

Hayward Unified School District

Three-Year Strategic Plan

The Purpose

The Hayward Unified School District (HUSD) serves a diverse, vibrant community in the heart of the East Bay. Our district goal is that students graduate ready for college, a career, and most importantly, life. We are developing a strategic plan that will bring focus, alignment, and coherence to this work. A key purpose of creating this plan is to ensure that our community understands and agrees with the work we need to do to achieve our goal, as well as provide a compelling framework that helps us attract, retain, and support an excellent, diverse workforce of teachers and staff who work on behalf of our students and families.

A good strategic plan is ...

- based in data
- built in collaboration with the people it affects
- implemented in a specific time frame
- both measurable (did we do what we said we would?) and flexible (the situation has changed; we need to revise our plan to reflect new data).

Our Vision

Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

Our Mission

We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Core Values

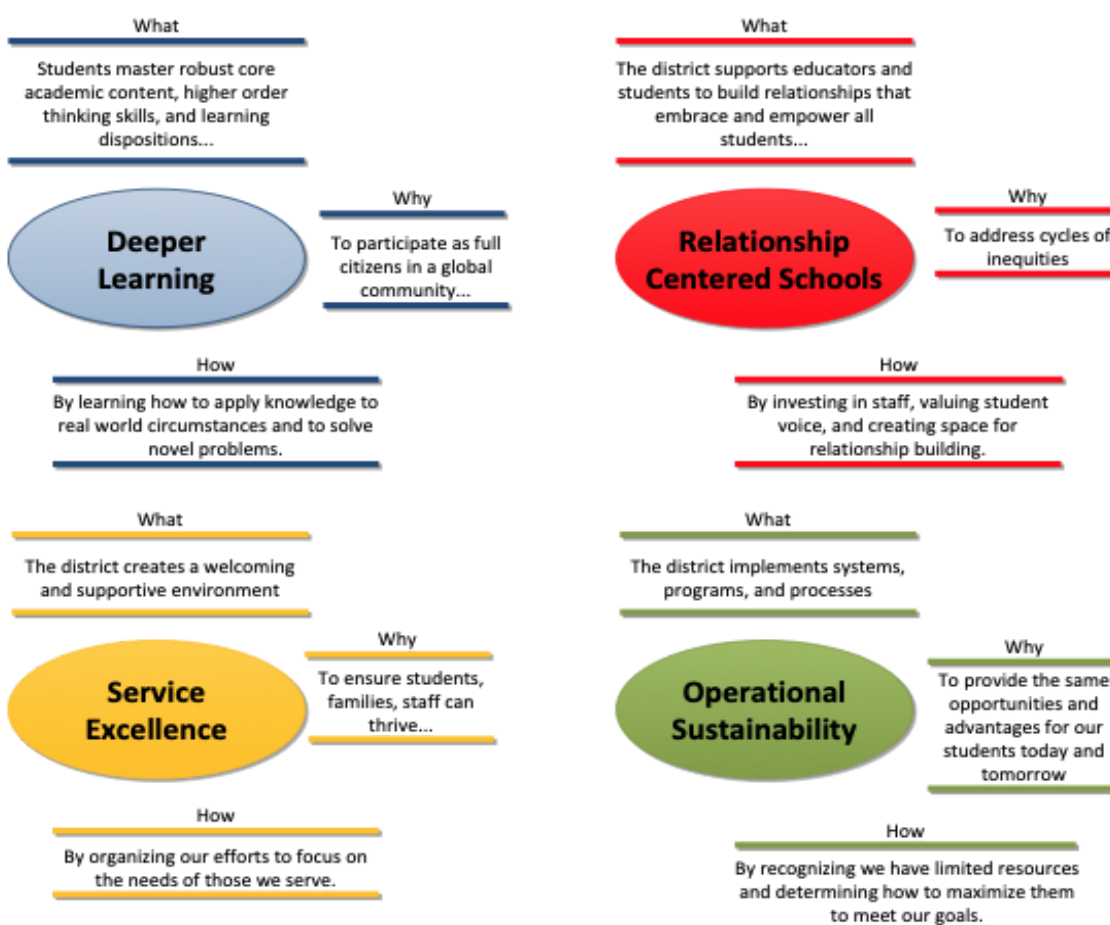
- **Equity:** We develop systems, policies, and practices that promote opportunity and success regardless of race, language, zip code, or any other factor.
- **Well-Supported Staff:** We enhance the capacity of every employee to promote equity and model service excellence.
- **Integrated Partnerships:** We form partnerships that align with our priorities and strengthen student support.
- **Collaborative Leadership:** We develop leaders at all levels who creatively tackle our challenges and communicate with integrity and transparency.
- **Data-Informed Decisions:** We use multiple types of data, including stakeholder voice, to inform decisions and monitor progress.



Final 6.19.19

The Process

In January, 2019 the Board of Education requested that the district engage in a strategic planning process in order to provide focus and direction to our efforts to improve HUSD. They asked that the plan be driven by community input, developed by community leaders, and focused on actionable goals that can be achieved in three years. The district built on existing practices to collect input for its annual Local Control Accountability Plan (LCAP) to help inform the strategic planning process. We redesigned our stakeholder input process so that over 1500 students, staff, families, and community members shared what they love about our schools, what they wish they could improve, and what their hopes are for the future of HUSD. We also convened a District Advisory Committee (DAC) that consists of student, family, staff, and community leaders to drive the strategic plan development. The DAC met monthly beginning in February by learning about our Made in Hayward Community Framework as a starting place for our planning. The framework delineates our core values as well as four key areas we believe are important for us to address in order to be a successful district.



We spent March and April analyzing data, reviewing stakeholder input, and discussing our core values. DAC members participated in a full day work session in May to identify needs, and determine priority initiatives and actions. We met again in May to review, revise, and approve the draft strategic plan with the intent to present it to the Board in June. During these meetings DAC members engaged in honest and courageous conversations about our challenges and how we might best come together to serve our students.

The strategic planning process is only the beginning of our efforts to bring focus, alignment, and coherence to our work in HUSD. HUSD is committed to working in partnership with our stakeholders as we implement the plan to ensure that we are on track to realize the vision of our community for our district.

PHASE I. Listen & Learn	PHASE II. Analyze & Reflect	PHASE III. Adopt a Strategic Plan
<p>January - March</p> <ul style="list-style-type: none"> • Conversations at every school with staff and parents to identify strengths, areas of need, and hopes for the future. • Meetings with students at our secondary schools to include the student perspective. • Discussions with our labor leaders and key parent leadership groups • Board governance workshop on our major needs 	<p>March - May</p> <ul style="list-style-type: none"> • Convened our District Advisory Committee (DAC) of students, staff, family, and community leaders to review stakeholder input and other data to identify major areas of needs • Identified priority initiatives and actions as well as evidence of progress • Updated our mission and vision based on evolving district context 	<p>June</p> <ul style="list-style-type: none"> • Present the draft plan to the Board of Education for feedback • Revise the strategic plan based on any feedback • Request the Board of Education adopt HUSD's three year strategic plan
PHASE IV. Communicate, Strategize, Implement, and Adjust		
<p>July and beyond</p> <ul style="list-style-type: none"> • Communicate the strategic plan to the community • Establish baseline data to support ongoing monitoring and continuous improvement • Strategize how to begin implementation of key priorities and initiatives • Convene a strategic plan steering committee comprised of DAC members and key community leaders • Engage in ongoing monitoring and adjusting the plan as necessary 		



Critical Needs

Through a series of facilitated meetings, DAC members analyzed multiple sources of data to identify critical needs facing HUSD at this time. The satellite data (high-level indicators that illuminate trends and patterns) tell a partial story: our district faces declining enrollment, stagnant standardized test scores and graduate rates, and an increase in chronic absenteeism and suspension rates.

Reviewing the stakeholder input and listening to members of the DAC speak in a panel discussion revealed a more nuanced picture of the district. We do have many strengths upon which to build such as our diversity, our commitment to our students, and the many opportunities our students have to grow as learners and future leaders. However, we also heard about experiences that clearly contribute to the broader pattern of underachievement that we see in high level data. Ultimately, seen through the lens of educational equity, our data revealed significant opportunity gaps for our African-American, Latino, Special Education, English Learners, as well as foster youth and homeless students.

After several sessions of data analysis, DAC members summarized the critical needs that the strategic plan must address. The needs are organized around key focus areas identified in our Made in Hayward Community Schools Framework.

To create Deeper Learning for every child, we must:

- Build the capacity of educators to strengthen classroom practices such as student discussion, debate, or projects
- Train *all staff* in implicit bias and culturally responsive pedagogy
- Expand course offerings focused on African American and other ethnic groups' culture/history
- Build early interventions and academic supports for underserved student groups
- Develop academic enrichment summer programs, not just credit recovery

To build Relationship-Centered Schools, we must:

- Build early interventions and social-emotional supports for underserved students
- Help parents learn to navigate the educational system (report cards, A-G, IEP's, etc.)
- Value parent and student voice as key data for decision-making
- Invest in community engagement processes to deeply understand parent perspectives
- Reduce suspensions among disproportionately affected groups

Satellite Data Summary

What is our current state based on the satellite data?

- Enrollment ↓
- CAASPP ↔
- Graduation Rate ↔
- Chronic Absenteeism ↑
- Suspension ↑



To foster Service Excellence, we must:

- Create a thriving environment for all stakeholders via a welcoming and supportive culture and reliable facilities and practices
- Recruit and retain high-quality, ethnically and linguistically diverse staff reflective of our student population
- Attract and support motivational teachers and staff who want to build relationships with students and promote student engagement

To promote Operational Sustainability, we must:

- Fund and improve facilities *equitably* so that resources are allocated according to need
- Allocate supplies and programs *equitably* across schools
- Update technology at sites and renovate facilities with specific and accurate timelines
- Ensure our limited resources help address the needs of our students today and tomorrow

Strategic Planning

In order to address these needs, the DAC answered the following questions for each area:

1. What does success look like in three years?
2. What evidence of progress will we collect and analyze as we work toward success?
3. What key actions and initiatives will we take to achieve success?

The DAC's responses are organized into the following charts which note our vision of success, the evidence of progress, and our priorities and initiatives. Our plan is not meant to describe how we will go about our routine work (i.e. writing school plans, adopting a budget). It is also not meant to be all encompassing. The plan is meant to identify how we will specifically address the previously identified needs.



Area 1: Deeper Learning

HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.

Vision Of Success

- Students will have more deeper learning experiences that incorporate their identities and selves.
- Students will have greater access to deeper learning experiences and enrollment in high-level courses for underserved student groups (Hispanic/Latino, African American, Foster Youth, Students with Disabilities, Students with Low Socioeconomic Status).
- Teachers and staff will have greater capacity to enhance interactions with students in culturally responsive ways.
- Parent participation will increase as it relates to deeper learning experiences.

Priorities and Initiatives

- 1a. Provide training, on-boarding, and systemic support to all staff on culturally responsive teaching.
- 1b. Provide training and support for teachers to pilot at least two deeper learning experiences per year (e.g. debate, labs, projects etc.)
- 1c. Develop a continuous, site-driven, improvement/inquiry process that helps teachers, site leaders, and district leaders create more deeper learning and teaching experiences.
- 1d. Develop systematic early intervention in math and literacy linked to deeper learning practices.
- 1e. Pilot innovative programs for African-American students to increase access to deeper learning, through core curriculum, including but not limited to, a-g programming during the school day.
- 1f. Attract and retain highly qualified staff in order to implement deeper learning experiences.

Evidence of Progress

- Records of implementation: master schedules, sign-in sheets, financial reports, student attendance, etc.
- Surveys of students to measure sense of connectedness, sense of belonging, sense of efficacy, etc.
- Surveys of staff to measure sense of efficacy, the efficacy of professional development, and an assessment of needs to implement deeper learning
- Surveys of parents to measure what they see in their students, especially related to their relationships with their teachers and their students' sense of belonging and connectedness.
- Develop a bank of Deeper Learning resources to be accessed by staff.
- Enrollment numbers, completion rates, expansion of programs
- Local, formative assessments in core subjects measuring effectiveness of early intervention.
- Inclusive and representative focus groups to capture student and teacher voices around the deeper learning initiatives.



Area 2: Relationship-Centered Schools

HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.

Vision of Success

- Students will have access to the academic and social-emotional supports that they need
- Staff will develop positive relationships and practices to serve and address the academic and social emotional needs of the whole child
- HUSD will work with community partners and parents for improved student outcomes

Priorities and Initiatives

- 2a. Develop a Multi Tiered System of Support framework to identify needs and track results for academic and social emotional services to equitably distribute services and resources including increasing mental health support
- 2b. Provide ongoing training and mentorship opportunity to all staff on equity, implicit bias, positive relationship-building, social emotional learning and trauma-informed practices in order to support student success and recruit and retain staff.
- 2c. Develop nontraditional parent engagement opportunities to center parent voice, create personal relationships that are site based and culturally competent including parent focus groups and a more extensive community survey
- 2d. Convene regularly a collaborative advisory team that includes multiple stakeholders and community partners to further the development of relationship centered schools
- 2e. Expand parent education and engagement with emphasis on incoming students such as Pre-K, T-K, K, and newcomers on key topics in navigating the education system such as understanding IEPs and site based processes

Evidence

- An MTSS framework is adopted and students are able to access appropriate academic and social emotional supports as measured by Coordination of Services referral completion
- Increase student academic performance as measured by local, formative assessments in core subjects and of early intervention
- Increase graduation rate
- Decrease student drop out rate
- Decrease in the number of students leaving the district
- Decrease in suspensions and the disproportionality of suspensions
- Increase in students feeling more connected as reported through the California Healthy Kids Survey
- Staff will demonstrate and report a deeper understanding in the key areas identified in the ongoing professional development
- Increase in student attendance
- Community members and partners report a positive relationship with district as measured by survey
- Increase in parents feeling more engaged and respected as reported in the district Parent Survey



Area 3: Service Excellence

HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.

Vision of Success

- The District will attract and retain highly-qualified staff.
- Sites will have a more welcoming physical and relational environment and culture.
- The District will have more efficient processes and shorter response time in basic operational areas: such as purchasing, budgeting, and email communication.

Priorities and Initiatives

- 3a. Maximize resources to strengthen working conditions in support of recruiting and retaining diverse staff who reflect our students' ethnic and linguistic diversity.
- 3b. Provide a budget and training to help front-line staff develop their action plan toward a welcoming environment
- 3c. Train service departments and "front-line staff" in the "service excellence" modules to provide quality service to all
- 3d. Require service departments to identify 3 major service standards and establish and communicate customer-focused timeline for major services.

Evidence

- Recruitment and retention data that demonstrates an increase in the retention of all staff and decrease in the number of open positions districtwide
- Agendas/presentations from "service excellence" training
- 3 major SMART service standards for each service department
- Service menu e.g. creating candidate eligibility list, process timeline, etc.
- User-friendly online surveys regarding staff and community experiences



Area 4: Operational Sustainability

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

Vision of Success

- The District will use resources, including facilities, efficiently and effectively to support our own educational community.
- The District will adopt and begin implementation of an equitable facilities plan that guarantees basic safety upgrades to every campus/site and standards for technology.
- Each school and district site will have a standard district safety and emergency operations plan.

Priorities and Initiatives

- 4a. Conduct a comprehensive analysis of facilities, capacity, programs (i.e. bilingual programs) versus enrollment trends to better serve our own educational community.
- 4b. Create a needs based equitable facilities plan with short-term and long-term timelines.
- 4c. Create a needs based equitable technology improvement plan with timelines.
- 4d. Develop and implement a training program for our safety and emergency operations plan.

Evidence

- Quarterly check-ins to communicate timelines associated with providing equitable facilities and technology plans. (i.e. Reviewing progress on addressing ceiling tiles, roofing, water fountains, restrooms, etc.)
- Facilities Walk Protocol with input from staff and students
- Site Safety Team Plans and Trainings, District Safety Committee Minutes, and Safety Drills at all school sites
- Annually survey families who have left our schools
- Technology inventory survey



District Advisory Committee Members

STUDENTS

- Sajneel Naicker, Student, Tennyson
- Yahaira Venegas, Student, Tennyson
- Samantha Paz, Student Board Member, Hayward High
- Jose Ruiz, Student, Hayward High
- Sofia Lopez, Student Board Member, Mt. Eden
- Ericka Camitoc, Student Board Member, Mt. Eden
- Tyler Cote, Student Representative, King Middle School

PARENTS

- Iyobosa “Princess” Ehiorobo, PAC Representative, Southgate Elementary and Mt. Eden High School
- Ruth Mondoy, PAC Representative, Eden Gardens Elementary
- Araceli Orozco, PAC Representative, Tennyson High School
- Julieta Martinez, DELAC President, Hayward High School
- Yanira Joachin (Marroquin), DELAC Vice President, Eldridge Elementary
- Teresa Trejo, DELAC Parliamentarian, Tyrrell Elementary and King Middle School
- Marwan Green, AASAI Representative, Schafer Park
- Zamuel Namayanga, AASAI Representative, Ochoa Middle School and Mt. Eden High School
- Tami Rossell, AASAI Representative, Burbank Elementary, Winton Middle School, and Hayward High School

COMMUNITY

- Barbara Halliday, Mayor City of Hayward
- Kelly McAdoo, City Manager City of Hayward
- Rev. Dr. Arlene Nehring, Senior Minister Eden Church
- Heather Reyes, Hayward Arts Council
- Vrushali Nanjundappa, Hayward Rotary Club
- Kate Graves, Alameda County Healthcare Services Agency (ACHCS)
- Linda Granger, Superintendent Eden Area ROP
- Doug Edmunds, Glad Tidings Church

STAFF

- Lisa Tess, ACSA President, Principal, Winton Middle School
- Seana Condit-Gordon, Principal, Bret Harte Middle School
- Gabe Morales, Principal, Faith Ringgold K-8 School for the Arts
- Evelyn Ocasio, Elementary Principal, Ruus
- Deisy Bates, AEOTE President, Special Education, Spanish Interpreter Translator
- Annette Higaes-Rodriguez, Human Resources Credential Technician
- Mercedes Faraj, HEA President



- Paulette Albert, Special Education Task Force Member, Special Education Teacher
- Elvia Guazin, English Learner Specialist at Park Elementary
- Lance James, Teacher at Large, 5th grade teacher at Treeview Elementary
- Lynette Nielsen, Elementary Curriculum Council Co-Chair, 2nd grade teacher at Eden Gardens
- Joel Tebbs, Induction Program Team Member
- Mary Walsh, Secondary Curriculum Council Co-Chair, Math Department Chair and Teacher at Hayward High
- Khadijah Abdulhaqq, SEIU Para Unit Vice-President, YEP After School Supervisor at Tennyson
- Lanell Johnigan, SEIU M&O Vice-President, Lead Custodian at Tennyson

LEADERSHIP SUPPORT

- Dr. Robert Carlson, HUSD Board President
- Dr. April Oquenda, HUSD Board Member
- Dr. Matt Wayne, Superintendent
- Chien Wu-Fernandez, Associate Superintendent, Student & Family Services
- Delia Ruiz, Assistant Superintendent, Human Resources
- Dr. Peter Parenti, Assistant Superintendent, Educational Services
- Allan Garde, Assistant Superintendent, Business Services
- Fernando Yañez, Executive Director, Classified, Human Resources and Personnel Commission
- Sandra Escobedo, Director, Supplemental & Concentration Services
- Kathryn Singh, Director, Assessment, Research, and Accountability
- Dr. Lisa Davies, Academic Director, Secondary
- Hector Garcia, Academic Director, Elementary
- Sheila Adams, Director, Special Education
- Dionicia Ramos, Director, Public Information Officer

