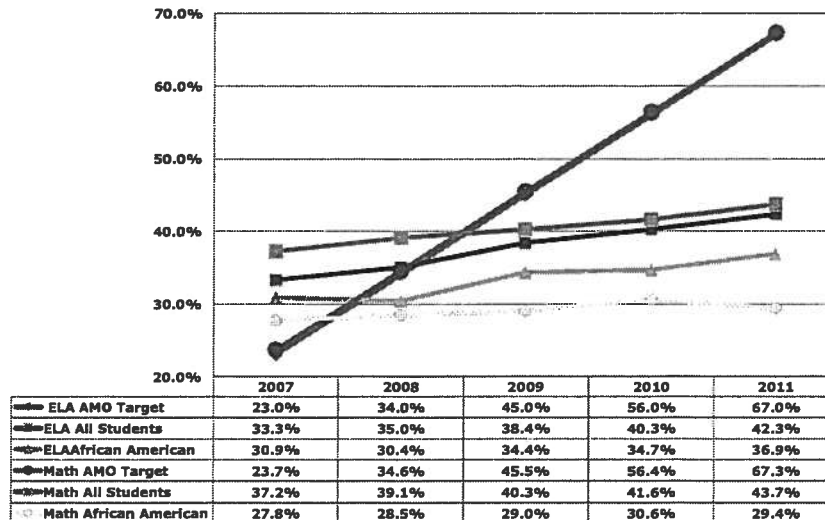
* Indicates the highest percentage of students achieving Proficient/Advanced from 2007 - 2011

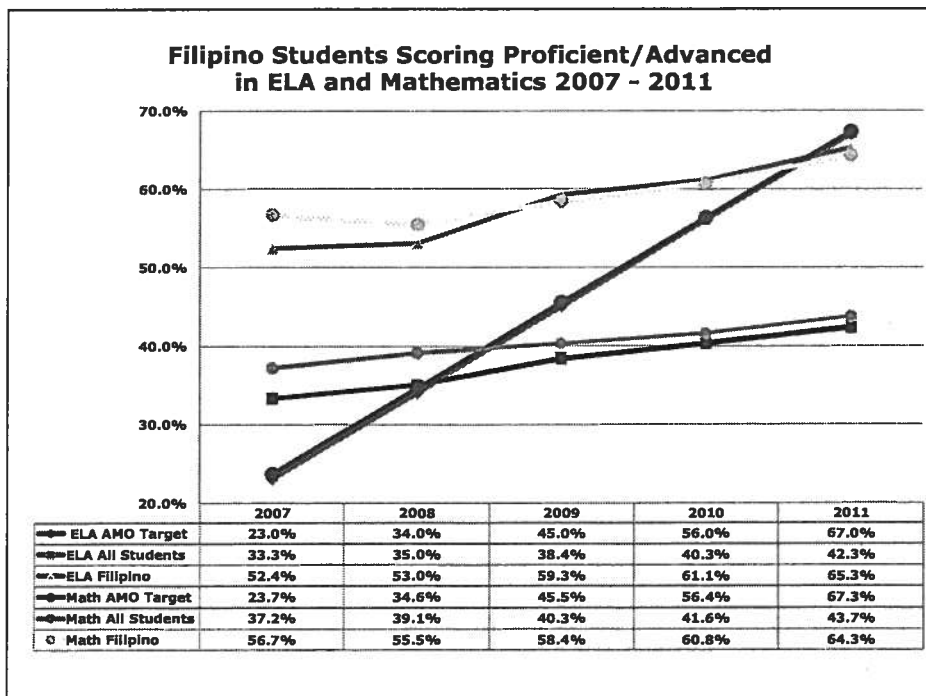
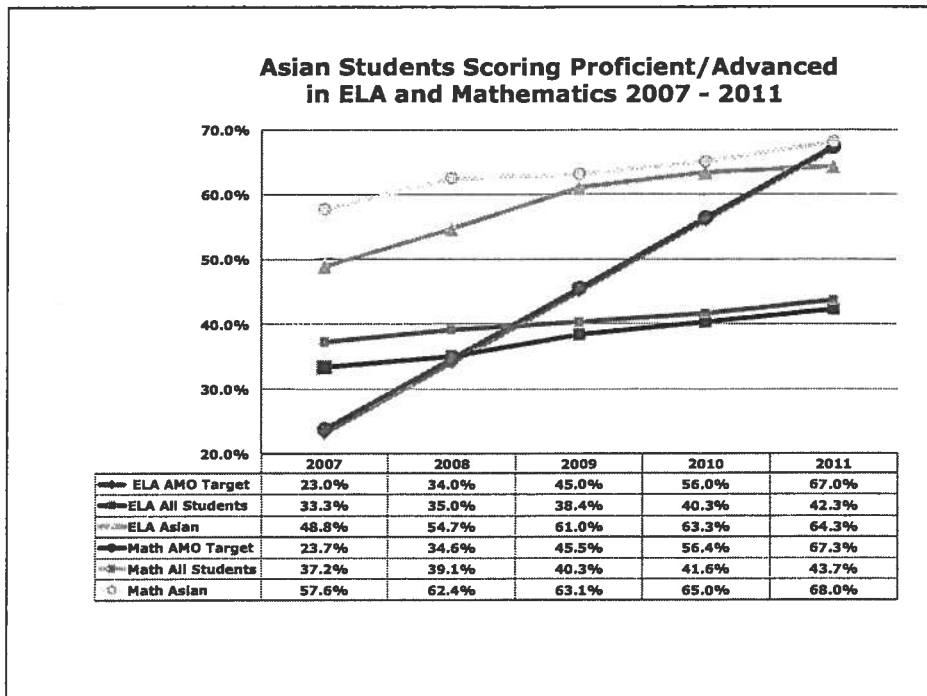
**Percentage of Each Subgroup Meeting Mathematics AMO Target
2007, 2008, 2009, 2010, 2011 District Wide Report**

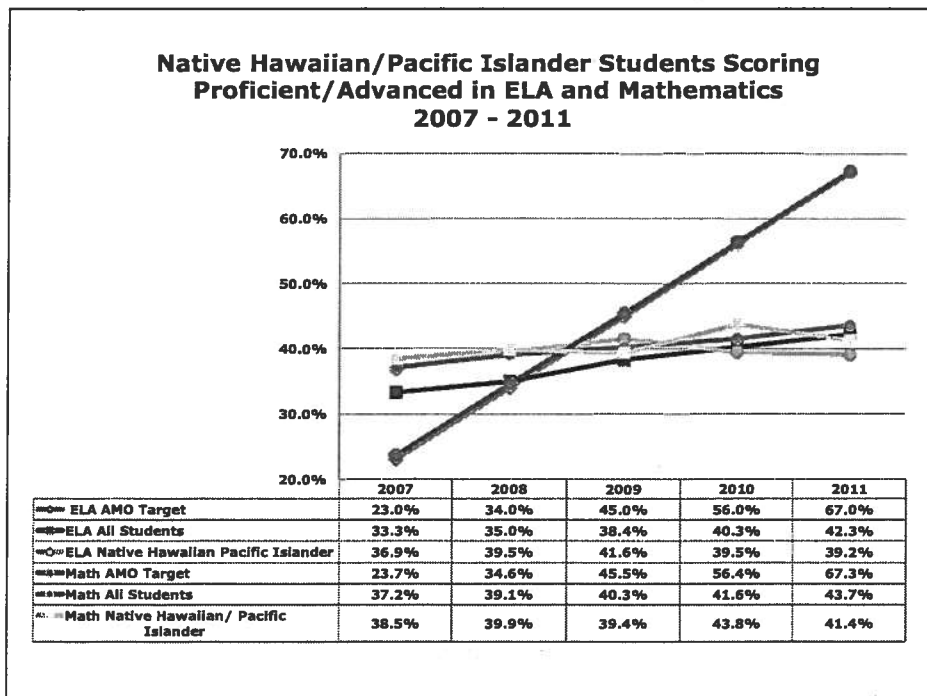
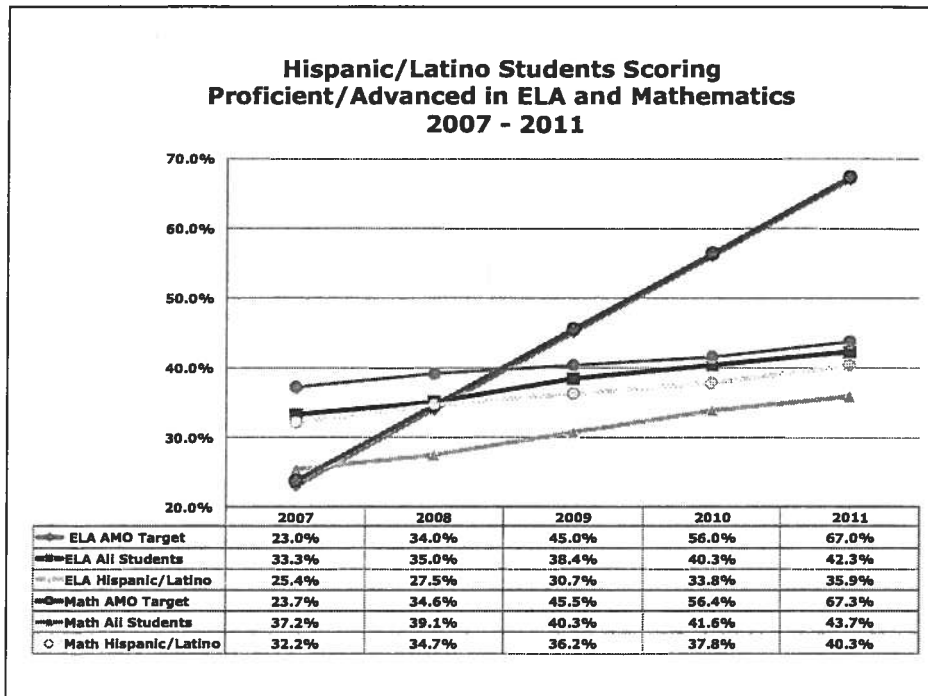
Subgroup	2007 AMO Target 23.7% Percent Proficient & Advanced	2008 AMO Target 34.6% Percent Proficient & Advanced	2009 AMO Target 45.5% Percent Proficient & Advanced	2010 AMO Target 56.4% Percent Proficient & Advanced	2011 AMO Target 56.4% Percent Proficient & Advanced
All Students	37.2%	39.1%	40.3%	41.6%	43.7%*
African American	27.8%	28.5%	29.0%	30.6%*	29.4%
Asian	57.6%	62.4%	63.1%	65.0%	68.0%*
Filipino	56.7%	55.5%	58.4%	60.8%	64.3%*
Hispanic/ Latino	32.2%	34.7%	36.2%	37.8%	40.3%*
Native Hawaiian Pacific Islander	38.5%	39.9%	39.4%	43.8%*	41.4%
White	46.3%	47.7%	49.0%	48.3%	52.7%*
Two or More Races					47.2%
SES	32.6%	34.5%	36.2%	37.7%	39.3%*
English Learners	30.8%	33.7%	35.8%	36.4%	39.5%*
Students w/ Disabilities	17.3%	17.9%	22.4%	25.5%	29.3%*

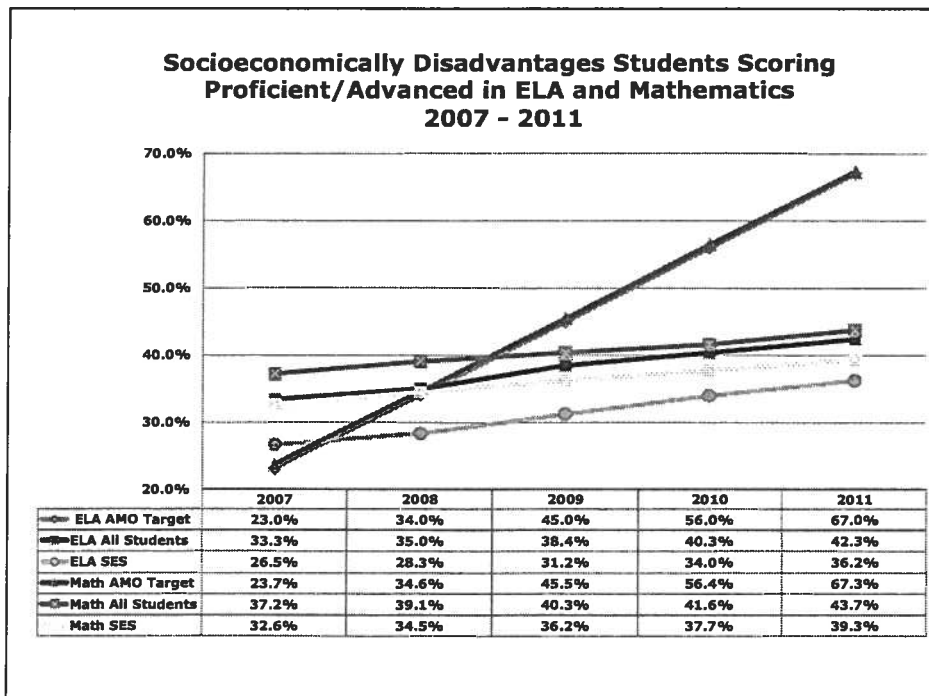
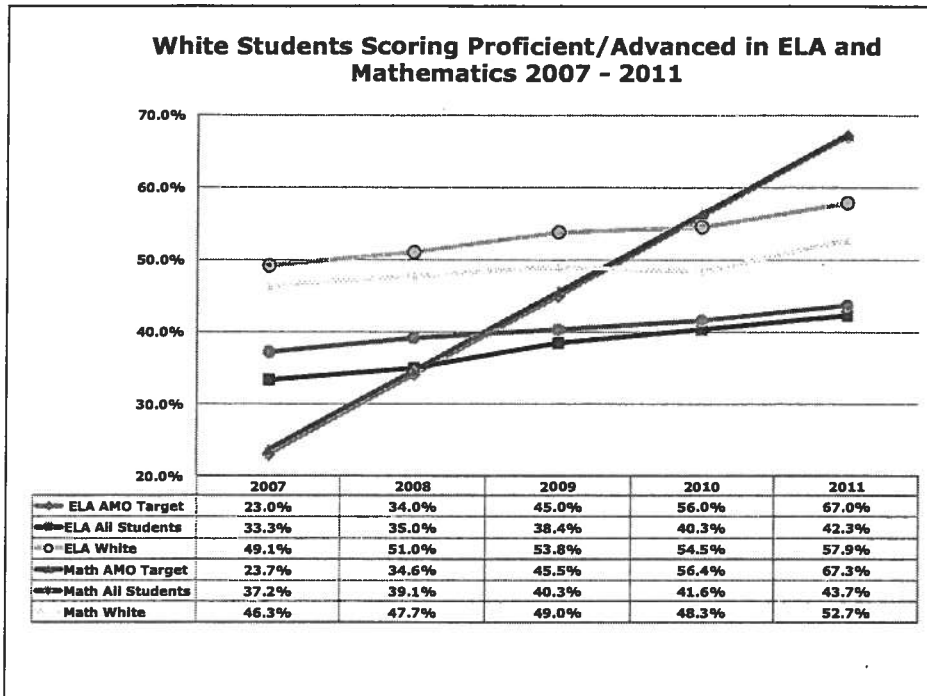
* Indicates the highest percentage of students achieving Proficient/Advanced from 2007 - 2011

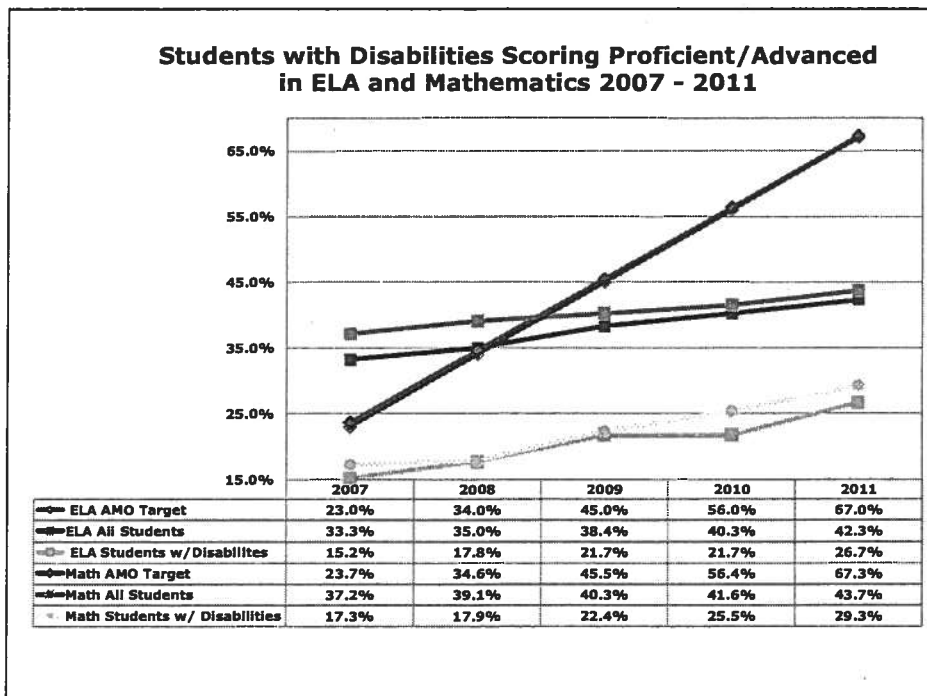
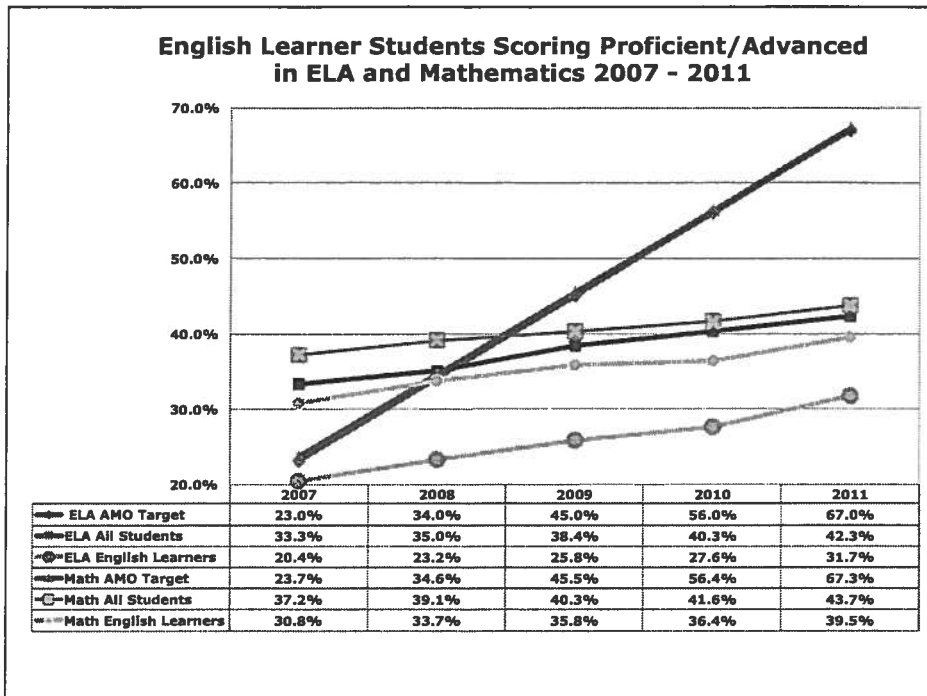
**African American Students Scoring
Proficient/Advanced in ELA and Mathematics
2007 - 2011**











What is the Participation Rate for each school?

School	ELA Part. Rate (Required 95%)	Math Part. Rate (Required 95%)	School	ELA Part. Rate (Required 95%)	Math Part. Rate (Required 95%)
Bowman	98%	98%	Schafer Park	100%	99%
Burbank	100%	100%	Southgate	100%	100%
Cherryland	100%	100%	Stonebrae	99%	100%
East Avenue	99%	99%	Strobridge	100%	100%
Eden Gardens	100%	100%	Treeview	100%	100%
Eldridge	100%	100%	Tyrrell	100%	100%
Fairview	99%	100%	Bret Harte	100%	100%
Faith Ringgold	100%	100%	Chavez	100%	100%
Glassbrook	100%	100%	King	100%	100%
Harder	100%	100%	Ochoa	100%	100%
Longwood	100%	100%	Winton	100%	99%
Lorin Eden	100%	100%	Hayward High	97%	97%
Palma Ceia	100%	100%	Mt. Eden	*94%	*94%
Park	100%	100%	Tennyson	92%	92%
Ruus	100%	100%			

*Met Participation Rate by Alternative Method

Subgroups Not Meeting Participation Rate Requirement (95%)

School	Subgroup	Part. Rate	Number of Students Needed to Meet 95%	Subject
Hayward High	African American	91%	4	ELA
Hayward High	African American	93%	2	Mathematics
Tennyson	School-wide	92%	9	ELA
Tennyson	School-wide	92%	9	Mathematics
Tennyson	Hispanic/Latino	92%	5	ELA
Tennyson	Hispanic/Latino	92%	6	Mathematics
Tennyson	SES	91%	9	ELA
Tennyson	SES	92%	7	Mathematics

Increasing Participation Rates

George Bullis,
 Principal, Hayward High School

Jon Lorimer,
 Principal, Mt. Eden High School

Tom Fraser,
 Principal, Tennyson High School

What schools are Program Improvement Year 5 or more?

What year was the current principal assigned to the school?

Entering and Exiting Program Improvement (PI)

- A school must receive Title I funds for two consecutive years before it is considered for PI identification
- A Title I school is identified for PI when, for each of two consecutive years, the school:
 - ◆ Does not make Adequate Yearly Progress (AYP) in the same content area (ELA or mathematics)
 - OR
 - ◆ Does not make AYP on the same indicator (API or Graduation Rate)

Entering and Exiting Program Improvement (PI)

- A school that begins the school year in PI and does not meet all AYP criteria will advance to the next year of PI the following school year
- A school that begins the school year in PI and meets all AYP criteria for that school year will maintain the same PI status for the next school year
- A school will exit PI if it makes AYP for two consecutive years

PI Schools Year 5 or More and Year Current Administrator was Assigned

School	Entered PI Year 5	Year Current Administrator Was Assigned
Chavez	2006	2010
Winton	2006	2006
Cherryland	2007	2010
Harder	2007	2010
Glassbrook	2008	2009
Ruus	2008	2011
Burbank	2009	2010
Park	2009	2009
King	2009	2008
Schafer Park	2010	2006
Palma Ceia	2011	2009
Tyrrell	2011	2011

Consideration for Restructuring PI Schools

- PI Year 4 or 5
- Growth API less than 700
- Meeting less than 75 % of AYP targets
- State Ranking
- OARS Participation

Alameda County 2011 Adequate Yearly Progress (AYP) Report

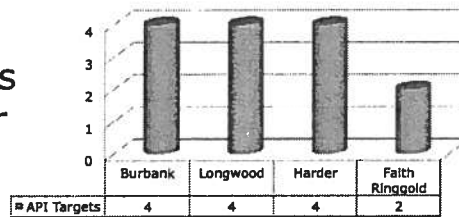
District	All Components	ELA	Math	API	Graduation Rate	PI Status
Alameda City Unified	No	No	No	Yes	Yes	Not in PI
Alameda County Office of Education	No	No	No	No	Yes	Year 3
Albany Unified	No	No	No	Yes	Yes	Not in PI
Berkeley Unified	No	No	No	Yes	Yes	Year 3
Castro Valley Unified	No	Yes	No	Yes	Yes	Not in PI
Dublin Unified	No	No	No	Yes	Yes	Not in PI
Emery Unified	No	No	No	No	Yes	Year 3
Fremont Unified	No	No	No	Yes	Yes	Year 1
Hayward Unified	No	No	No	Yes	No	Year 3
Livermore Valley Joint Unified	No	No	No	Yes	Yes	Year 2
New Haven Unified	No	No	No	Yes	Yes	Year 2
Newark Unified	No	No	No	Yes	Yes	Year 3
Oakland Unified	No	No	No	Yes	No	Year 3
Piedmont City Unified	Yes	Yes	Yes	Yes	Yes	Not in PI
Pleasanton Unified	No	No	No	Yes	Yes	Not in PI
San Leandro Unified	No	No	No	Yes	No	Year 3
San Lorenzo Unified	No	No	No	Yes	Yes	Year 3

What did successful HUSD schools do to meet all state and federal accountability requirements?

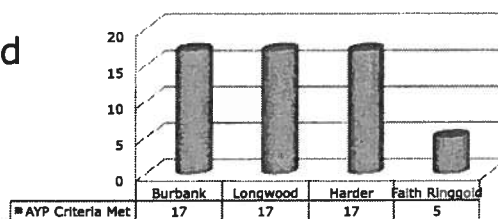
Four HUSD schools met 100% of their API targets and AYP criteria:

- Burbank
- Longwood
- Harder
- Faith Ringgold

API Targets Met



AYP Criteria Met





What Principals Say



Irma Torres-Fitzsimons
Principal, Burbank Elementary School

Hector Garcia
Principal, Harder Elementary School

Fernando Yanez
Principal, Longwood Elementary School

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