EAST SIDE UNION HIGH SCHOOL DISTRICT

African American Student Advocates (AASA) Meeting
with Board Member Patricia Martinez-Roach
Meeting of January 13, 2011
6:00 p.m. – 8:00 p.m.
Education Center – Board Room

Agenda

1. Welcome & Introductions:
   Board Member Patricia Martinez-Roach

2. Approval of Minutes of Meeting
   - October 28, 2010, AASA Meeting Minutes
   - December 9, 2010, AASA Meeting Minutes

3. API Presentation by Kirsten King, Director of Instruction

4. Marisa Hanson, ESTA President
   Edward Youngblood, ESTA SCHS Site Vice President &ESTA/CTA State Council Representative

5. Revisiting Equity Statement of June 19, 2008

6. Next Steps

7. Issues/Concerns

8. Future Agenda Topics

9. Next Meeting Date:
   February 10, 2011
   ESUHSD – Board Room

9. Adjournment
EAST SIDE UNION HIGH SCHOOL DISTRICT

MINUTES OF MEETING

AFRICAN AMERICAN STUDENT ADVOCATES (AASA) MEETING
WITH BOARD CLERK PATRICIA MARTINEZ-ROACH
OCTOBER 28, 2010
6:00 P.M.
DISTRICT OFFICE — BOARD ROOM

Present:
Antoinette Battiste                      Socorro Reyes-McCord                      Kirsten King - Presenter
William Derek Grasty                    Molly Uzoh                                Patricia Martinez-Roach
Sharon Jackson                          Debra Watkins                              Dan Moser
Mulugeta Habtegabriel                   Chris Norwood - Presenter                 Mary Guillen
Wilbur Jackson                         Caritha Anderson – Presenter

1. Welcome & Introductions: Board Clerk Patricia Martinez-Roach

The meeting was called to order at 6:12 p.m. Board Clerk Martinez-Roach extended a welcome to all in attendance at the meeting and each person at the meeting introduced him/herself.

2. Approval of September 9, 2010, Minutes of Meeting

Motion by Socorro Reyes-McCord, second by Mulugeta Habtegabriel, to approve the minutes of September 9, 2010. The minutes were approved by consensus.

3. CAHSEE Presentation – Kirsten King, Director of Education

A presentation on CAHSEE was given by Kirsten King, Director of Education, to the Committee. CAHSEE annual, County and State comparative data was provided to the group.
4. Early Alert System – Caritha Anderson, Evergreen Valley College Counselor – AFFIRM Program, and Chris Norwood, CEO – Xcel Educational Services

A presentation on the Early Alert System was made by Caritha Anderson, Evergreen Valley College Counselor – AFFIRM Program, and Chris Norwood, CEO – Xcel Educational Services. A document titled “Early Academic Alert Program” was disseminated to the Committee.

5. Status/Update on Equity Statement

Item carried to next meeting.

6. Status of AASA E-Mail Address and Voicemail Access/Phone Number

E-mail access, AASA phone number and voicemail access was approved by Interim Superintendent Moser. The designated AASA messaging phone number is 408.347.2501. The AASA e-mail address is aasa@esuhsd.org.

7. Future Agenda Topics

The following topics were recommended for discussion at a future meeting:

- Grading Policy Update
- A-G
- API

8. Next Meeting Date

The next meeting is scheduled for:
- December 9, 2010 @ 6 p.m. – ESUHSD Board Room

9. Adjournment

The meeting was adjourned at 8:07 p.m. by Board Clerk Martinez-Roach.
EAST SIDE UNION HIGH SCHOOL DISTRICT

Minutes of Meeting

African American Student Advocates (AASA) Meeting
With Board Clerk Patricia Martinez-Roach
December 9, 2010
6:00 p.m.
District Office – Board Room

Present:
Sharon Jackson  Jeff Moore  Kirsten King - Presenter
Mulugeta Habtegabriel  Felicia Nance  Patricia Martinez-Roach
Wilbur Jackson  Debra Watkins  Dan Moser
Yollette Merritt  Mary Guillen

1. Welcome & Introductions: Board Clerk Patricia Martinez-Roach

The meeting was called to order at 6:20 p.m. Board Clerk Martinez-Roach extended a welcome to all in attendance at the meeting and each person at the meeting introduced him/herself.

2. Approval of October 28, 2010, Minutes of Meeting

Item carried to next meeting.

3. Presentation by Kirsten King, Director of Education

- Grading Policy
- API
- Drop Out Data
- Access Gap Data

A presentation on drop out data and access gap data was given by Kirsten King, Director of Education, to the Committee.

An update on the grading policy was provided to the Committee. The District has started the process of reviewing policies related to grading. There is no cohesive Board Policy on grading. It is pieces of 10-15 different policies. The district is looking at creating one grading policy, as well as keeping the different policies that references grades. The grading policy is currently under review by the IPC Committee.

The API presentation was carried to the next meeting.
4. **Status/Update on Equity Statement**

   Item carried to next meeting.

5. **Future Agenda Topics**

   An invitation will be extended to Marisa Hanson, ESTA President, to be a guest of AASA at their next meeting.

6. **Next Meeting Date**

   The next meeting is scheduled for:
   - January 13, 2011 @ 6 p.m. – ESUHSD Board Room

7. **Adjournment**

   The meeting was adjourned at 8:20 p.m. by Board Clerk Martinez-Roach.
API

- The API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school’s, an LEA’s, or a subgroup’s performance level, based on the results of statewide testing.

- Its purpose is to measure the academic performance and growth of schools.

- It is a measure created from CA state Law.
Who Gets An API Score?

- Districts
- Schools
- Subgroups
  - Ethnicity, EL, Socioeconomically Disadvantaged, SPED
    - new category - 2 or more races
  - 100 students or 50 students if 15% or more of population with scores
### East Side Union High School District API

#### ESUHSD API 2008-2010

<table>
<thead>
<tr>
<th></th>
<th>State API 2009-10</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASE</strong></td>
<td>729</td>
<td>709</td>
<td>720</td>
<td>730</td>
</tr>
<tr>
<td><strong>GROWTH</strong></td>
<td>720</td>
<td>730</td>
<td>736</td>
<td></td>
</tr>
<tr>
<td><strong>CHANGE</strong></td>
<td>11</td>
<td>10</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
# East Side Union High School District
## School API's

<table>
<thead>
<tr>
<th>HIGH SCHOOLS</th>
<th>2009</th>
<th>2009/2010</th>
<th>2010</th>
<th>GROWTH API</th>
<th>State Rank</th>
<th>Similar School Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Hill</td>
<td>683</td>
<td>-3</td>
<td>680</td>
<td>680</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Evergreen Valley</td>
<td>837</td>
<td>2</td>
<td>839</td>
<td>839</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Independence</td>
<td>750</td>
<td>6</td>
<td>756</td>
<td>756</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>James Lick</td>
<td>659</td>
<td>22</td>
<td>681</td>
<td>681</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Mt Pleasant</td>
<td>693</td>
<td>3</td>
<td>696</td>
<td>696</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>699</td>
<td>5</td>
<td>704</td>
<td>704</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Piedmont Hills</td>
<td>814</td>
<td>-5</td>
<td>809</td>
<td>809</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Santa Teresa</td>
<td>763</td>
<td>14</td>
<td>777</td>
<td>777</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Silver Creek</td>
<td>763</td>
<td>8</td>
<td>771</td>
<td>771</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>W. C. Overfelt</td>
<td>654</td>
<td>4</td>
<td>658</td>
<td>658</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Yerba Buena</td>
<td>662</td>
<td>11</td>
<td>673</td>
<td>673</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Apollo</td>
<td>590*</td>
<td>7</td>
<td>597*</td>
<td>597*</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Foothill</td>
<td>626*</td>
<td>-6</td>
<td>620*</td>
<td>620*</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Pegasus</td>
<td>531*</td>
<td>125</td>
<td>656*</td>
<td>656*</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Phoenix</td>
<td>587*</td>
<td>-21</td>
<td>566*</td>
<td>566*</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
# James Lick API

<table>
<thead>
<tr>
<th></th>
<th>2009 Base API</th>
<th>Growth Target</th>
<th>Actual Growth</th>
<th>2010 Growth API</th>
<th>Met Target API</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide n = 859</td>
<td>659</td>
<td>7</td>
<td>22</td>
<td>681</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic n = 644</td>
<td>640</td>
<td>8</td>
<td>15</td>
<td>655</td>
<td>Yes</td>
</tr>
<tr>
<td>SED n = 573</td>
<td>648</td>
<td>8</td>
<td>23</td>
<td>671</td>
<td>Yes</td>
</tr>
<tr>
<td>ELL N = 427</td>
<td>609</td>
<td>10</td>
<td>4</td>
<td>613</td>
<td>No</td>
</tr>
<tr>
<td>Silver Creek API</td>
<td>Met Target API</td>
<td>2010 Growth API</td>
<td>Actual Growth</td>
<td>Growth Target</td>
<td>2009 Base API</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>771</td>
<td>8</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>838</td>
<td>801</td>
<td>674</td>
<td>677</td>
</tr>
</tbody>
</table>
James Lick Rank

- State Rank = 3
- Similar Schools Rank = 6
  - Median Base API = 659  Growth API = 681
  - Range in Base API 542 – 740
  - JL Base API = 659 Growth API = 681

- State Rank
  - all schools in CA divided by 10 groups
  - 10 highest – 1 lowest
- Similar Schools Rank
  - 100 schools with similar demographics
  - Divide into 10 groups
  - 10 highest – 1 lowest
  - Rank of 6 is like being in the 60th percentile
Silver Creek Rank

- State Rank = 7
- Similar Schools Rank = 7
  - Median Base API = 757  Growth API = 766
  - Range in Base API 626 – 890
  - EVHS Base API = 763  Growth API = 771

- State Rank
  - all schools in CA divided by 10 groups
  - 10 highest – 1 lowest
- Similar Schools Rank
  - 100 schools with similar demographics
  - Divide into 10 groups
  - 10 highest – 1 lowest
  - Rank of 7 is like being in the 70\textsuperscript{th} percentile
Data Quest

- [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)

- For detailed information on all school go to this website
Tests Used To Calculate The API

- California Standards Tests – CST
  - English, Math, Science, Social Science, Grade 10 Science
  - Grades 9 - 11

- California Modified Assessments – CMA 2011
  - Students with disabilities
  - English, Algebra 1, Geometry, Grade 10 Science

- California Alternative Performance Assessment – CAPA
  - Students with severe cognitive disabilities
  - English, Math, Grade 10 Science

- California High School Exit Exam – CAHSEE
  - Grade 10 student results
  - Grade 11 – 12 student passing results
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST/CAPA in ELA, Grades 9-11</td>
<td>27.1%</td>
</tr>
<tr>
<td>CST/CAPA in Mathematics, Grades 9-11</td>
<td>18.1%</td>
</tr>
<tr>
<td>CST/CAPA in Science, Grades 9-11</td>
<td>22.9%</td>
</tr>
<tr>
<td>CST in Social Science, Grades 9-11</td>
<td>13.9%</td>
</tr>
<tr>
<td>CAHSEE ELA, Grades 10-12</td>
<td>9.0%</td>
</tr>
<tr>
<td>CAHSEE Mathematics, Grades 10-12</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

Note: Data in these tables assume an equal number of valid scores at each grade level and no missing data. If some students at a school do not take one or more tests, the indicator weights would be different than those shown above.
How Scores Count in the API

- **CST/CMA/CAPA**
  - Advanced = 1000 points
  - Proficient = 875 points
  - Basic = 700 points
  - Below Basic = 500 points
  - Far Below Basic = 200 points

- **CAHSEE**
  - Pass = 1000
  - Fail = 200
  - Pass = 1000

  Grade 10

  Grade 11-12
Other Score Adjustments

- No Math or Science - CST/CMA/CAPA
  - No Math test taken  
    • Assigned a score of 200
  - No Science test taken  
    • Assigned a score of 200
Improving API Scores

• Students with higher proficiency levels get more points.
• Get more points moving lower achieving students up proficiency levels.
  – FBB to BB = 300 more points
  – FBB to B = 500 more points
  – Prof to Adv = 125 more points
  – B to Prof = 175 points
• Get more students passing CAHSEE
• Get more students taking Math & Science
API Spreadsheet Calculator

- Examples of moving students up proficiency levels
EAST SIDE UNION HIGH SCHOOL DISTRICT

Board Meeting of June 19, 2008
Agenda Item: 8.02

TO: Board of Trustees

FROM: Eddie Garcia, Board Achievement Gap Committee

SUBMITTED: June 16, 2008

SUBJECT: Recommendations & Proposals from the Achievement Gap Subcommittee

RECOMMENDATIONS & PROPOSALS

I respectfully recommend that the Board of Trustees take the following actions:

1. Approve the establishment of the Student Equity and Achievement Department, within the Division of Instructional Services and Human Relations.

2. Direct the Superintendent to identify and secure non-General Fund funding sources, including, but not limited to, the East Side Union High School Foundation, to initially fund the Student Equity and Achievement Department.

3. Direct the Superintendent to seek a Director of Student Equity and Achievement to develop and implement a program designed to improve the student achievement gap.

BACKGROUND AND REASONS FOR RECOMMENDATIONS & PROPOSALS

Earlier this year, State Superintendent of Schools Jack O’Connell issued a report finding that “the State of California has not lived up to its commitment for all students, particularly poor, ethnic/racial minority students; English learners; and students with disabilities.” In its effort to improve the performance of students with disabilities and English learners, and to comply with No Child Left Behind (NCLB) requirements, the ESUHSD established a District Program Improvement Team and developed of Program Improvement Model.

I respectfully request Board support of the recommendation described above to address the other groups of students identified in the State Superintendent’s report – poor and ethnic/racial minority students. In the ESUHSD District, these population categories primarily include African American, Latino, Pacific Islander, and Socio-economically Disadvantaged students. Using NCLB requirements (Participation, Proficiency, and Graduation rates) and the Academic Performance Index as measurements, these groups of students perform at a significantly lower rate than District, State, and Federal standards, thus defining an achievement, ethnic, and economic gap among significant sub-groups in the district.
By establishing a Student Equity and Achievement Department, the ESUHSD will demonstrate its commitment, focus, and accountability with regard to the academic improvement of African American, Latino, Pacific Islander, and Socio-economically Disadvantaged students.

The Director of Student Equity and Achievement should convene a task force of ESUHSD stakeholders to develop a plan that includes, but is not limited to: (1) culturally relevant professional development for all school personnel, (2) school climate surveys, (3) high academic expectations, (4) focus on academic rigor, (5) student, staff, administration, and parent accountability, and (6) resources needed for implementation.
7) **STUDENT ACHIEVEMENT/BORD DISCUSSIONS AND/OR ACTION**

8) **OPERATIONAL ITEMS/BORD DISCUSSION AND/OR ACTION**

8.01 Adoption of East Side Union High School District’s Mission, Vision and Goals Statement

*Motion to adopt the District’s Vision, Mission and Goals as detailed in pages two and three of the Board and Cabinet Retreat Results (Attachment A) made by Member Biehl, second by Clerk Shirakawa. Vote: 4/0 Vice President Garcia absent from vote.*

8.02 Recommendation and Proposals from the Academic Achievement Gap Subcommittee

*Vice President Garcia clarified that the recommendation is from an individual Board Member. He thanked Member Herrera for his leadership in helping to create the subcommittee with him.*

*Motion approve the Recommendation and Proposals, which includes the amendment to item #3 to read as follows, “Approve the establishment of the Student Equity and Achievement Department within the division of Instructional Services and Human Relations; direct the Superintendent to Identify and secure non-general fund funding sources to initially fund the Student Equity and Achievement Department; and authorize the creation of a Director of Student Equity and Achievement position to develop and implement a program designed to improve the student achievement gap” made by Vice President Garcia, second by Clerk Shirakawa. Vote: 5/0*

8.03 Approve Appointment of Measure E Citizens Bond Oversight Committee Team

*The District is soliciting through various newspapers candidates to serve on the Measure E Committee. Member Biehl requested that the solicitation of members be expanded to include posting at East Side’s school sites.*