



# EAST SIDE UNION HIGH SCHOOL DISTRICT

## ACADEMIC MASTER PLAN

### District Standards Subcommittee Meeting of January 10, 2007

Chairperson: Linda Gubman, Assistant Superintendent of Human Resources  
Contact number: 408.347.5251

#### Members Present:

- Ana Lomas, Director of Professional Development
- Cathy Giammona, Director of Human Resources
- Grettel Castro-Stanley, Principal – Mt. Pleasant High School
- John Najac, Principal/Alternative Education/Charter Schools
- Mark Browne, United Way / Alternative Education Collaborative
- Kelly Daugherty for Vito Chiala, Association of California School Administrators
- Susan Cassens, School Site Council President – Independence High School
- Carole Hersom, School Site Council President – Oak Grove High School
- Sara Przemielewski, School Site Council President – Overfelt High School
- Shelley Moneymaker, School Site Council President – Piedmont Hills High School
- Angie Nunn, School Site Council President – Silver Creek High School
- Janine Epstein, School Site Council President, Yerba Buena High School
- Bonnie Mace, Community Representative
- Harriett Arnold, African American Community Representative
- Barbara Boone, Community Representative

The following was discussed by the Subcommittee:

#### Process:

1. List all issues
2. Categorize
3. Divide into smaller groups for specific study

1. What does this mean?
2. How to do it?
  - What is happening to CCOC, Magnet Programs and feeder schools articulation? There is a piece missing. It should be more streamlined and connected. There should be articulation programs at different sites.
3. How do we prepare teachers to articulate the standards, diversity of staff and site program standards?
  - Equity: Raise the levels of performance elective requirements.
  - Study Hall for students to get help.
  - Add a 7<sup>th</sup> period
4. Give meaning to class standing (credits = grade level)
  - District standards (2 + 2) for 7<sup>th</sup> and 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>, and 11<sup>th</sup> and 12<sup>th</sup> configuration to look at students and how they are achieving.
  - Demographics:
    - Look at this; preparation of teachers, professional development, pre-service
  - Program equalization:
    - Who is not making it via the data? Is it equal, continuous academic achievement?
5. Supporting the Superintendent and making East Side the place to want to be
  - Ethnic/economic inventory
  - Inventory access
  - Look at staff
6. Special Education needs.
  - Where is the curriculum?
7. Programs
  - We do not have alternative programs for 9<sup>th</sup> and 10<sup>th</sup> grade students
  - 9<sup>th</sup> grade model(s) programs: Give to every ninth grade student
  - A 9<sup>th</sup> grade focus, to include data for four years.
  - Include a Summer Institute
  - 9<sup>th</sup> grade Small Learning Community at Wm. C. Overfelt High School
  - Core teachers: Keep as 10<sup>th</sup> graders
  - A “connection” between teacher and a group of students.

8. Success/Diversity

- Make sure to look at all students (data) even the smallest group at the school. Go beyond No Child Left Behind (NCLB). Identify student outcomes and student performances. Have high expectations for all students.
- Multiple pathways for students
- Opportunity classes needed for 9<sup>th</sup>/10<sup>th</sup> grade student

From issues listed, the following categories were brought forth:

Categories

- ❖ Program, equalization, academics
- ❖ Articulation, configuration, demographics
- ❖ Standards, curricular, enrollment
- ❖ Teacher preparation, human capital