

Agenda Item

17.06 Approve Minutes of October 24, 2009, Special Board Meeting

Meeting: 12/10/2009 ESUHSD REGULAR BOARD MEETING - 4:00 P.M.
Category: 17. Consent Calendar Items - ATTACHMENT A
Agenda Type: Action (Consent)
Public Access: Yes

Agenda Item Content



EAST SIDE UNION HIGH SCHOOL DISTRICT

TO: Board of Trustees
FROM: Dan Moser, Interim Superintendent
SUBJECT: Approve Minutes of October 24, 2009, Special Board Meeting

Attached are the minutes of the October 24, 2009, Special Board meeting for review and approval by the Board of Trustees.

FISCAL IMPACT: None

FUNDING SOURCE: None

RECOMMENDATION: It is recommended that the Board of Trustees approve the October 24, 2009, Board meeting minutes as presented.

Additional Executive Content

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

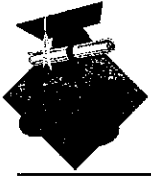
Created on 11/09/2009 at 04:56 PM by Mary Guillen. Last update on 12/02/2009 by Mary Guillen.

East Side Union High School District

Approved

Board of Trustees

December 10, 2009



**EAST SIDE UNION HIGH SCHOOL DISTRICT
MINUTES OF THE SPECIAL BOARD MEETING/
SPECIAL STUDY SESSION
OF THE BOARD OF TRUSTEES
Meeting Held at the Education Center
October 24, 2009
9:00 a.m.**

OPEN SESSION – EDUCATION CENTER BOARD ROOM

1. CALL TO ORDER/ROLL CALL

1.01 Roll Call

The Regular Meeting of the Board of Trustees was called to order at 9:07 a.m. by President Martinez-Roach. Vice President Herrera, Clerk Biehl and Member Garcia were present. Member Nguyen arrived at 9:33 a.m.

2. PLEDGE OF ALLEGIANCE

3. WELCOME AND EXPLANATION TO AUDIENCE

Information explaining Board meeting procedures and how citizens can address the Board will be read. Written information is located near the entrance to the Board Room.

President Martinez-Roach extended a welcome to everyone, explained the format of the meeting and noted that all Board Meetings are recorded.

4. CONSIDERATION OF PROPOSED AMENDMENTS TO AGENDA

For consideration by the Board of Trustees.

There were no amendments to the agenda.

5. PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD OF TRUSTEES

Persons wishing to address the Board must fill out a "gold" request form, which is located at the entrance of the Board Room.

There were no public speakers.

6. **STUDY SESSION ITEM(S) (NO ACTION TO BE TAKEN)**

6.01 **Board and School Site Administrators Study Session; Access and Achievement Gap issues**

9:00 a.m. Board Members and Administrators General Session – Board Room

Presentation by Dan Moser, Acting Superintendent, and Kirsten King, Coordinator of Testing, Evaluation and Research.

9:30 a.m. Recess for Breakout Sessions: One Board Member and Administrator Teams

- **Team #1: Two Sites; Business Office Conference Room**
Vice President Herrera
 - Oak Grove High School
 - Wm. C. Overfelt High School

- **Team #2: Two Sites; Conference Room E/F**
Member Garcia
 - Mt. Pleasant High School
 - Santa Teresa High School

- **Team #3: Two Sites; Open Area in Business Office (Annex)**
Clerk Biehl
 - Independence High School
 - Silver Creek High School

- **Team #4: Two Sites; Global Training Room (IT)**
Member Nguyen
 - Andrew Hill High School
 - Evergreen Valley High School

- **Team #5: Three Sites; Board Room**
President Martinez-Roach
 - James Lick High School
 - Piedmont Hills High School
 - Yerba Buena High School

12:00 p.m. Next Steps – Board Room

From each of the breakout sessions, the attached information was developed.

A follow-up work-study session will be scheduled on a Saturday during the month of November.

7. **ADJOURNMENT**

President adjourns the meeting.

Meeting adjourned at 12:58 p.m. by President Martinez-Roach.

Respectfully submitted,



Board Clerk

**Special Board Meeting
Board and School Site Administrators Study Session
Access and Achievement Gap Issues**

October 24, 2009

School	What steps will your school take to work on the gap and access issues?	How can the Board of Trustees assist our school with gap and access issues?	How can the District Office assist our school with gap and access issues?
Andrew Hill	<ul style="list-style-type: none"> • Maintain site 9th grade programs • Recruitment and retention support for target students • Outreach services for at-risk students • Acceleration into English 1 and Algebra 1 • Professional development series • Equity instruction team • Data Director Team – use of data (Building Teacher Leadership) • Focus on instruction 	<ul style="list-style-type: none"> • Promote professional development • Focus on instruction/building teacher leadership 	<ul style="list-style-type: none"> • EL Instructional Plan that promotes academic acceleration • Redesignation limited by district systemic processes • Professional development training on site or for site teams with a research-based site Instructional Plan • Site-based EL summer programs that accelerate language development and build skills • Help with articulation with feeder schools
Evergreen	<ul style="list-style-type: none"> • Leadership Group: Counselor, advisor, social worker, teacher, administrator, activities director to review by ethnicity the grades/attendance of students after the first grading period to discuss students, resources available and next steps • Prepare a plan for assistance specific to 9th graders 	<ul style="list-style-type: none"> • Make instruction a priority • Promote professional development of teachers in the area of instructional strategies that promote learning for Latinos, second language learners, African Americans and special needs students. 	<ul style="list-style-type: none"> • Provide assessment data that allows for correct placement into English and math courses • Provide defined procedures for moving students into and out of support classes • Promote and assist in forming freshmen learning communities
Independence	<ul style="list-style-type: none"> • Proper placement into 9th grade classes – focus on subgroups • ID progress for “at-risk” students • Professional development: <ul style="list-style-type: none"> ➢ Special education ➢ Regular education ➢ New teachers • Deeper analysis of placement gap in higher level classes 	<ul style="list-style-type: none"> • Greater engagement in student achievement • More specific goals connected to <u>data points</u> (in concert with sites and district administration) • Measurable objectives • Allocation of resources around student needs • Gathering more resources • Monitor consistency of curricular offerings and access 	<ul style="list-style-type: none"> • Maintain focus on student achievement; providing information and direction • Analyze/create key areas of consistency • Allow/support site flexibility of implementation

James Lick	<ul style="list-style-type: none"> • Course alignment toward A-G 	<ul style="list-style-type: none"> • Diploma A-G as a new standards for graduation • Match instructional skill to learner • Instruction and staffing support 	<ul style="list-style-type: none"> • Course alignment toward A-G • Skill-based support classes • Monitoring system non CST • Summer Bridge Program • Counseling programs to educate and monitor learner progress • Pre-College programs • District developed content goals • Monitoring of results towards goals
Mt. Pleasant	<ul style="list-style-type: none"> • Principal/APED • Met with 7th & 8th graders at Boeger • Monthly parent meetings 	<ul style="list-style-type: none"> • Contractual language bumping by needs • School Loop • Familiarity with school site plans and direction 	<ul style="list-style-type: none"> • Flexibility in mandates • Oversight • Site specific professional development
Oak Grove	<ul style="list-style-type: none"> • Work with staff on CSTP's <ul style="list-style-type: none"> ➢ The supportive learning environment place ➢ Show the student voices piece of Javius' film • Reinstate Tutor Center or similar system of helping broad spectrum of students • Reinstate AVID 	<ul style="list-style-type: none"> • Weighted GPA • Require teacher/parent communication i.e. SL • "Academic Calendar" • In-house suspension • Enrichment/excel programs • Support extended school day <p><i>Note: Use today as a model for future Board presentations.</i></p>	<ul style="list-style-type: none"> • Solve the Algebra crisis! • In house suspension • Best Practices • Centralize versus decentralize
Overfelt	<ul style="list-style-type: none"> • Expand Summer Bridge option for incoming 9th graders • Strengthen Camelot – 9th grade SLC • Balance support and acceleration • Increase AP class pass rate • Expand expository writing and reading program in English classes • Attendance to support systems for most at-risk students • Push college readiness versus minimum college eligibility • Address student motivation: create academic culture • Increase staff belief in college going culture through professional development • Support SLC and college going programs 	<ul style="list-style-type: none"> • A-G diploma and weighted GPA • Eliminate Magnet transfers • Summer school for enrichment • Best teachers for neediest schools: hire and recruit early • Involuntary transfers for teachers who demonstrate a lack of success with target population at neediest school 	<ul style="list-style-type: none"> • A-G diploma and weighted GPA • Eliminate Magnet transfers • Summer school for enrichment • Best teachers for neediest schools: hire and recruit early • Involuntary transfers for teachers who demonstrate a lack of success with target population at neediest school

Piedmont Hills	<ul style="list-style-type: none"> • Increase the number of students fulfilling A-G (4 years of math) • Open access in all courses Example: English 1A • Professional development 	<ul style="list-style-type: none"> • Grading policy defined to reflect student mastery • Increase subject area enrollment requirements 	<ul style="list-style-type: none"> • Viable and institutionalized after school programs • Class sets of textbooks (in addition to each student's book)
Santa Teresa	<ul style="list-style-type: none"> • Lowering grades to D- to enter English (next level) • Piloting SDC/mainstream Biology class • Lowering entrance grades in all core areas to C- 	<ul style="list-style-type: none"> • Increase articulation between school districts • Allocate funds to provide workshops to help teachers work with at-risk students • Full days of professional development • Visit school often 	<ul style="list-style-type: none"> • District wide course catalog • Improve articulation • Provide professional development days to support local needs <ul style="list-style-type: none"> ➢ Work with at-risk students ➢ Differentiated instruction ➢ Pacing guides, etc. • Visits often
Silver Creek	<ul style="list-style-type: none"> • Proper placement into 9th grade classes – focus on subgroups • ID progress for “at-risk” students • Professional development: <ul style="list-style-type: none"> ➢ Special education ➢ Regular education ➢ New teachers • Deeper analysis of placement gap in higher level classes 	<ul style="list-style-type: none"> • Greater engagement in student achievement • More specific goals connected <u>to data points</u> (in concert with sites and district administration) • Measurable objectives • Allocation of resources around student needs • Gathering more resources • Monitor consistency of curricular offerings and access 	<ul style="list-style-type: none"> • Maintain focus on student achievement; providing information and direction • Analyze/create key areas of consistency • Allow/support site flexibility of implementation
Yerba Buena	<ul style="list-style-type: none"> • Apengea • Algebra recovery Program • YWCA after school program • AVID • 11th & 12th grade students math/science, even if they met graduation requirements • EAP will be given to all juniors during the school day 	<ul style="list-style-type: none"> • Diplo-MAG • 7th periods for students in interventions 	<ul style="list-style-type: none"> • 7 periods for students win intervention • Hire highly qualified teachers • Limit the number of students a school can lose through Magnet • Professional development

What are possible next steps East Side could take to move forward on closing the achievement gap?

- Solve the Algebra crisis!
- Support an extended school day.
- Weighted GPA
- Prioritize school calendar for academic success
- Funding for “In-House Responsibility Center” or alternative discipline options
- Eliminate Magnet transfers
- Prioritize hiring and placement
- Support/fund summer school for enrichment and acceleration (9th grade)
- Sharing of Best Practices

- Focus on Instruction
 - Summer Programs aimed at incoming 9th graders
 - Professional development at school site level
 - Use of data to inform instructional practices
- Additional working sessions focused on instruction with Board Members
- District Level Plan addressing the achievement gap
- Revisit the conversation of the Academic Plan
- Work closely with feeder school districts

- Philosophy: Maximizing high school experience
- Cohort data (mobility)
- Examine grading policy
- Examine graduation requirements
- Examine correlation -- parent education: performance
- Separate 11-12 / English 3-4 data
- 7th period options
- QTEL strategies
- Magnet Programs
- Teacher hiring
- Teacher assignments – most skilled teachers with neediest students
- Evaluation of teachers
- “Student Aide” policy
- School for 9th graders – I.S. Policy
- Flexibility for PI delivery regarding strategic (2 periods of math and 2 period of language arts)

- Meet again – go deeper
- District prepared plan for moving forward
 - Work with sites to create plan/focus