To Whom It May Concern:

This School Improvement Grant from Stockton Unified School District (SUSD) was originally submitted on June 1, 2010. As per instructions in the Request for Applications (RFA) and from staff at the California Department of Education, SUSD has revised the pages that were required to be changed due to revisions in the RFA. These revised pages have been inserted into our original proposal and the old pages removed. The collaborative signature pages and other forms with original signatures are already at CDE, and we were told they would be transferred from our original proposal to this one.

If there are questions, please contact Kirk Nicholas, Assistant Superintendent for Elementary Education, at 209 933-7040 or Jason Willis, Chief Financial Officer, at 209 933-7010.

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SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: San Joaquin		**County/District Code:** 39-68676
Local Educational Agency (LEA) Name Stockton Unified School District		**LEA NCES Number:** 0638010
LEA Address 701 N. Madison Street		**Total Grant Amount Requested** $13,038,547
City Stockton, CA	**Zip Code** 95202	
Name of Primary Grant Coordinator Kirk Nicholas	**Grant Coordinator Title** Assistant Superintendent for Elementary Educ.	
Telephone Number 209 933-7040 x 2222	**Fax Number** 209 469-3681	**E-mail Address** knicholas@stockton.k12.ca.us

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee Carl Toliver, Interim Superintendent	**Telephone Number** 209 933-7070
Superintendent or Designee Signature 	**Date** June 29, 2010

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE
June 1, 2010, 4 p.m.

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Printed Name of Superintendent or Designee Steve Vaczovsky, Interim Superintendent		**Telephone Number** 209 933-7070
Superintendent or Designee Signature Stephen F. Vaczovsky		**Date** 6/1/2010

DRAFT

Stockton Unified School District
School Improvement Grant

Collaborative Signatures

Narrative

Budgets

- District Budget
- School Budgets
- Budget Narratives

Assurances, Waiver form, Schools to be Served Chart

Implementation Charts

Letters of support

Attachments

- **Governing Board Meeting Agendas and Minutes**
  - January 12, 2010 Approval of Dual Immersion Magnet Program at Pittman Elementary
  - March 9, 2010 First public hearing re SIG
  - March 23, 2010 Second public hearing
  - April 13, 2010 Approval of intervention models
  - April 15, 2010 Approval of Pittman Charter
- **Calendar of SIG School-site Meetings**
- **School Site Meeting Agendas, Minutes, and Meeting Promotional Material**
  - Pittman
  - Roosevelt
  - Taylor
- **Pittman Charter**
- **Copy of federal School Leadership Grant Narrative**
- **Nine Instructional Strategies (Roosevelt Elementary)**

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet.

__✓__ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

__✓__ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

__✓__ Form 3 Narrative Response

__✓__ Form 4a LEA Projected Budget

__✓__ Form 4b School Projected Budget

__✓__ Form 5a LEA Budget Narrative

__✓__ Form 5b School Budget Narrative

__✓__ Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

__✓__ Form 7 Sub-grant Conditions and Assurances (three pages)

__✓__ Form 8 Waivers Requested

__✓__ Form 9 Schools to Be Served Chart

__✓__ Form 10 Implementation Chart for a Tier I or Tier II School

__✓__ Form 11 Implementation Chart for a Tier III School, (if applicable)

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Collaborative Signatures
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Roosevelt Elementary School	CS-4
Pittman Elementary School	CS-10

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
39-68676	Stockton Unified School District	Steve Vaczovsky	Steve Vaczovsky

CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Stockton Unified School District
Authorized Executive:	Steve Vaczovsky, Interim Superintendent
Signature of Authorized Executive	Steve Vaczovsky

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School Improvement Grant Narrative
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Introduction

Stockton Unified School District (SUSD) is the largest school district in San Joaquin County and the seventeenth largest in California. SUSD currently operates 42 K-8 elementary schools, 4 traditional high schools, 4 specialty or alternative high schools, one charter high school, one special education center, and one school for adults. SUSD also operates 41 after-school STEP Up learning centers at its elementary schools. There are approximately 4,000 SUSD employees, of which over half are classroom teachers or instructional specialists.

Although Stockton's population is 53.7% White, SUSD is a 91% "minority" district. Its 39,000-student population is 57.2% Hispanic, 11.2% Asian, 12.6% African-American, 9% White, 5.1 Filipino, and 4.2% Native American. Of the total number of K-12 students in SUSD, 26% are classified as English language learners (EL) and 49% come from homes where English is not the primary language (compared with 44% statewide). Their families speak more than 75 different languages.

A majority of the district's students can be considered "at risk" due to socioeconomic level. The U.S. Census Bureau's 2008 poverty estimate for percent of families in SUSD with an annual income of $19,806 or less was 26.1%. Seventy-two (72%) percent of SUSD's students are eligible for free or reduced price meals through the National School Lunch Program (compared to a statewide rate of 51%).

The district has adopted and implemented the California State Content Standards/ Framework for Pre-K through Adult curriculum. All SUSD's adopted reading and mathematics programs are based on those Standards. Through its Professional Development Center, the district provides ongoing, systematic district and site-level professional development and coaching aligned to and focused on the Standards and the use of standards-based assessments to drive curricular decisions.

One of the challenges in urban education is significant turnover in administrative leadership. In the case of SUSD, four (4) superintendents have led the district since 2006, and 31% of the district's current K-8 schools have first-year principals.

In 2005 SUSD was identified as a Program Improvement district. SUSD has worked with a District Assistance and Intervention Team (DAIT) from the San Joaquin County Office of Education (SJCOE). SUSD is working to ensure that the efforts of the District and its community partners, families, and staff are coordinated and focused on continually improving student performance. Nevertheless, seven SUSD elementary schools have been identified as among the lowest performing 5% of schools in the state. This application requests School Improvement Grant funds for three of them—**Pittman, Roosevelt, and Taylor Elementary Schools**.

I. Needs Analysis

- **Assessment instruments used to conduct the analysis (e.g., Academic Performance Survey (APS), Least Restrictive Environment (LRE), and District Assessment Survey (DAS)**

In order to identify the needs of individual schools as well as the district, SUSD has used the California Department of Education's District Assistance Survey (DAS), which enables districts to assess the level of support they provide their schools (Center on Education Policy, 2006); the Academic Program Survey (APS) for schools; and the Least Restrictive Environment (LRE) Self Assessment, which is designed to help schools examine the educational opportunities afforded to students with disabilities. As a Program Improvement district working with a District Assistance and Intervention Team (DAIT), Stockton Unified School District (SUSD) Administrators and Site Principals, after receiving training from the San Joaquin County Office of Education (SJCOE) DAIT, completed the DAS and the LRE. Below are the overall findings and conclusions of the SJCOE DAIT following analysis of these 2008 surveys.

2008 DAIT Findings: SUSD Overall

Substantial (at least 75%) evidence that:

- Teachers are following the K-8 district pacing guides.
- Data is available to diagnose strengths and weaknesses of lesson delivery, to analyze individual student progress and to develop plans to meet the needs of individual students if collaboration time were available.
- Instructional times are free from distractions/disruptions.

Partial (at least 50%) evidence of:

- Teachers providing student learning objectives.
- Teacher modeling and guided practice.
- Coaches being utilized effectively to support instruction and learning in the classroom.
- Student participation and engagement.
- Effective use of instructional time.

Minimal (less than 50%) evidence of:

- Effective strategies used to assess student understanding.
- Lessons or strategies that support academic vocabulary.
- Lessons adapted/modified to provide differentiated instruction to meet the needs of all students, particularly English Learners and Special Education students throughout the day.
- Effective strategies and academic student talk observed in ELD classes.
- Professional development on EL and Special Education strategies for coaches and teachers.

2008 DAIT Recommendations: SUSD Overall

1. Teachers need intensive training and support on differentiation for students with special needs.
2. There is an urgent need to support EL students. Focus on professional development, coach training, and appropriate staffing, priority funding and support from outside experts.
3. There needs to be structured teacher collaboration time on a weekly basis.
4. The after school program needs to align and support students in the core curriculum.
5. The district budget must reflect the following priorities:
   - Delivery of standards-based curricula in RLA and mathematics
   - Effective use of research-based interventions to accelerate low-performing students, based on assessed student needs
   - Implementation of an English Language Development Program, as documented by student language development needs
   - Provision of effective professional staff development that addresses state priorities for curricular and instructional improvement
   - Incorporation of data based on interim formative assessments to guide instructional decisions
6. The District should review its current policy for categorical resources regarding the allocation to sites and look at the ability to direct resources to Districtwide priorities.

With guidance from the SJCOE DAIT, SUSD's Leadership Team collaboratively completed the District's 2008 LEA Plan Addendum and produced its HQT Equitable Distribution Plan to support the LEA Plan Addendum. In addition, the district's Title III Improvement Plan was revised at that time. Personnel included in the District Leadership Team were:

Superintendent
Director of Facilities
Community Relations Officer
Assistant Superintendent for Human Resources
Labor Relations Director
Director of State and Federal Programs
Director of Curriculum
Administrator of Grant Development
Executive Director of Business Services
Director of Career and Technical Education
Director of Year 5 Program Improvement Schools
Director of Student Services
Assistant Director of Curriculum
Administrator of Research and Assessment
Directors of Elementary Education (2)
School Principals (4)
Certificated and Classified Union Representatives (3)

SJCOE DAIT has continued to work with SUSD since 2008 and this year (2010) provided the following district-wide overall findings:

2010 DAIT Findings:
SUSD Reading/Language Arts Program Support

- New (July, 2009) R/LA instructional materials have been provided to all K-6 teachers
- SB 472 R/LA training has been provided to K-6 teachers and coaches
- Literacy coaches (K-8) are supported with monthly professional development
- Teachers (K-8) are provided with two hours per month of professional development; however, teachers are only required to stay for one hour
- Teachers (7-8) have limited opportunities for professional development in strategies to implement core adoptions
- School Site Administrators are provided the opportunity to attend the 40-hour administrative training program (AB430) in the adopted program materials
- Pacing guides are posted on the district website
- Assessment data is provided timely
- There is limited, to no, structured grade level collaboration time
- There is limited, to no, State Approved Intensive Intervention Program
- Categorical funds were distributed to the sites to support the goals of the SPSA
- The afterschool curriculum is not connected to the core program

2010 DAIT Recommendations:
SUSD Reading/Language Arts Support

1. There needs to be structured collaboration time in the weekly schedule.
2. A state-approved Intensive Intervention Program needs to be adopted and implemented as soon as possible.
3. A plan to align the afterschool program to support students in the core curriculum should be developed.

2010 DAIT Findings: SUSD Mathematics Support

- New (July, 2008) Mathematics instructional materials have been provided to all teachers K-Algebra
- SB 472 training has been provided to the majority of the math teachers; however, about 500 teachers still need to be trained in the adopted curriculum
- Mathematics coaches (K-8) are supported with monthly professional development
- Algebra teachers receive limited coaching and professional development support
- Teachers (K-8) are provided with two hours a month of professional development; however teachers are only required to stay one hour
- Pacing guides are posted on the district website
- Assessment data is provided timely
- There is limited, to no, structured grade level collaboration time
- Categorical funds were distributed to the sites to support the goals of the SPSA
- The afterschool curriculum is not connected to the core program

2010 DAIT Recommendations: SUSD Mathematics Support

1. A plan needs to be developed, as soon as possible, to support the approximately 500 teachers who have not received training in the core adoptions.
2. Algebra teachers need coaches who are knowledgeable in Algebra content and have had professional development in coaching strategies.
3. Teachers (7-8) need ongoing professional development in content and instructional strategies to support the implementation of core adoptions.
4. There needs to be structured collaboration time in the weekly schedule.
5. A plan to align the afterschool program to support students in the core curriculum should be developed.

Degree of Implementation of State-approved and District-adopted Reading/Language Arts and Mathematics Programs with Effective Instructional Strategies

2010 DAIT Findings: SUSD Reading/Language Arts Implementation

Substantial (at least 75%) evidence that:

- District adopted curriculum is used in grades K-8
- "Big Question Wall" is used in K-6 classrooms;

Partial (at least 50%) evidence of:

- "Big Question Wall" is being used interactively during lessons
- R/LA Sound Spelling Cards being used during lessons in grades K-2; alphabet cards from other programs displayed in many classrooms

Minimal (less than 50%) evidence of:

- Administration monitors the R/LA program at K-6 by the using the district monitoring form

2010 DAIT Recommendations: SUSD Reading/Language Arts Implementation

1. The district-adopted curriculum is being used in K-8 classrooms
2. Use of materials that are not from the current adoption should be eliminated
3. The implementation of the R/LA program needs to be monitored on a regular basis by the district and the site administration

2010 DAIT Findings:
SUSD Mathematics Implementation

Substantial (at least 75%) evidence that:

- District adopted curriculum is used in K-8

Partial (at least 50%) evidence of:

- Technology, Interactive Learning section of the Envision program being used consistently. (Some classrooms do not have the technology available to them.)

Minimal (less than 50%) evidence of:

- Manipulatives, visuals, drawings, diagrams, and graphs being used when appropriate
- In-classroom coaching (Grades K-12) or professional development support for teachers in the implementation of the math curriculum (Grades 6-12)

2010 DAIT Recommendations:
SUSD Mathematics Implementation

- Administrators should review the technology needs of their staff and purchase needed items as soon as possible.
- The district needs to review the assessments for alignment to the curriculum and communicate to the teachers the validation process that was used.
- The implementation of the Math program needs to be monitored on a regular basis by both district and site administrations.
- In-classroom coaching support should occur regularly for every teacher.
- Professional development opportunities for all teachers should be scheduled on a regular basis and all teachers should attend.

EFFECTIVE INSTRUCTIONAL STRATEGIES: R/LA and MATHEMATICS

2010 DAIT Findings: SUSD Instructional Strategies

Substantial (at least 75%) evidence that:

- Teachers are following the district pacing guide K-8
- Data is available and could be used to diagnose strengths and weaknesses of lesson delivery, analyze individual student progress, and develop plans to meet the needs of individual students if collaboration time were available
- Instructional times are free from distractions/disruptions

Partial (at least 50%) evidence of:

- Teachers providing student learning objectives
- Modeling and guided practice
- Coaches are being utilized effectively to support instruction and learning in the classroom
- Student participation and engagement at grades K-8
- Effective use of instructional time

Minimal (less than 50%) evidence of:

- Rigor in the regular 7-8 program
- Effective strategies used to assess student understanding (Checking for Understanding)
- Lessons or strategies to support academic vocabulary
- Lessons are adapted/modified to provide differentiated instruction to meet the needs of all students

2010 DAIT Recommendations: SUSD Instructional Strategies

1. Continue to intensely train the coaches at the K-8 schools in content and effective teaching strategies.
2. Provide structured collaboration time to analyze data to inform instruction and to interact and learn from colleagues.

SUPPORT FOR ENGLISH LEARNERS AND SPECIAL EDUCATION STUDENTS

2010 Findings: SUSD Support for EL and SpEd Students

Substantial (at least 75%) evidence that:

- CELDT data is provided for the classroom teacher at K-8 schools
- There is concern by teachers and observers regarding meeting the needs of students who have several CELDT levels within one ELD classroom

Partial (at least 50%) evidence of:

- Collaboration between Special Education teachers and regular education teachers. The extent of the collaboration depends on individual teachers rather than a systematic process.
- Understanding of the identification process for Special Education students
- Knowledge by teachers regarding modifications/accommodations needs of Special Ed students or 504 students

Minimal (less than 50%) evidence of:

- Differentiated strategies to support English Learners in regular classrooms throughout the day
- Differentiated strategies to support Special Education students in regular classrooms throughout the day
- Professional development on EL and Special Education strategies
- Training for coaches on EL and Special Education strategies
- Effective strategies used in ELD classes. Minimal academic student talk was observed

2010 Recommendations: SUSD Support for EL and SpEd Students

1. A systematic method of informing teachers of the CELDT levels of students, IEP goals, modifications/accommodations and information on 504 Plans needs to be developed.
2. A systematic method of communication between Special Education teachers and Regular Education teachers needs to be established.
3. Teachers need intense professional development support on the topic of differentiation for students with special needs.
4. There is an urgent need to support English Learners. A district priority needs to focus on closing the achievement gap by providing: professional development, coach training, appropriate staffing, priority funding, and support from outside experts in SDAIE and ELD to regular education teachers and administrators, as well, as ELD teachers.

During December 2009 and January 2010 eleven school sites were visited by the SJCOE DAIT. Twenty-one members of the SJCOE DAIT were involved in these visits, with 4 to 8 team members participating in each visit along with 2 to 6 SUSD members of the District Leadership Team. SJCOE DAIT trained Site Leadership Teams on the APS and the English Learner Site Level Tool (EL-SLT), and the sites completed their APS and EL-SLT self reviews. SJCOE DAIT then validated the ratings along with district representatives; the validation teams made classroom observations, conducted interviews with staff members, and reviewed documentation. Individual reports were compiled from observation findings and interviews and were submitted to the principals for their review and use. Included among the eleven schools visited were **Roosevelt** and **Taylor** Elementary Schools, two of the SUSD schools that have been identified as Tier I schools for SIG. Both **Roosevelt** and **Taylor** are included in this request for SIG funds. The DAIT reports for these two schools are summarized below:

Roosevelt Elementary

2010 DAIT Findings: Roosevelt Overall

Substantial (at least 75%) evidence that:

- Teachers are using district adopted materials
- RLA Big Question Wall is used in classrooms
- Daily schedule is posted in classrooms
- RLA-Sound Spelling Cards for K-2 are properly displayed
- Teachers are using the Teacher's Editions during lessons
- Instructional times were free from distractions/disruptions

Partial (at least 50%) evidence of:

- Big Question Wall being utilized by teachers
- Teachers providing clear goals and student learning objectives
- Modeling and guided practice
- Appropriate pacing
- Lessons being adopted/modified to provide differentiated instruction to meet the needs of all students, especially ELs and Special Education
- Math manipulatives being used by students
- Teachers utilizing the math interactive section of the lesson, i.e., DVD and online
- Lessons to support academic vocabulary development in RLA and math
- Academic coaches, assistants and paraprofessionals being utilized effectively to support instruction and learning
- RLA differentiated instruction

Minimal (less than 50%) evidence of:

- RLA Sound Spelling Cards being used during lessons in grades K-2
- Effective strategies being used to assess student understanding (checking for understanding)

2010 DAIT Recommendations: Roosevelt Overall

1. Through administrative classroom monitoring and coaching, ensure that teachers consistently develop lessons that include a balance between instruction, modeling, guided practice, independent practice and checking for understanding.
2. Provide professional development supporting EL and Special Education students. This should include effective placement, communication of information about student performance and strategies to best support each student's learning needs
3. Establish a learning environment that holds students, teachers and administrators accountable for student learning. Create a system that supports and encourages active student engagement.
4. Provide additional PD in RLA in the areas of utilization of Sound Spelling Cards, the Big Questions Wall and EL program.
5. Establish a district-wide system/process/time for grade level collaboration as well as vertical collaboration.

Taylor Elementary

2010 DAIT Findings: Taylor Overall

Substantial (at least 75%) evidence that

- Teachers are using district adopted materials
- RLA Big Question Wall is posted in the classrooms
- Schedules are posted in the classrooms
- RLA -Sound Spelling Cards for K-2 are properly displayed
- Substantial engagement of AVID students
- Instructional assistance/ support is available to the teachers through paraprofessionals

Partial (at least 50%) evidence of

- Use of RLA -Sound Spelling Cards for K-2 during lessons
- RLA /Mathematics vocabulary development
- Effective strategies such as pair share, wait time, answers in complete sentences, sentence frames, cooperative learning, circulation, word walls, use of visuals and manipulatives
- Clear expectations, excellent management, positive climate and well established routines
- Provision of clear goals, objectives and directions during RLA and Mathematics instruction
- Modeling, guided practice, independent practice and appropriate pacing
- Instructional time is free from disturbances

Taylor Elementary, continued

Minimal (less than 50%) evidence of

- Student to teacher to student interactions
- Active student engagement with the content and Checking for Understanding
- Concept development in mathematics through the use of manipulatives, visuals, higher level and why questions
- Big Question Wall being used interactively to scaffold skills instruction

DAIT Recommendations: Taylor Overall

1. Research-based strategies need to be implemented across the classrooms with intensive focus on student learning. Structured collaboration time needs to be a priority so that teachers who are using these strategies well can share them with the ones where these effective strategies are not the norm.

2. The following strategies for more student participation, engagement and checking for understanding should be implemented in some of the grade levels: structured pair share; use of individual white boards; signaled response such as hand/fingers and response cards; choral response; note-taking; predictions; graphic organizers and word walls with examples and supporting visuals; group work, higher level questioning; use of manipulatives and other visuals in mathematics to develop conceptual understanding; circulation etc.
3. Coaches need to provide more instructional support to the teachers and continue to develop/refine their coaching skills and deepen their knowledge of instructional practices as well as content while working with the teachers.
4. Continue to refine the use of a variety of these management and instructional strategies.
5. Use the Big Question Wall more interactively to build theme concepts and to scaffold skills instruction. Make other enriching focus walls more interactive and word walls more frequent referent parts of the instruction. Post graphic organizers that show the progression of the concepts or skills (instructional sequence) and revisit these concepts over and over and connect with other concepts so that students internalize and retain the concepts and skills; this is especially important for the concepts and skills that are acquired over time. Coaches can be an excellent source of support through co-teaching, observations, and feedback on making instruction more interactive through using the strategies effectively.
6. Work on the advanced teaching strategies that create more opportunities for student talk leading to less teacher talk.

When SUSD was identified as DAIT district in 2008, it had only been one year since the opening of Pittman Elementary School, the third Tier I school included in this proposal. Since SJCOE DAIT concentrated first on schools that had been in Program Improvement status for more than 4 years, minimal technical support was provided by them to Pittman. The needs at Pittman, therefore, have been identified collaboratively by school staff, School Site Council, the staff Leadership Team, school partners, and administrators from the SUSD Elementary Education and Curriculum Departments.

PITTMAN ELEMENTARY

Pittman has 32 teachers, and 97% are highly qualified. Teachers received SB472 training in the adopted R/LA program throughout the first semester of the 2009-2010 school year. There is substantial evidence that Pittman adheres to the recommended instructional minutes for R/LA, Math, and English language development as outlined in the California State Frameworks.

Nearly ¾ of students are Hispanic or Latino, and nearly 60% are English language learners (ELL); 92% of students are eligible for free and reduced lunch, indicating a low socioeconomic level. Hispanic, socioeconomically disadvantaged, and English learner subgroups all are performing below grade level in Reading/language arts and Mathematics, according to the results of California Standards Tests (CST):

Hispanic RLA: -16.3	Soc Dis RLA: -13.5	Eng Learn RLA: -15.7
Hispanic Math: -14.5	Soc Dis Math: -12.2	Eng Learn Math: -20.6

Clearly, there is a need for more direct support for EL students.

Although an increased focus on science has led to Pittman's 5th graders having the second highest scores in the district in 2009 on the CST in science (27% tested proficient), this nevertheless is lower than the average performance (61% proficient) of the top 10 comparable schools in the state based upon matched school characteristics (according to the Educational Results Partnership - EdResults.org).

- **The roles and responsibilities of LEA and school personnel and other collaborative partners that were responsible for conducting the needs assessment and/or analyzing its results**

Several collaborative groups at the LEA and school level worked together to conduct a needs assessment and analyze its results. Each SUSD school has strong participatory leadership, led by a School Site Council composed of parents, community, and school personnel and a Leadership Team composed of the school administration and teachers and counselors elected by their peers. Led by school teams comprised of principals,

instructional leadership teams, and community members at each of the school site, the DAIT findings applicable to the school, results from the California Standards Tests (CST), and reflections on current practices within the school were analyzed.

Each year when the accountability results are received from the State, the district's Research and Accountability office compiles and distributes comprehensive reports that view the data from a district wide perspective and break it down to the student level for purposes of skill deficiency analysis. One of the analysis documents that is distributed and used significantly is called "Do the Math." This is produced twice a year, once at the beginning and again after the state submission of enrollment. This report looks at exactly where student performance is and the number of students, school wide and in each subgroup, needed to meet the next year's accountability targets.

Furthermore, after each of the District's highly correlated Benchmark exams, academic conferences are conducted both with grade level teams and with each teacher, student performance is analyzed, and re-teaching plans are developed and implemented, either individually or in groups. At the principal level, data summits have been instituted periodically throughout the school year. These are forums where principals present their action plans addressing the results of their assessments and explaining how they are going to meet those needs fiscally and through any necessary professional development. The plans are presented to a panel of district level administrators who engage in a dialogue of ideas and solutions as to how to assist the principal in the implementation of the plan.

In addition, an LEA team comprised of Interim Superintendent Steve Vaczovsky, Assistant Superintendent for Elementary Education Kirk Nicholas, Assistant Superintendent for Curriculum and Instruction Linda Luna, Chief Financial Officer Jason Willis, and Administrator of Educational Research and Accountability Scott Traub reviewed the DAIT findings for overall LEA findings, results of California Standards Tests (CST), and their own findings from school/classroom visitations.

- **The process for analyzing the findings and determining the appropriate intervention model**

In December of 2009 a major reform effort began in earnest in Stockton Unified School District, inspired by California's attempt to secure monies from Race to the Top. In February 2010, the State of California identified the lowest performing 5% of schools in the state, which amounted to 187 schools. In that number were seven SUSD elementary schools: Roosevelt, Taylor, Pittman, Nightingale, Henry, Harrison, and Fremont. An additional twenty-eight SUSD elementary schools were labeled "at risk," meaning that 81% of SUSD's elementary schools have been identified as low performing. Stockton Unified has historically struggled to raise the achievement of its students, and previous attempts at reform have failed.

In an effort to meet this challenge, the LEA sought assistance, guidance, and sharing of effective practices from educational leaders throughout the country who have begun,

and shown progress in, addressing the needs of low-performing schools in urban centers. This included:

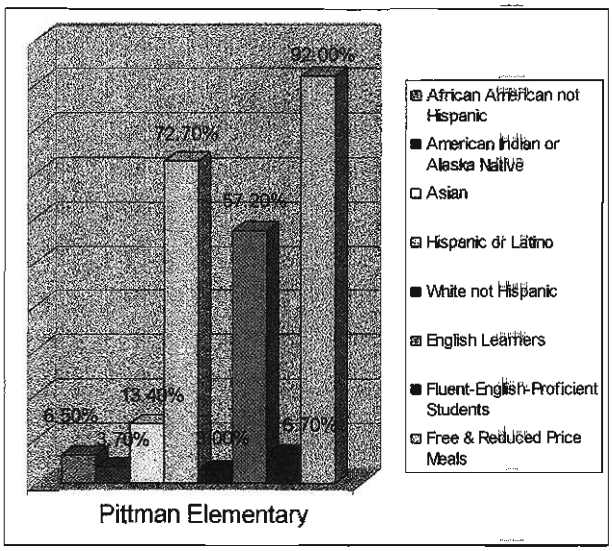
- Visit to Baltimore City Schools to learn about their reform effort known as "Expanding Great Options" and the process they are using for incubating and turning around their lowest performing schools;
- Collaboration with several urban school districts – such as Los Angeles Unified School District, Hartford Public Schools (CT), Boston Public Schools (MA) – to glean information from other school districts nationwide about how they are fundamentally reorganizing the central office to support schools in their change efforts in the area of school leadership, operations, and resource distribution;
- Conference calls with several other California urban school districts such as Oakland Unified School District to learn about their incubation process in which to develop new, small schools.

It was from these dialogues and other research that SUSD developed similar methods of community, parent, and staff engagement to investigate and discuss the most appropriate intervention for each of the three schools implementing in the 2010-11 school year.

SUSD district officials have worked diligently to use the Baltimore model for addressing the needs of its seven identified schools. It was determined that all seven schools would be brought forward to the governing board with a recommendation and that an effort to educate each school community would be essential if the recommendations were to be approved. The focus on these recommendations comes from the schools, their community stakeholders and the "Needs Analysis" conducted by the district.

For each school SUSD looked at the following factors: (a) number of years in Program Improvement status, (b) API growth, (c) percent of students proficient in Reading Language Arts and Math on California Standards Tests (CST), (d) CBEDS enrollment, (e) attendance rates in second principal apportionment (P2) reporting, (f) principal tenure, (g) supplemental intervention through fiscal and technical assistance, and (h) District Assistance Intervention Team (DAIT) findings for the district and school sites. In addition, the District analyzed recent work by the school principals and considered staff readiness and eagerness for change. The Interim Superintendent visited every school site to discuss the SIG opportunity. Below is a summary of the needs assessment, analysis and recommendations to reform the three Tier I persistently low-performing schools included in this application.

Pittman Elementary School
Recommendation: Restart Model



Pittman Elementary

Pittman Elementary School currently serves approximately 680 students. The school's current and projected population is diverse, both ethnically and socioeconomically, with a large proportion of "high-need students"—students at risk of educational failure, including students living in poverty, achieving far below grade level, homeless or in foster care, and learning English. Pittman Elementary is only three years old and sits on the south campus of California State University, Stanislaus at Stockton. In spite of these positive surroundings, our students face many challenges which are driven by high poverty conditions of the neighborhood. Outside factors faced by many of our students can, and do, have a profound effect on academic performance. Such factors include, but are by no means limited to, the following: history of parental incarceration; dependence on social welfare; continuous state of family crises; anger management issues; lack of counseling and health care; lack of first-language literacy; and responsibilities at home as caregivers and/or wage earners. In addition, Pittman's attendance area has a high crime rate, destructive gang activities, highly transient students, and a significant problem with drug distribution and use.

Pittman's student population is reflective of the overall diversity of the Stockton community, but compared to the District, Pittman's population is disproportionately transient, low-income, and English Learner. The vast majority of students (92%) qualify for the federal Free or Reduced Price Lunch program. Many come from home environments where educational success may not have been fully realized and the family's ability to aid and support their children's academic achievements is limited. As a result of these factors, many Pittman students fall far short of achieving even average academic improvement under a traditional "one-size-fits-all," top-down educational system.

The Pittman staff supports a move to becoming a dependent charter and keeping principal and staff together; the school community supports the need to change school and student academic performance. SUSD's executive cabinet supports this model, and the governing board voted 7-0 in favor of Pittman Elementary School becoming a dependent charter on April 13, 2009.

Pittman	Yrs in PI	Growth API	3 Yr Trend	RLA % Pro/Adv	3 Yr Trend	Math % Pro/Adv	3 Yr Trend	CBEDS Enroll-ment	3 Yr Trend	Attend-ance P2 %	3 Yr Trend
2008-09	2	623		21.5		29.8		726		94.5	
2007-08		609		17.7		26.9		709		94.3	
2006-07		640		17.9		35.4		728		94.3	

Academic Performance Index

- 2006-2007 was Pittman's first year of operation
- Pittman's API Base in 2007 was 640.
- The school dropped **-30** API points in 2008; and grew **+14** API points in 2009.
- Third lowest test scores in district: 623 API

Principal Tenure

Adrienne Machado opened Pittman Elementary School in 2006 as principal and still serves in that role. She began school culture and academic reforms in 2008–09.

Supplemental Intervention and Technical Assistance

- Pittman partners with California State University (CSU), Stanislaus-Stockton, serving as a lab school for CSU's education interns.
- Ongoing staff training has been provided by the Center for Research on Diversity, Education and Excellence (CREDE) from 2006-present.
- Pittman has established a partnership with Full Option Science System (FOSS) (Lawrence Hall of Science, University of California, Berkeley) and has received FOSS staff training from 2008-present.
  - Pittman's 5th grade students had the 2nd highest 5th grade science test scores in the District in 2009.
- Pittman has enjoyed a partnership with West-Ed's K-12 Alliance (community project) for professional learning in Science from 2008-present.
- Adult Literacy/ESL classes hosted by the Stockton School for Adults were offered on site from 2007-2008.
- Pittman has had a full-time School Counselor from 2006-Present.
- Pittman was authorized by the SUSD Governing Board to implement an English/Spanish Dual Immersion Magnet Program beginning in the 2010-2011 school year.

SUSD actions to be undertaken at Pittman

- Create time and space for vertical and horizontal articulation of content standards and instructional strategies for rigorous support to the institution of the new English/Spanish Dual Immersion Program.
- Create time and space for structured, weekly teacher collaboration time for data analysis of student work and progress, planning and developing instructional sequences using the core ancillary materials to meet the differentiated needs of

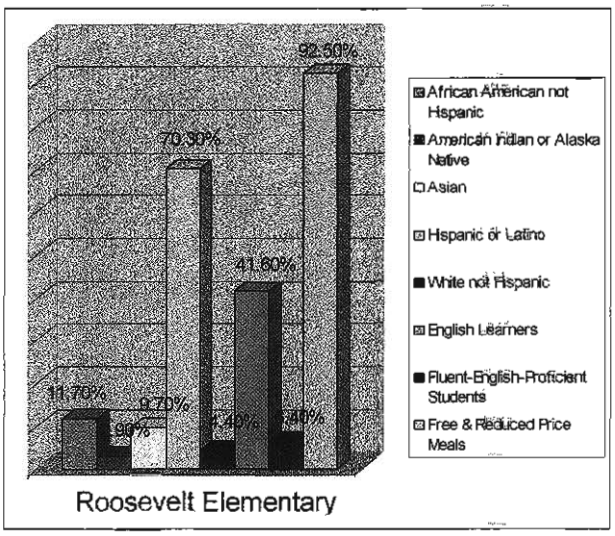
students, and regularly monitoring progress of EL students for English and standards proficiency.
- Align after school programs to support student learning in the core curriculum.

Opportunities

- Immediately improve student achievement across all subject areas as a result of complete staff and parent buy-in and collaboration.
- Implementation of dual immersion program in which students will be biliterate and bicultural prior to entering high school.
- A culture of all staff, parents and partnerships focused on learning and achievement towards 21st Century Learning and Skills.

Roosevelt Elementary School
Recommendation: Transformation Model

Roosevelt Elementary serves a diverse student population of 546 students, 93% of whom qualify for free or reduced meals. Almost half of the students are English learners. Roosevelt provides an after school Academic Hour that uses core ancillary materials to close gaps in students' mastery of standards. A State Preschool classroom offers a multi-sensory set of experiences arranged for development in social, emotional, and cognitive growth. The Principal, staff, School Site Council members and parents annually examine student achievement, and two monthly parent meetings offer strategies parents can use to help their children succeed in school.



Roosevelt Elementary

The Roosevelt staff is willing to adopt and begin reform following the Transformation Model and its requirement for basing teacher evaluation in part on student achievement data. The school community, especially the parents, supports implementation of this model. SUSD's executive cabinet supports this model and the governing board approved it by a vote of 7-0 on April 13, 2009.

Roosevelt	Yrs in PI	Growth API	3 Yr Trend	RLA % Pro/Adv	3 Yr Trend	Math % Pro/Adv	3 Yr Trend	CBEDS Enroll-ment	3 Yr Trend	Attend-ance P2 %	3 Yr Trend
2008-09	7	578		20.2		22.7		546		94.6	
2007-08		596		20.4		23.2		564		94.3	
2006-07		586		17.0		25.5		619		96.1	

Academic Performance Index

- Roosevelt's API Base in 2005 was 639.
- The school dropped **-19** API points in 2006; **-32** API points in 2007; grew **+12** API points in 2008; and dropped **-15** API points in 2009.
- Lowest test scores in district: 578 API

Principal Tenure

- Renee Sweeden serves as the current principal of Roosevelt School, having begun her tenure there in July 2009. She has strong instructional leadership skills

- Many reforms were established in 2009–10 to create a new culture of achievement
- Reyes Gauna served as principal from 2007-2009.
- Sydney Thacher served as principal from the late 1980's until 2006.

Supplemental Intervention and Technical Assistance

- Comprehensive School Reform Grant (CSR)
  - Between 2002 and 2006 Roosevelt received $136,000 per year, which it put towards technical assistance from Action Learning Systems.
- Targeted Instructional Improvement Grant (TIIG)
  - From 2003-2008 Roosevelt received TIIG funds ranging from $166,000 - $255,000 per year, which the school could use at its discretion.
- Quality Education Investment Act (QEIA)
  - Since 2007 Roosevelt has received approximately $287,000 per year. This yearly allocation will continue until 2014 if the school meets its QEIA requirements.
- Training: Safe and Civil Schools Positive Behavioral Support
  - 2006-2009 training continued by SUSD's Program Improvement Behavior Support Specialists
  - Full time Assistant Principal 2004-Present
- Training: School-wide Positive Behavioral Support
  - 2003-2005 by Karen Coleman, SUSD Behavior Support Chairperson. The materials used were Safe & Civil Schools *Foundations* program (SW-PBS material) and *CHAMPs* (classroom management material). Activities included consultation with administration and selection of a SW-PBS team; on-site surveys; recorded observations and interpretation of data; and professional development workshops for certificated and classified staff

SUSD actions to be undertaken at Roosevelt

- Using SIG for QEIA funds, conduct a Cambridge Education School Quality Review, during which a team of experienced and trained educators gather evidence by observing learning in classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement. A School Quality Review informs teaching and learning and assists educators as they set goals for improvement. Reviews provide critical tools to help schools build on their successes in order to improve teaching and promote student achievement. Through self-evaluation, schools build the capacity to engage in a program of continuous quality improvement.
- Create time and space for structured, weekly teacher collaboration time for data analysis of student work and progress, planning and developing instructional sequences using the core ancillary materials to meet the differentiated needs of students, and regularly monitoring progress of EL students for English and standards proficiency.
- Implement a robust teacher and principal support system to strengthen the quality of teaching and learning across all subject areas.

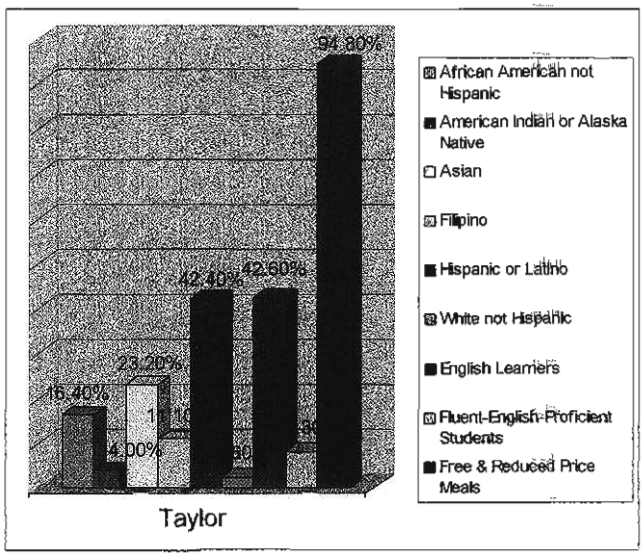
- Align after school programs to support student learning in the core curriculum.

Opportunities

- Immediately improve student achievement across all subject areas through complete staff and parent buy-in and collaboration.
- Increase student attendance through increased parent and community partnerships.
- Create a schoolwide focus in which all staff, parents and community partnerships focus learning and achievement towards 21st Century Learning and Skills.

Taylor Elementary School
Recommendation: Turnaround Model

Almost all of Taylor Elementary School's 600 students qualify for free and reduced price lunches, and nearly half of the students are English language learners. All the teachers are Taylor are highly qualified according to federal No Child Left Behind guidance. Taylor has an on-site preschool program and provides an Academic Hour after school, funded by a state After School Education and Safety grant.



The Taylor staff is willing to take on the Turnaround Model despite the fact that no more than 50% of current staff may return. The school community supports the need to change school and student academic performance. SUSD's executive cabinet supports the turnaround model and the governing board approved it by a vote of 7-0 on April 13, 2009.

Taylor	Yrs in PI	Growth API	3 Yr Trend	RLA % Pro/Adv	3 Yr Trend	Math % Pro/Adv	3 Yr Trend	CBEDS Enrollment	3 Yr Trend	Attendance P2 %	3 Yr Trend
2008-09		626		23.7		32.6		578		93	
2007-08	6	632		21.3		31.4		621		93.6	
2006-07		638		19.6		31.7		581		95.9	

Academic Performance Index

- Taylor's API Base in 2005 was 630.
- The school dropped **-25** API points in 2006; grew **+35** API points in 2007; dropped **-4** API points in 2008; and dropped **-10** API points in 2009.
- Taylor School has not made any API targets for the past 4 years.

Principal Tenure

- Susan Guerrero currently serves as the Principal of Taylor School, having begun her tenure in July 2009. She is eager to take on the challenge of implementing a turnaround model.
- Jacquelyne Green served as Principal of Taylor School from 1998-2009.
- Cecelia Moran served as Principal of Taylor School from 1986-1998.

- Fourth Lowest Test Scores in district: 626 API

Supplemental Intervention and Technical Assistance

- Healthy Start Program and Community Clinic since 1997
- School Readiness Grant through First 5 San Joaquin
  - Received $214,500 per year 2003-05
- Targeted Instructional Improvement Grant (TIIG)
  - 2003-2008 received TIIG funds ranging from $154,000 to $272,000 per year at school's discretion for use.
- High Priority Schools Grant (HPSG)
  - 2004-2008 received $228,000 per year, which paid for technical assistance through Action Learning Systems.
- Full time Assistant Principal 2004-09
- Adult Literacy/ESL Classes on site

SUSD actions to be undertaken at Taylor

- Conduct a full staff and community review as part of SIG process to ensure the strongest possible instruction.
- Create time and space for structured, weekly teacher collaboration time for data analysis of student work and progress, planning and developing instructional sequences using the core ancillary materials to meet the differentiated needs of students, and regularly monitoring the progress of EL students for English and standards proficiency.
- Implement a robust teacher and principal support system to strengthen the quality of teaching and learning across all subject areas.
- Align after school programs to support student learning in the core curriculum.
- Better engage parents and the broader school community to support student achievement.

Opportunities

- Immediately improve student achievement across all subject areas through complete staff and parent buy-in and collaboration.
- Increase student attendance through increased parent and community partnerships.
- Create a school theme in which all staff, parents and community partnerships focus learning and achievement towards 21st Century Learning and Skills.

- **Findings concerning each school's current practices and potential for improvement in each of the following six areas:**

NOTE: Each of the six areas is first addressed here in terms of information about what has been or is being done at the district level. On pages 31-74, the findings concerning each school in all six areas are described, taking one school at a time.

  - **Use of California's standards-aligned instructional materials and targeted interventions. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core.**

All three schools follow parameters set by DAIT: use of State board of education (SBE) approved core instructional programs and allocation of the recommended instructional minutes from the California Frameworks. SUSD's adopted instructional materials include the following:

- Reading/Language Arts: grades K-6 MacMillan/McGraw-Hill California Treasures
- English Language Arts: grades 7-8 McDougal-Littell English Language Arts
- Scott Foresman-Addison Wesley envision MATH California for grades K-5
- McDougal Littell Mathematics, California Edition for grades 6-7
- UCLA Algebra Readiness Intervention Program for grade 8
- Algebra 1: Prentice Hall Mathematics, California Edition
- English Language Development: MacMillan/McGraw-Hill California Treasures ELD (aligned to the RLA core curriculum and designed to be taught concurrently with the core)
- Science: for grades K-5 Foss Science California
- Science: for grades 6-8 Holt California Science
- Social Studies: grades K-5 Scott Foresman HISTORY-SOCIAL SCIENCE for California
- Social Studies: grades 6-8 Glencoe HISTORY-SOCIAL SCIENCE for California

Adoptions all are SBE approved and standards aligned. Teachers and support staff receive SB472 training for both Math and Reading/Language Arts. Pacing guides are used to ensure that key California content standards are addressed.

  - **Curriculum pacing *and* appropriate *use of instructional time***

Each year SUSD provides instructional pacing guides for the core subjects in order to ensure that all content standards are taught and assessed. These instructional pacing guides are developed through the efforts of collaboration between classroom teachers and the curriculum department staff to ensure feedback and appropriate revisions needed to continue rigorous and meaningful implementation of the adopted curriculum. Teachers and administration access all instructional pacing guides and teacher materials through the district's website and *Moodle*, a link in which every teacher's

material and resources from the adopted core curriculum is uploaded for teacher access at home or at school. Technological support is available through SUSD's professional development center and on-site technical assistance is provided by the curriculum department staff. Web access is available to all stakeholders.

All instructional pacing guides are reflective of the recommended instructional minutes from the California Frameworks. Minutes for core instruction and strategic support time include references of appropriate teacher materials and resources to use for the differentiated needs of students.

- **Faculty professional development activities, collaboration, and instructional support**

All staff (classroom and special education teachers, administrators and literacy coaches) received SB 472 training for the Reading/Language Arts (RLA) adoption, and all principals received SB472/430 in the RLA adoption. The 40 hours of this state legislated training took place during March and April of 2010. Additional professional development for principals included seminars from Kaplan in Differentiated Instruction/Learning Styles; Differentiated Instruction/Student Readiness; and English Language Development; these trainings took place on 12/15/09, 1/21/10, 2/4/10, 2/18/10, 3/4/10, 3/18/10, 4/8/10, and 5/6/10.

Principal trainings (called Achievement Summits) were created through the collaborative work of the district's Assistant Superintendents of Elementary Education and Curriculum and Instruction, Chief Financial Officer and the Administrator of Educational Research and Accountability. The Summits are being facilitated by this same group of administrators. Topics of the Summits are described below:

- Module 1 was focused on data analysis, Benchmark II results, and preparation for STAR. Principals shared with colleagues their school results and the planned actions to address the areas of reteaching and meeting the academic needs of students. Plans were implemented at all sites between February and April 2010.

- Module 2 became multiple meetings in the months of March–May 2010 for vertical and horizontal articulation of high quality instructional practices across grade spans and throughout each grade level. The areas of discussion and planning evolved around R/LA, Math and ELD. Principals began in group discussions culminating in best practices that can be vertically and horizontally articulated across grade spans to bring greater continuity of schoolwide instructional focus.

- Module 3 will become the focus for identifying the research-based instructional practices from Module 2 and creating SMART goals (Strategic, Measurable, Attainable, Realistic, Timely) to ensure the instructional practices are instituted with rigor and school wide. The SMART goals will

become part of principal evaluations focusing on the instructional leadership needed to achieve these identified goals.

- Module 4 will bring intense focus to the analysis of the achievement of our EL students. Every SUSD school will be represented through the principal, assistant principal, literacy and numeracy specialists, classroom teacher and a parent. This summit will include discussions, data analysis, studying research-based practices, and creating plans for the following school year to dramatically increase the achievement of our EL students on the CELDT, classroom performance and changes needed in the delivery of instruction. This module will take place in the summer 2010 and will be implemented in the 2010-2011 school year with ongoing collaboration for monitoring and evaluating the effectiveness of the plans.

Professional development for principal leadership includes the research and models from Richard DuFour's Professional Learning Communities (PLC). Building leadership capacity with schools begins with the leadership of the principal; best practices from research and high performing schools are then instituted to the school's leadership team with strong communication to parents and the community of the school. The leadership teams facilitate grade level collaboration among teachers and staff, and, over time, the components of a PLC become the culture and order of business for the entire school. SMART goals are reflective of the school's timeline on achieving the benchmarks on their journey of building PLCs.

In September 2009 efforts to focus the role of the principals from managers into instructional leaders was begun in earnest. Action plans were created by every principal under the supervision of the Assistant Superintendent of Elementary Education. Principals created objectives aligned to the Single Plans for Student Achievement (SPSA). District goals are being created for the 2010-2011 school year to increase the student achievement in R/LA and Math and to target the students' needs in ELD, R/LA, and Math.

Through discussions among K-12 principals and curriculum department and central office staff, the district goals of a 15% reduction of non-proficient students in R/LA, Math, and EL was determined for the 2010-2011 school year. This challenging goal will be reflected by school, by grade and by classroom in analyzing each student's performance and determining appropriate growth in the areas of R/LA, Math and English proficiency.

- **Capacity to develop, access, and analyze student performance data to inform and modify instruction**

All principals and instructional staff have received training in the use of the district-adopted and supported Data Director program, a data warehouse maintained by SUSD's Information Technology department. Teachers have access to both group and disaggregated data from the California Standardized Tests (CST), California English

Language Development Test (CELDT), curriculum-embedded assessments, California High School Exit Exam (CAHSEE), and district benchmarks through Data Director. They have had training in how to access and analyze these data together for the purposes of informing instruction and improving student learning. These multiple measures of program effectiveness can be used to provide guidance for the sites in monitoring and altering instruction and assuring program effectiveness.

The SJCOE DAIT unfortunately found that use of data to inform instruction is very weak at all sites, largely due to lack of collaboration time; they recommended that the District set a standardized time and day for collaboration.

- **Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources**

In September 2009, Stockton Unified School District's Chief Financial Officer, Assistant Superintendent of Curriculum and Instruction, and Assistant Superintendent of Elementary Education began the process of aligning the resources that each separate department provided to schools and created a common purpose. This movement began with setting a priority plan and will continue forward with an emphasis for more autonomy at school sites identified as "persistently low performing." This alignment of purposes has led to a new structure for professional development of principals, an emphasis on instructional leadership, and a protocol change in how principals use funding and resources to educate their students.

The first step for principals was to submit effective school plans. They were trained to write Action Plans. The goal of the Action Plan was to give principals a tool in which they could work collaboratively with their staffs, leadership teams, and instructional teams to identify areas of priority for the school. Principals were given the opportunity to define three to four major priorities that they would address during the school year. A final priority was established where principals were expected to lead the effort to train all staff in a newly adopted Reading/Language Arts adoption. They were also expected to carry out a "high quality" implementation of the new adoption and collectively devised a plan to do so. Once the priorities were established, the Fiscal Resources Department provided sites with budget information allowing them to accurately define the use of their dollars to achieve the academic priorities. The fiscal information was provided in a new format and was delivered significantly earlier than was past practice. Principals were able to brainstorm and ask pertinent questions in the effort to make the best use of the dollars provided.

Single Plans for Student Achievement (SPSA) were written to meet the expectations of the district LEA plan. Action Plans were one key element of the SPSA. Included in the SPSA was a statistical analysis of student performance in Reading/Language Arts, Math, History, and Science. Also included was an analysis of academic performance and the performance of statistically significant subgroups. Training was conducted to tie this analysis to the use of fiscal resources. Principals in the past were left to their own devices, defining priorities and spending money without fully understanding the process.

As this training was taking place a new dialogue focusing on a schoolwide systems approach to schools began.

Systems approaches are working successfully in urban education. Principals were challenged to look at their schools from a new perspective and to investigate whether or not their priorities and approaches were vertically and horizontally articulated. Professional development opportunities were provided by Kaplan Instructional Services and through a partnership between the Elementary Education Department and Curriculum and Instruction Department. Principals were trained in best practices surrounding English Language Development, differentiated instruction, and direct instruction.

Using lists of best practices in Reading/Language Arts, Math, and English Language Development, the instructional leaders of the Elementary Education Department identified, demonstrated, and developed a plan to bring to elementary school sites specific instructional practices that could be vertically articulated throughout SUSD. A series of modules was designed to help principals prepare to write Action Plans and Single Plans for Student Achievement for the 2010 – 11 school year. Action Plans were to be competed by the end of May.

Outcomes from Principal Meetings:

a) Develop clearly defined instructional practices for Direct Instruction, Differentiated Instruction, and ELD.
b) Create a "real time" demonstration of what a specific instructional practice would look like.
c) Develop a plan to vertically articulate the demonstrated instructional practice to address creating buy-in that defines the role of the leadership team, instructional coaches, and principal.
d) Create a dialogue about what it takes to generate consistent practices across grade levels and throughout a school program (K – 8)

Topics Discussed: English Language Development, Differentiated Instruction, and Direct Instruction

The purpose and best practices:

- Create a consistent aligned method of instruction to teach vocabulary
- To increase oral language development for all EL students
- To insure that students are aware, understand, are able to articulate, and demonstrate the learning objective.
- To give students a consistent model and routine on a daily basis
- Teacher modeling/direct instruction
- Independent practice
- Increase use of oral vocabulary for EL student
- Increase comprehension for EL students
- Create a non threatening environment for EL students.

- Students benefit from vocabulary knowledge and articulation of that vocabulary to their peers. High engagement, develop academic language skills.
- It helps to cement their knowledge.
- It will allow the teacher to know what the students already know and/or need to learn and be taught.
- It allows for differentiation
- High engagement

The expected outcomes of using best practices:

- To improve student achievement.
- Achieve consistency of practices across all grade level
- Students will be able to understand, articulate, and demonstrate
- Consistent practices across all grade levels
- More time on content-less on procedures
- Greater student achievement
- Knowledge of vocabulary will be increased
- Increased comprehension
- Increased vocabulary acquisition leading to increased test scores in RLA.
- Creating academic habits/language
- Increase accountability of student participation
- Practice language orally
- Improve student achievement

The strategy for creating buy-in among staff:

- Professional discussion and demonstrations of the strategy.
- Use data to start off discussion regarding best practices. Then use strong instructional leaders and coaches to demonstrate the strategy well.
- Preview/front load collaboration among leadership team
- Asking/mandated input
  - Show research
  - Show clip of strategy used effectively.
- Visits to classroom at other schools
- Get leadership on board and use models
- Provide adequate training, demo lessons, follow up coaching
- Have staff create/develop the norms of Pair sharing.
- Choice in strategies used school wide.
- By presenting to and planning with leadership so that leadership is the one sharing the strategy, coaches are serving as liaison between administration and staff.

On April 13th 2010 the Board of Education for Stockton Unified approved intervention models for three of the district's seven identified "persistently low performing" schools. Principals, their teaching staffs, parents and students were all asked to participate in supporting reform. Three schools moved forward, readily accepting the challenge. Forty-three individual events have been held at the three campuses to elicit support and gather information. Three different reform models were selected for the chosen schools. Taylor Elementary School will become a Turnaround Model. Roosevelt Elementary

School will become a transformation model. Pittman Elementary School will become a dependent charter school.

Since the Board of Education approved the reform models, the district and the school teams have aligned their resources. Schools are writing plans to address the needs and desires of their school communities. A final step will begin next year as these schools fall into the newly established "Empowerment Zone." The schools in reform will begin training to participate in "Fair Student Funding," also known as "School-Based Budgeting." In this scenario, schools will have the flexibility to spend money autonomously. The district will play a support role, but the schools will define their purpose based on their plans. Money will support the schools in achieving the district goals and the school's objectives. All strategies will be measured based on their impact on improving student outcomes. Principals will be allowed to build their teams and programs consistent with SUSD's bargaining agreements. The Empowerment Zone will provide supports within the structures of the schools' plans. All goals and objectives will be written with SMART goals principles. It will be essential for periodic data to ascertain that the efforts are paying off and results can be measured.

- **Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model**

Ensuring staff effectiveness has been one of SUSD's greatest challenges. With the assistance of SIG funds at the three target schools, the expectation is that at each school, staff effectiveness will increase and be maintained.

On the following pages, each school's current practices and potential for improvement are addressed regarding the six areas listed in the SIG Request for Applications.

PITTMAN ELEMENTARY SCHOOL
Current Practices and Potential for Improvement in Six Areas

- **Use of California's standards-aligned instructional materials and targeted interventions. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.**

Current Practice

Pittman implements the following curriculum for Language Arts instruction: *McMillan-McGraw Hill California Treasures/California Tesoros de Lectura* for grades Kindergarten through sixth grade, and *McDougall-Littell Literature* for grades seven and eight. Embedded in the core program is a daily thirty-minute intervention program and strategic support.

In mathematics, the school implements *Scott Foresman Envision* for grades Kindergarten through fifth grade, and *McDougall-Littell* for sixth and seventh grade, and *Prentice Hall* for eighth grade.

Potential for Improvement

Curriculum Design

At the heart of Pittman Charter School's educational program is a belief that all students must understand and be held to clearly articulated expectations of achievement if they are to succeed. The Pittman Charter School curriculum will be built upon clear learning goals and benchmarks for student performance that are aligned to the state content and performance standards and coordinated to appropriately-paced curriculum.

Pittman Charter School will continue to use state and District-adopted programs to deliver a curriculum that is intended to be simultaneously rigorous and relevant to students. The standards-based curriculum includes language arts, mathematics, science, and social studies in accordance with state and District mandates. Other subjects considered essential to a well-rounded education will also be taught, independently or through integration with core subjects.

English and Spanish Language Arts

Pittman Charter School will deliver a comprehensive, balanced reading program using the recently adopted Spanish/English reading program for Language Arts instruction, *McMillan-McGraw Hill California Treasures/California Tesoros de Lectura* for grades Kindergarten through sixth grade, and *McDougall-Littell Literature* for grades seven and

eight. This model ensures that students receive instruction every day in vocabulary development, reading comprehension, self-selected reading, and writing. In order to develop strong literacy skills, students will read authentic literature appropriate to their grade level and California standards.[1] A comprehensive, balanced reading program includes, but is not limited to, the following components:

- **Ongoing reading instruction and assessment throughout year.** Reading instruction may include: *read aloud* in which the teacher reads to students familiar or new texts consisting of both fiction and non-fiction; *shared reading,* where the instructor reads with a small group of students and focuses on specific reading skills such as comprehension; *guided reading,* where students read texts at their instructional level and are taught mini-lessons to foster continuous growth; *literature circles,* where independent readers read different genres and interact with each other and complete specific activities to enhance higher level reading skills; and *phonemic awareness and phonics,* where students are given instruction within the context of text or writing on the connections between sounds, letters, segments and words.

- **Ongoing writing instruction and assessment throughout the year:** Writing instruction may include: *modeled writing,* where the teacher serves as the expert, modeling what good writers do and how they construct meaningful text; *shared and interactive writing,* where the teacher creates text with students using their experiences and vocabulary and students actively participate in the process; and *writer's workshop,* where students are encouraged to experiment with different genres of writing and the teacher gives lessons specific to each student's level.

Mathematics

Pittman Charter School teachers will be guided by the California State Standards and the District adopted texts for mathematics, *Scott Foresman Envision* for grades Kindergarten through fifth grade, and *McDougall-Littell* for sixth and seventh grade, and *Prentice Hall* for eighth grade. A combination of methods that allow students to develop a conceptual understanding of mathematics will be utilized along with more abstract methods for solving problems. An emphasis on students explaining their thinking and problem solving techniques will be stressed. New concepts will be introduced to the whole group and reinforced through guided and independent practice. Teachers will regularly work with targeted groups of students or individuals to reteach concepts as needed. Classroom instruction will include hands-on activities, whole group, small group, and individualized instruction in order to differentiate instruction and ensure that all students are being taught grade level standards.

[1] Schmoker, Mike, "Radically Redefining Literacy Instruction: An Immense Opportunity." Phi Delta Kappan. Vol. 88 (7), March 2007, pp. 488-493.

Science

International studies show that the United States continues to lag behind other countries in students' knowledge of science and mathematics. On virtually every measure available – from initial tests to national tests such as the National Assessment of Educational Progress (NAEP) – students in the United States have ranked poorly.[2] Many people in the United States understand that students must be prepared for a world that is shaped by science and technology, and that in order for our society to remain competitive in an advanced technological era, a good science education is critical. Yet the current curriculum focus in SUSD and in many other school districts continues to stress less, not more, science instruction.

Pittman Charter School will be science focused. This means that science will be a part of the daily activities of the students, engaging them in active inquiry about the science content standards.[3] Science literacy, which encompasses mathematics and technology as well as the natural and social sciences, will be promoted at Pittman Charter School. This will include being familiar with the natural world; being aware of some of the important ways in which mathematics, technology, and the sciences depend upon one another; understanding some of the key concepts and principles of science; having a capacity for scientific ways of thinking; knowing that science, mathematics, and technology are human enterprises; and being able to use scientific knowledge and ways of thinking for personal and social purposes.[4]

The school will use the district adopted materials, Full Option Science System (FOSS) in grades K-8 so that students can be immersed in learning science in a hands-on approach. Science will be integrated with language arts and mathematics. For example, students might read science as expository text and identify main ideas and supporting details; students might construct mathematical graphs using data from their science experiment. Students will use science notebooks to hypothesize record and interpret data and use evidence for their conclusions and explanations. Additionally, students will defend their results as a way to communicate their understanding and meet the speaking and listening RLA standards. Pittman staff will continue to participate in the FOSS Leadership Academy through the Lawrence Hall of Science at UC Berkeley and West Ed's K-12 Alliance.

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[2] See *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context*, The National Center for Education Statistics (NCES), U.S. Department of Education, September 2009.

[3] The National Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level.

[4] Science for All Americans, American Association for the Advancement of Science, 1989, 1990.

Pittman Charter School fully embraces the Legislative Intent of the Charter Schools Act as well as the call to reform embodied by Race to the Top directives. ***As low standardized test scores at Pittman and throughout the District suggest, the existing educational program is not working for our students.***

At Pittman Charter School, we intend to counteract this trend by offering and providing inquiry-based, student-centered learning and teaching a broad, relevant, and meaningful curriculum to all students. Studies have shown that students benefit from a curriculum that does not teach academic subjects in isolation, but through integration across the curriculum, allowing students the time and depth necessary to master important concepts and state standards. Integrated thematic instruction assists students in making connections between the skills and concepts they learn in the core subjects. Students will also learn to make connections to prior learning, build meaningful bridges of learning, and learn how to adapt and apply learning to new situations. *These attributes prepare students to become educated people of the 21st century. Such individuals are fully literate, knowledgeable, principled, competent, self-motivated, and committed to lifelong learning.*

At Pittman Charter School, teachers will work together collaboratively within and across grade levels and content subjects to develop consistent, creative approaches for planning, teaching, and assessment, while being mindful of the school's vision, mission, and core beliefs. Regular and systematic review and revision of classroom and school approaches to learning will be central to the operation of the school, and teachers will have a primary role in these processes.

By combining a rigorous integrated curriculum with staff collaboration, monitoring and adjusting, we believe that we will be providing educational opportunities for all children, including those who are members of minority populations, socioeconomically disadvantaged, and to a large extent, who speak a native language other than English (English Learners) and who have previously been denied this type of education. We believe that we will be offering to the students of Stockton Unified School District a well-designed, hopeful, encouraging, and productive option for an enriched and meaningful public education.

Inherent in the concepts of charter schools is the belief that meaningful educational reform must be developed at the local site level and with the full participation of all stakeholders – teachers and other employees, school board members, parents, guardians, and other community residents. We want to show that public education can work when managed differently. We feel that it is important to demonstrate to the taxpaying public that our public school system can work in Stockton for **all** students when innovative and progressive ideas are implemented within a challenging, academically rigorous instructional environment, and when certain policies, ingrained bureaucracy, and other barriers that impede such efforts are eliminated.[5]

[5] Darling-Hammond, Linda, "The Right to Learn: A Blueprint for Creating Schools That Work," 1997

Crucial to the success of the school is the employment of staff members who are fully committed to the mission, the philosophy, and the governing structure of the school, and who can articulate and demonstrate the professional competence necessary to carry out the educational plan described in this Charter.

The following goals will provide authentic academic achievement for Pittman Charter School students:

1) To meet and exceed the educational standards established by the State of California, with an emphasis on the ability to apply this knowledge;
2) To demonstrate the ability to problem solve and utilize critical thinking skills within the academic content areas and to demonstrate the ability to transfer these skills from the classroom to the community at large;
3) To demonstrate science proficiency in terms of scientific inquiry and observation, instructional and assessment design, and skillful use by students of science notebooks and journals;
4) For students of the Dual Language Academy, to become fully bilingual and biliterate in English and Spanish;
5) To work cooperatively with others, to communicate effectively, and to be self-motivated, life-long learners;
6) To understand and appreciate different cultures and to demonstrate such understanding by working and problem solving with people from different cultures and to share their perceptions of those interactions;
7) To utilize technology as an organizational, communication, and problem-solving tool;
8) To develop talents and express ideas and emotions through visual and performing arts; and
9) To demonstrate civic responsibility and meaningful contribution to our community, including service learning, career awareness, and character development.

Other Support

1. **School Size**: Pittman Charter School seeks to maintain a student population size that will allow students and teachers to develop close, meaningful relationships that promote better conditions for teaching and learning.

2. **Low Student to Teacher Ratio**: Pittman Charter School intends to maintain a low student-teacher ratio at all grade levels that will encourage close relationships between teachers, students, and parents, and that will allow teachers to employ more individualized instructional strategies.

3. **Longer School Day and Year**: It is no surprise that students learn more when they are given more time to learn each day.[6] With more instructional

[6] Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. See Frazier, Julie A.; Morrison,

time, teachers and students can explore topics more deeply and cover more topics overall. This is especially obvious when students require additional support to close academic deficits.[7] Pittman Charter School's day will be seven hours – providing for 60 minutes more instruction each day, the equivalent of 30 additional days of school. In addition, Pittman will provide 185 regular days of instruction, five more days than the current District calendar provides.[8] Expenses relating to this longer instructional day are included in the budget for Pittman Elementary School.

4. **Summer School, Intersession, Community-Supported Programs**: Pittman Charter School may offer special academic programs during normal school breaks. These programs may include opportunities for acceleration as well as remediation. Such programs will be subject to the availability of program funding.

○ Curriculum pacing and appropriate use of instructional time

Current Practice

At present, Pittman adheres to the District's pacing schedule for Reading/Language Arts (RLA) and Mathematics and follows the current six-hour, 310 instructional minutes per day schedule. Thirty (30) minutes of the RLA block is devoted to strategic intervention for students performing below proficiency levels. In grades 5-6, fifteen (15) minutes of the Math block is devoted to strategic intervention.

Potential for Improvement

Extended Learning Time

It is no surprise that students learn more when they are given more time each day to learn.[9] With more instructional time, teachers and students can explore topics more

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Frederick J. "The Influence of Extended-year Schooling on Growth Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp. 495-497 and research done by Mass2020.

[7] Gabriele, Chris, "More Time, More Learning." Educational Leadership. Vol. 67 (7), April 2010, pp. 38-44.

[8] In countries that routinely outperform U.S. schoolchildren, including China, Japan, and Korea, the average child attends school 41 more days of school and receives 31% more hours of instruction than their U.S. counterparts. *See* Finn Jr., Chester E. "The Case for Saturday School," The Wall Street Journal, March 20-21, 2010, W1-2.

[9] Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth Achievement and

deeply and cover more topics overall. This is especially obvious when students require additional support to close academic deficits.[10] Pittman Charter School's day will be seven hours – providing for 60 minutes more instruction each day, the equivalent of 30 additional days of school. In order to accommodate this change, Pittman's proposed SIG budget includes funding for additional compensation for staff for the increased time spent on the job.

Instructional Support

- **Plan for Students who are Academically Low-Achieving**

Pittman Charter School will differentiate instruction to meet the needs of low-achieving students. The School will also offer a combination of targeted, embedded interventions during the school day and a tutorial-based extended-day program. These intervention programs will allow students additional opportunity to learn the skills and knowledge necessary to meet the rigorous standards set forth by the School, District, and State.

- **Student Interventions**

Pittman Charter School will provide a comprehensive student intervention program if grade level benchmarks are not met.

- **Targeted Intensive Intervention Support**

Targeted, intensive intervention is a major component of Pittman's instructional program, and key to increasing student achievement to meet state, District, and school goals. Targeted intervention will be provided for students who are achieving far below the grade level benchmarks in RLA and Mathematics. Targeted, intensive intervention will be provided during the course of the student's regular school day by full-time certificated teachers, whose primary job duties will be to provide direct intervention for students.

Language Arts Intervention
- Scholastic Read 180: 4th through 8th grade (approved for English Learners and General Education)
- SRA: K-3rd grade
- McMillan/McGraw Treasures Strategic Intervention Kit: K-3rd grade

Mathematics Intervention
- Pearson Envision: K-6th grade
- McDougal Littell: 6th-7th grade

Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp. 495-497 and research done by Mass 2020.

[10] Gabriele, Chris, "More Time, More Learning." Educational Leadership. Vol. 67 (7), April 2010, pp. 38-44.

- Fast Forward: 4th-7th grade
- Algebra Readiness: 8th grade

Instructional Design

- **Thematic and Integrated Instruction**

All students benefit from a curriculum which does not teach academic subjects in isolation. The more a student is exposed to content and vocabulary and throughout the day or instructional unit, the more likely they are to increase their vocabulary and master important concepts and state standards. (Petitto and Dunbar, 2004)

Integrated thematic instruction assists students in making connections between the skills and concepts they will learn in the core subjects. Students will also learn to make connections to prior learning and build meaningful bridges.

At Pittman Charter School, integration of instruction will be ensured through the development of our own instructional maps for the entire school year. These created instructional maps will integrate the curriculum across content areas and divide the curriculum into units that draw on materials from a number of sources. These maps will incorporate Social Studies and Science standards (when possible) with RLA standards. Thematic units are planned to integrate historical fiction, writing assignments, and group projects. Effective teaching and learning requires the use of content and vocabulary across the curriculum and facilitates language development. In addition students are exposed to concepts and vocabulary in a sequential manner, which enable students to make sense of new concepts and integrate them with instructional units and concepts taught earlier in the year.

- **Differentiated Instruction**

Teachers will design lessons that explicitly include differentiation based on data and identified student needs and are taught using instructional strategies that best facilitate differentiation. Students will be taught in small groups for reading, mathematics, social studies, and science as appropriate in order for the teacher to observe and record individual student growth on a regular basis.

- **Instructional Strategies and Techniques**

At Pittman Charter School, the curricular and instructional techniques below will be utilized to deliver an effective instructional unit in both English and Spanish from kindergarten through the eighth grades. These techniques and strategies are based on extensive research and best practices, and are designed to enable teachers to differentiate instruction for individual students.

  * **Explicit Instruction**: Teacher presents the lesson and students individually demonstrate their new skills or knowledge.

* **Guided and Independent Practice**: Teachers present new information employing the "I Do, We Do, You Do" model, wherein students are given multiple structured opportunities to observe, interact with, and practice new skills and knowledge.
* **Inquiry**: asking questions and seeking answers in a variety of ways, including experimentation, research, and reading.
* **Problem Solving**: Students' learning is guided by the identification of assumptions, use of critical and logical thinking and consideration of alternative explanations.
* **Project-Based Instruction**: Students are provided the opportunity to apply learning to complex problems; students are required to conduct research, analyze and synthesize information across subject areas, and develop written and oral end products.

As a means of addressing a variety of learning modalities, the use of technology (computers and related multimedia software, document readers, tablets, smart boards, etc.) as a tool to deliver instruction at Pittman is strongly encouraged.

- **Specially Designed Academic Instruction in English (SDAIE)**

The staff will implement SDAIE techniques as the delivery model for a school-wide, content-based language development program. These techniques include: whole group, explicit instruction to introduce new concepts, and small, leveled group instruction to differentiate and reinforce the English language development (ELD) standards that are being targeted for each group of English Learners. Students will also engage in cooperative group activities and independent practice to acquire linguistic competency. All instructional staff will receive extensive professional development supported through SUSD's Language Development office and Title III funds to train teachers to use state ELD, RLA and content standards in an integrated approach to instruction.

- **Guided Language Acquisition by Design (GLAD)**

The staff will implement GLAD strategies as an essential part of instructional delivery throughout the curriculum. GLAD is a learning environment that promotes and values all personal, linguistic, and cultural experiences. Students' prior knowledge is activated and focused-upon through schema, inquiry, observation charts, brainstorming, and clustering. High standards and expectations are a constant. In addition, metacognition, active participation, and collaboration are the norm throughout instruction. Pittman has budgeted funding so that all instructional staff will receive extensive professional development to train teachers to use GLAD strategies across the curriculum in an integrated approach to instruction.

o Faculty professional development activities, collaboration, and instructional support

Current Practice

Pittman Elementary School staff engages in professional development activities as follows:

- Monthly staff meeting
- Monthly grade-level meetings (and two optional meetings)
- Bi-annual Academic conferences
- Curriculum and instructional training

Potential for Improvement

Faculty Professional Development and Collaboration

A key element for program success is the provision of on-going, strategic and intensive, professional development for faculty members of Pittman Charter School.[11] Pittman has budgeted for additional compensation for teachers to participate in professional development that includes, but is not limited to, the following:

- **Weekly grade-level meetings** to plan and collaborate on developing meaningful, engaging, high-interest and consistent classroom instruction, and to share and review data to drive instructional practices;[12]
- **Vertical collaboration**, held a minimum of four times per year, to develop efficient and effective working relationships to, among other things, promote and develop the shared vision of the school, ensure the alignment of curriculum, instructional, and other school structures, and enhance efforts to address barriers to student learning;[13]
- **Instructional and/or content-based professional development workshops** developed in collaboration with teachers to target identified needs;

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[11] Teacher effectiveness is a significant factor affecting student learning. See Comprehensive study by Wright et al 1997, p. 63.

[12] Steele, Jennifer L., Parker Boudett, Kathryn. "The Collaborative Advantage." Educational Leadership, 66 (4), December 2008/January 2009, pp. 54-59; Borko, H. (2004) "Professional Development and Teacher Learning: Mapping the Terrain." Educational Researcher, 33(8), pp. 3-15; Gearheart, M. & Osmundson, E. (2008), "Assessment Portfolios as Opportunities for Teacher Learning." (CRESST Report 736). Los Angeles: University of California, Center for Research on Evaluation, Standards, and Student Testing.

[13] Adelman, Howard S., Taylor, Linda. "Involving Teachers in Collaborative Efforts to Better Address the Barriers to Student Learning." Preventing School Failure, 42 (2), Winter 1998, pp. 55-60.

- **Group and individualized coaching** on effective classroom instruction designed to help students accomplish their short and long-term goals;
- **Staff development training** in Reading (Macmillan, McDougall-Little), Math (Envision), Pre-Algebra, Algebra, Science (FOSS), Social Studies (Scott Foresman), and Physical Education (Game Day);
- **Training in the California Frameworks**, Aligning and Teaching the California Content Standards to the Proficient Level, Teaching English Language Learners (using GLAD), Special Education, and other relevant health and safety issues.
- **Teaching for Engagement in Stockton Schools (TESS):** professional development institutes provided by University of the Pacific

To ensure success in core content curriculum for English Learners, Pittman Charter School will utilize the following strategies:

- Staff will be certified in Cross-Cultural Language Acquisition Design (CLAD), or Bilingual Cross-Cultural Language Acquisition Design (BCLAD), or equivalent and knowledgeable about second-language acquisition, cultural diversity, and best practices in order to meet the needs of linguistically and culturally diverse students;
- Teachers will be provided with information about their students' English Language Development (ELD) levels to enable teachers to individualize instruction based upon those levels;
- During whole class instruction, teachers will utilize materials within the state adopted curriculum and engage students by using thematic planning and specially designed academic instruction in English (SDAIE) to facilitate learning;
- Staff development will be offered on differentiated instruction for English Learners, including the use of SDAIE and GLAD strategies;
- Supplemental instructional support will be provided for English Learners, if possible, in order to develop the students' native language as a resource to support English acquisition;[14]
- Teachers will utilize strategies that inspire English Learners to think, and ultimately to learn, at higher levels.

Plan for Addressing Barriers to Learning

"School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge."

- Carnegie Council on Education Task Force

Research on the achievement gap in schools has identified numerous barriers to learning that must be acknowledged and addressed by schools and districts in order to ensure student achievement. They include poverty, homelessness, living in foster care, transiency, parental incarceration, family crises, poor counseling and health-care, lack

[14] Crawford, James; Krashen, Stephen, English Learners in American Classrooms, Scholastic 2007.

of first-language literacy, living in a high crime area, participation in, or exposure to, destructive gang activities and drug distribution and use, among others.

These barriers, which generally involve social and economic inequalities and restricted opportunities, can result in learning, behavior, emotional, and health problems ranging from the mild or moderate to severe and pervasive. In order to overcome these barriers to learning, we must provide the services and supports that address the full range of students' needs.[15]

Pittman Charter School's current and projected student population includes a substantially high percentage of students with mild to severe academic, behavior, social, and/or emotional needs which can be barriers to learning.

Student Assistance Program

The purpose of the Student Assistance Program (SAP) is to assist students who evidence any variety of problems or concerns that pose a challenge to student achievement. Pittman Charter School utilizes C.A.R.E (Caring Adults Respond Effectively) to implement the Student Assistance Program (SAP), a model of comprehensive learning supports to address our students' needs. Our credentialed School Counselor coordinates CARE's continuum of services from universal prevention, to early intervention, to on-going support of moderate to severe needs. The services provided by the School Counselor as part of a universal support plan to address student needs are extensive in their scope, and vital in their effectiveness in contributing to student achievement.[16]

> ***Universal Prevention*** includes guidance curriculum to teach academic, career, and personal/social standards, evidence based alcohol, tobacco, drug, and violence prevention curricula (Too Good for Drugs), and positive development activities including character traits and asset development (Eight Great Traits). ***Targeted Early Intervention*** is data driven and integrated into our individual student planning. As teachers and staff meet with students to review academic performance and identify short and long term goals, barriers to learning will also be identified and supports put in place. These supports, coordinated by the School Counselor, may include, but are not limited to:
>
> - Instructional intervention;
> - Attendance, behavior, and/or homework contracts;
> - Support services such as study skills or counseling groups;
> - Health services;

[15] A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act, U.S. Department of Education, March 2010.
[16] Webb, L., Brigman, G., & Campbell, C. (2005). "Linking School Counselors and Student Success: A replication of the Student Success Skills Approach Targeting the Academic and Social Competence of Students." Professional School Counseling, 8(5), 407-413.

- Environmental supports such as coaching, consultation and professional development; and
- Other services as needed.

Selected intervention and individualized support includes Student Success Teams, Behavior Support Plans, 504 Plans, and Special Education IEP's that provide individualized goals and supports to address individual student needs. (504's are coordinated by the administrator and IEP's are coordinated by the Resource Specialist.)

When students are identified as performing below grade level or otherwise experiencing issues that are impacting them emotionally, socially, and /or academically, they will be referred to the School Assistance Program's CARE team (Caring Adults Respond Effectively). The CARE team is composed of administration, psychologist, counselor, nurse, resource teacher, program specialist, literacy specialist, numeracy specialist, and speech therapist. This team may recommend a Student Success Team (SST) meeting for further analysis of the child's needs.

The Student Success Team includes the child, parent, teacher(s), administrator, counselor, and anyone else connected to the child who can provide information about the student's strengths, concerns, and strategies that have been used in the past. The SST employs a systematic problem solving approach to analyze a student's needs and developing a plan of action to meet the identified needs. The SST clarifies problems and concerns, develops strategies and organizes resources in a plan of action to meet those needs.

If students do not demonstrate measurable progress after implementation of the SST plan and follow-up, they may be referred to the school psychologist to assess the student for learning disabilities and/or other factors which could impede student progress. If a student qualifies for special education services, the student will be placed on an IEP (Individualized Educational Program).

Plan for English Language Learners

English Learners[17] will study the district adopted Reading/Language Arts curriculum that will be rigorous, interactive, engaging, standards-based, meaningful, and relevant to their lives. Teachers will present lessons that are at students' appropriate level of acquisition, and students will learn to make connections to prior learning with a focus on increasing students' conceptual understanding.[18] Lessons will be delivered in a manner

[17] The term English Learner (EL), as used in this charter, is synonymous with the term English Language Learner (ELL) and the term Limited English Proficient, as defined in section 9101 of the Elementary and Secondary Education Act (ESEA).
[18] Aleman, Delfino, Johnson Jr., Joseph F., Perez, Lynn. "Winning Schools for ELLs." Educational Leadership. Vol. 66 (7) , April 2009, pp. 66-69.

that is comprehensible, that encourages student generated conversations in an environment that is nurturing and accepting of students' primary language and culture.

Pittman Charter School's current and projected student population includes a substantially high percentage of English Learners. In meeting the specific challenge of this population, Pittman Charter School will identify and serve English Learners in the following way:

1. English Learners (ELs) will be identified by parent responses to the questions in the Home Language Survey as part of the Stockton Unified School District enrollment process and the Pittman Charter School Application Packet;
2. Once identified, Pittman Charter School will annually test students using the California English Language Development Test (CELDT) to evaluate students' ability to listen, speak, read, and write in English; CELDT results will be used to create program placements for each student;
3. Pittman Charter School will provide support and resources to match student needs and to support high academic achievement.

English Language Development (ELD) instruction will be appropriate for the English Learners' identified level of language proficiency. ELD classes will focus on the teaching of basic interpersonal communication skills including speaking, listening, reading, and writing in English. The number of ELD instructional minutes will be based upon a review of test results, including the CELDT, California Standards Test, and classroom performance, and will, at a minimum, meet state-mandated requirements of 30 minutes per day. ELD instruction will be based on the ELD standards, and will target instruction on each student's level of proficiency.

ELD instruction will be provided daily, for a minimum of sixty (60) minutes.

- An individual learning plan will be developed for each student based upon their English language acquisition level and specific language development goals established annually until redesignation. Learning goals will be reviewed quarterly to ensure that students are progressing at an adequate rate.
- A heavy focus will be on vocabulary development, reading comprehension, and writing.

Outside of the instructional minutes in ELD classes, all students will be mainstreamed in regular English classes and will be held to the same rigorous academic standards as non-English Learners.[19]

* ELD Assessment portfolios will be developed to record student progress toward acquiring English language at each grading period;
* Active involvement of the parents of English Learners will be promoted;
* An English Learners Advisory Committee (ELAC) will be established and maintained to provide input into the school's ELD program;

[19] Lundquist, Anne M; Hill, Jane D. "English Language Learning and Leadership: Putting It All Together." Phi Delta Kappan. Vol. 91 No. 3, November 2009, pp.38-43.

* Parents of English Learners will be provided with the tools to support the academic achievement of their children at Pittman Charter School.

Parents of English learners will be required to participate in the academic achievement of their child through parent meetings, family nights, and classroom participation. Parents will be considered to be an active member of our school community. Parents will always be welcome to come to our campus to share their life experiences and expertise.

Plan for Serving Students with Disabilities

The Stockton Unified School District SELPA will deliver required and appropriate special education services to students enrolled in Pittman Charter School. These services include:

1. Initial, annual and triennial evaluations
2. Individual Education Plan (IEP) development and implementation;
3. Responsibility for providing special education services as delineated on all enrolled students' IEPs.
4. Responsibility for special education transportation as indicated on IEPs;
5. Due process/compliance proceedings
6. Submission of all required reporting, filings, etc. to fully comply with the SELPA, California State Department of Education (CDE) and federal requirements.

Pittman Charter School recognizes that all individuals with exceptional needs have the right to participate in free, appropriate public education (FAPE), and shall comply with all applicable State and Federal Laws in serving students with disabilities, in accordance with Education Code § 56000 et seq., Section 504 of the Rehabilitation Act ("Section 504"), the American with Disabilities Act ("ADA"), the Individuals with Disabilities in Education Improvement Act ("IDEIA"), and Stockton Unified School District's Special Education Local Planning Area (SELPA) policies and procedures.

No student otherwise eligible to enroll in Pittman Charter School will be denied enrollment due to disability or the school's inability to procure necessary special education services. [SUSD Board Policy AR/BP 6159; 6164.4].

- **Staffing, Curriculum, Service Provisions, and Student Accountability**

Pittman Charter School will employ highly qualified staff to provide special education services, as outlined in No Child Left behind (NCLB) legislation. Parents of special education students will be notified in writing if highly qualified staff is not available. Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Pittman Charter School.

Identified special education students are provided accommodations to enable them access to the same curriculum/programs that their general education counterparts may choose to access while attending Pittman Charter School. All identified special education students will adhere to the standardized assessment policies and procedures of Pittman Charter School and are expected to participate in Standardized Testing and Reporting (STAR). Students unable to participate in the STAR assessments due to severe cognitive disabilities will be administered the California Modified Assessment (CMA) or the California Alternative Proficiency Assessment (CAPA).

All services, supplementary materials or assistive devices required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices are not in place for identified special education students. Attendance for special education services are monitored monthly to ensure identified students access to all services outlined on their IEPs. If a special education student misses 50% of special education and/or related services within a calendar month, Pittman Charter School's special education staff will contact the family. If any additional services are missed during that calendar month, an IEP meeting will be called to ensure the charter school's model remains an appropriate placement for the student and to discuss steps the IEP team will take to carefully monitor progress that promotes educational benefit for the student. Should an additional IEP be held to discuss appropriate placement, the district of residence will be invited to attend.

- **Capacity to develop, access, and analyze student performance data to inform and modify instruction**

Current Practice

Pittman utilizes Data Director to monitor and assess student performance and uses the data from Data Director to inform and modify instruction.

Potential for Improvement

Measurable Student Outcomes

The goal of Pittman Charter School is to educate students in preparation for success in future endeavors in their academic, social, and civic lives. Through rigorous and authentic learning experiences, students will master basic skills, acquire the thinking skills necessary to work and adapt in a global economy, and develop productive life skills. All stakeholders (SUSD Board of Education, Superintendent, administrators, teachers, and parents) share a common vision for student success (academic and non-academic) that is both measurable and meaningful.

Academic Achievement Goals

Students will demonstrate mastery of a curriculum that meets or exceeds the California Academic Content standards:

Language Arts

- **Reading/Language Arts:** Students who complete the educational program at Pittman Charter School will be proficient or make significant progress toward proficiency over time in English Language Arts. Pittman's RLA standards will be aligned to the state RLA standards and the district-adopted text will be utilized.

- **Language Proficiency:** Students will gain proficiency in listening, speaking, reading, and writing in English.

- **Spanish Language Arts and Spanish Language Proficiency**: In addition to the RLA standards above, students in the Dual Immersion Program will also be proficient or make significant progress toward proficiency over time in Language Arts in both Spanish and English and will gain proficiency in listening, speaking, reading, and writing in Spanish. Students will be able to demonstrate an understanding of the key aspects of the culture, history, and economy of Mexico and Latin American countries.

Numeracy: Students who complete the educational program at Pittman Charter School will be able to reason logically and understand and apply mathematical concepts. They will be able to explain and articulate their problem-solving techniques and will demonstrate proficiency or significant progress toward proficiency over time. Pittman's mathematics standards will be aligned to the California State Math Standards.

Science: Students will develop a conceptual understanding of the California state science standards. They will be able to articulate and demonstrate their understanding of the scientific process through theory development, research, and reporting process. Pittman is part of the Foss Leadership Academy through Lawrence Livermore Hall of Science at UC Berkeley. This program is an outstanding resource and will be continues in order to ensure that quality instruction and learning in science is taking place.

Social Studies and Cultural Understanding: Students will demonstrate an understanding of significant historical, geographical, and social contexts of government as outlined in the California State Standards. Students will demonstrate an appreciation, understanding, and respect for people of different cultural backgrounds. In addition, students will be able to demonstrate an understanding of the key aspects of the culture, history, and economy of Mexico and Latin American countries.

Students will demonstrate their mastery through participation in the Standardized Testing and Reporting (STAR) program. All students are expected to perform at, or above, the proficient level on the California Standards.

Methods to Assess Student Progress towards Meeting Outcomes

At Pittman Charter School, we maintain the following beliefs about assessment:

- In order to have a complete picture of a student's growth, multiple types of assessments must be used
- Assessment should focus on a student's growth toward a proficiency standard
- Assessment must be aligned with clearly defined and articulated objectives
- There should be a close relationship between a desired student outcome and the means used to assess it;
- Assessing what students do with knowledge is as important as assessing what knowledge they have; and
- Assessment should promote and support reflection and self-evaluation of the part of students, staff, and parents.

Based upon these beliefs, Pittman Charter School will use a variety of performance-based assessments such as portfolios, demonstrations, and integrated performance tasks. The data generated from these assessments will be used as a key factor in determining the progress students are making towards meeting the California Academic Content Standards. Assessment data will also be used to identify needs of students and drive instruction, as well as to evaluate and revise school improvement and school accountability plans.[20]

As required by law, Pittman Charter School will participate in the Standardized Test and Reporting (STAR) and the California English Language Development Test (CELDT), and students in grade 5 will complete the Physical Fitness Test (PFT). Students who receive Special Education Services and have Individual Education Plans (IEPs) will make progress toward the goals enumerated in their IEP and be monitored regularly. English Learners (ELs) will work toward meeting ELD standards at their appropriate levels.

[20] Buck, Stuart, Ritter Gary W., Jensen, Nathan C., Rose, Caleb P. "Teachers Say the Most Interesting Things – An Alternative View of Testing." Kappan. Vol. 91 No. 6, March 2010, pp.50-54.

Methods to Assess Student Progress Towards Outcomes		
Outcome	**Curriculum**	**Assessment**
Proficiency in English (and Spanish[a]) Language Arts	• Standards-based • Macmillan-McGraw Hill Treasures (K-6) • McDougal-Littell (7-8) • Authentic literature	• State Assessment (STAR, CELDT) • Weekly RLA assessments • Periodic (quarterly/weekly) benchmark assessments monitored for the percentile growth (reading, fluency, comprehension, writing) • Portfolios • Monthly writing samples • Diagnostic assessments (Phonemic awareness-Results, BPST, QPS)
Proficiency in Mathematics	• Standards-based • Scott Foresman Envision • (K-5) • McDougal-Littell (6-7) • Prentice Hall (8)	• State Assessment (STAR) • Unit tests (K-8) • Formative assessments • Periodic (quarterly/weekly) benchmark assessments monitored for percentile growth • Skill mastery tests
Proficiency in Science	• Standards-based • FOSS (K-8)	• State Assessment (STAR) • Unit tests (K-8) • Portfolios; Notebooks • Demonstrations • Science Fair projects
Proficiency in Social Studies	• Standards-based • Scott Foresman (K-5) • Glencoe (6-8)	• State Assessment (STAR) • Unit tests (K-8) • Project-based Presentations

- **Use and Reporting of Data**

Pittman Charter School staff will regularly review and utilize the student achievement data to monitor and improve its instructional program. Student and school success will be a primary topic of discussion at weekly collaboration meetings and in regular

program review evaluations.[21] In addition, multiple Student Success Conferences and Student-Led Conferences will be held to inform and plan for student academic success.

- **Individual Student Achievement Improvement Goals**

Upon receipt of each student's state standardized tests scores (or upon new enrollment of a student during the school year), parents and their student will be invited to a Student Success Conference with a Pittman Charter School designee (Counselor, Instructional Specialist, Teacher) and/or Principal to review the student's test scores and develop short-term and long-term target academic goals for the year. Student Success Conferences shall also be held mid-year (December) and prior to the administration of the California State Tests (March) to review and assess student progress towards target academic goals.

- **Data Driven Interventions**

Data collected from individual student achievement plans and from CARE team review of academic, attendance, behavior, and other data sources will be used to design targeted interventions to support small groups of students with similar needs. Targeted support services include instructional intervention, intentional guidance activities, attendance and behavior support plans, and linkages to school and community resources.

- **Report Cards**

Each quarter, students will receive a report card reflecting their achievement level in each of their subjects. Both quantitative and qualitative information will be considered in assigning grades and recommending remedial or accelerated instructional programs.

School Wide Improvement Goal

School improvement is extremely important to the Pittman Charter School. To achieve this objective, staff will collect and analyze the school data collected from STAR. School site and District personnel will identify the strengths and weaknesses of the Pittman Charter School's academic program and will develop an annual Student Improvement Achievement Plan that capitalizes on those strengths and resolves any weaknesses. Pittman Charter School will also survey parents on a regular basis (at least twice per year) to get feedback that can be used to make program improvements.

[21] Hirsh, Stephanie, Killion, Joellen. "When Educators Learn, Students Learn." Phi Delta Kappan. Vol. 90 No. 7, March 2009, pp. 464-469.

- **Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources**

Categorical Fund	Pittman
EIA/State Comp	139,400
EIA/English Learner	163,661
QEIA	
SIG QEIA	
Title I, Part A, Schoolwide	329,761
Title I, Part A, ARRA	43,957
TOTALS	**676,779**

Pittman's resources are listed in our Single Plan for Student Achievement and are aligned with school site goals. Planning for use of funds is accomplished through a process that includes staff, leadership and parent groups, and School Site Council.

- **Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model**

At Pittman at least 90% of the staff are highly qualified in their grade level or subject area. These teachers are committed to their students and do whatever it takes to ensure that their students make progress. They are also dedicated to work in their grade level team to ensure success. Constant data review and academic conferences show that they are raising student achievement. In addition, these effective teachers have few behavior referrals because students are learning and these teachers are teaching in a rich, standards based environment. Unfortunately, due to the budget crisis, Pittman is going to lose some of these very effective teachers. The principal plans to work through the interview and select process to gain some additional highly effective staff members.

ROOSEVELT ELEMENTARY SCHOOL

Current Practices and Potential for Improvement in Six Areas

- **Use of California's standards-aligned instructional materials and targeted interventions. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.**

For the 2009-2010 school year Stockton Unified School District adopted MacMillan/McGraw-Hill California Treasures for Reading/Language Arts (RLA), and for 2008-2009 SUSD adopted Scott Foresman-Addison Wesley Envision MATH California for grades K-5. For grades 6-7 SUSD adopted McDougal Littell Mathematics, California Edition, and for Algebra1 SUSD adopted Prentice Hall Mathematics, California Edition. Teachers and support staff at Roosevelt received AB472 training for both Mathematics and RLA.

The adopted English Language Development curriculum is MacMillan/McGraw-Hill California Treasures ELD. It is aligned to the RLA core curriculum and is designed to be taught concurrent to core. The RLA core adoption for grades 7-8 is McDougal-Littell English Language Arts. The Science adoption for grades K-5 is Foss Science California, while for grades 6-8 it is Holt California Science. The Social Studies adoption for grades K-5 is Scott Foresman HISTORY-SOCIAL SCIENCE for California, and for grades 6-8 it is Glencoe HISTORY-SOCIAL SCIENCE for California.

All adoptions are State Board approved. Data from the DAIT visit at Roosevelt Elementary showed that the instructional minutes required for Math and RLA were met, but there were various degrees of implementation in core subject areas.
With the vast amount of students needing strategic intervention in ELD, Math, and RLA at Roosevelt, the 300 minute day does not provide ample time for frontloading and reviewing key foundational elements for Roosevelt's population. Adding sixty minutes to Monday, Wednesday, Thursday, and Friday will allow Roosevelt to allocate ample time for frontloading and reviewing key foundational elements. The extra hour will allow adherence to instructional minutes guidelines as well as strategic intervention opportunities for ELD, RLA, and Math. On Tuesdays the day will be shortened by sixty minutes in order to allow staff members to collaborate and ensure interventions meet the specific needs of students. In order to appropriately apply a longer day, the collective bargaining unit contract with the teachers' association must be followed. Any negotiation regarding these issues will begin following the negotiation calendar established by mutual agreement between the district and bargaining unit. Roosevelt's proposed SIG budget includes funding for additional compensation for staff for the increased time spent on the job.

The specific focus of teacher collaboration time will be data analysis, monitoring of student progress, backwards mapping for standards mastery, and creating instructional sequences for student learning.

A comprehensive instructional program that is research-based and vertically aligned from one grade to the next and aligned with California's adopted academic standards will be implemented. At Roosevelt Elementary we will design and implement an instructional program which includes the following:

- Frontloading of English Language Development (i.e. vocabulary building, writing, language development)
- Frontloading of strategic support for Non-EL Learners (i.e. vocabulary building, writing, language development)
- Extending student learning time to focus on integrating expository practices (i.e. science and social studies)
- Having teachers meet in vertical teams and grade level teams to articulate student growth and proper placement of students based on informal and formal assessments.

By adding sixty-minutes to Monday, Wednesday, Thursday, and Friday Roosevelt will have the ability to allocate ample time for frontloading and reviewing key foundational elements. The extra hour will allow adherence to guidelines for instructional minutes and will also allow strategic intervention opportunities for ELD, RLA, and Math. On Tuesdays the day will be shortened for staff to collaborate and review findings to ensure interventions meet specific needs of students using the adopted curriculum.

Additional time will be used to increase English Language Acquisition through reading and writing instruction. We will also be adding more time for Science and Social Studies, where we will be implementing project-based learning.

Enrichment activities will increase since there will be more time for project-based learning activities integrated with various curriculum components. In addition, there will be more time for students to manage their work, their data, and their project components into student portfolios.

Currently, instruction is differentiated by using recommendations from SBE-approved curriculum. Teachers differentiate instruction through the use of data and student grouping. At times students are grouped heterogeneously, and at other times they are grouped homogeneously, depending upon desired outcomes.

The goal/objective for change/improvement is:

- Significantly increasing student test scores; and
- Meeting students' social and emotional needs

Family and community engagement will be increased by/through increasing the amount of parent activities. In addition, parent education classes will be provided for Roosevelt families.

○ Curriculum pacing and appropriate use of instructional time

The district has pacing guides in place to ensure that key California content standards are addressed. Roosevelt teachers follow the pacing guides and required instructional minutes. The curriculum department has added review days to the pacing guide to give teachers the opportunity to reinforce skills that have not been mastered. It is evident that all key standards need to be addressed and that without them certain key areas would/may be missed. The goal of pacing guides tends to be misinterpreted, however, inhibiting students' ability to master any skill because teachers feel they must move on quickly in order to be on the exact day the pacing guides recommend. When implementing the Transformation Model pacing will be based on skills mastered, a determination of which will be made through collaboration and data analysis.

○ Faculty professional development activities, collaboration, and instructional support

The staff members at Roosevelt are continually improving their instruction and understand that, in order to raise student achievement, they will need to do continuous collaboration and professional development. The staff is knowledgeable in the content areas and familiar with the new curriculum. Many of the staff members have teaching experience beyond 10-15 years and are eager to try new things in order to help students grow academically, emotionally, and socially. The staff at Roosevelt Elementary is ready and willing to implement the transformation model and have been actively engaged in preparing a plan for the next years to come.

1. Based on site needs from evidence gathered (through data and the observational process), the literacy specialist provides follow-up coaching following training. A survey is administered to establish teachers' needs.
2. Additional professional development (PD) in supplemental trainings will support the implementation of the programs Moodle and Data Director.
3. PD must be meaningful and aligned to current curriculum.
4. Supplemental research-based strategies that will enrich the program and help teachers meet the needs of all students will be implemented. Some of these strategies include:
    a. Differentiated Instruction-Learning Styles
    b. Differentiated Instruction-Student Readiness.
    c. Identifying similarities and differences
    d. Summarizing and note taking
    e. Reinforcing effort and providing recognition
    f. Homework and practice
    g. Nonlinguistic representations
    h. Cooperative learning
    i. Setting objectives and providing feedback
    j. Generating and testing hypotheses

k. Cues, questions, and advance organizers
l. Student portfolios and student-led conferences

Roosevelt will implement the following professional development activities:

- **School as a Whole** - Every month staff meets as a whole to collaborate on professional development items, curriculum, regrouping of students, student data, small group instruction, differentiated instruction, student portfolios, and student individual learning plans.
- **Grade Level Planning** - Every month each grade level will meet to discuss state content standards and how they correlate with the current curriculum. Grade level members will discuss core standards and their students' progress in meeting grade level standards.
- **Vertical Team Planning** - Every month each vertical team will meet to discuss state standards and how they are articulated across each grade level. They will discuss core standards and how they interconnect between grade levels. Each grade level will discuss key learning elements and create curriculum continuity between all grade levels.
- **Cadre Meetings** - Every month committees will meet to collaborate to discuss school, staff, and student needs and ideas. Cadre chairs will "shout out" what their committees discuss at the School as a Whole meeting.
- **Site-Based Collaboration** - Beyond what is discussed at Tuesday collaboration meetings will also be opportunities for growth and focusing on student data through our -
    - Collaboration Walks
    - Teacher Academic Conferences
    - Student Academic Conferences
    - Implementation Reviews
    - Action Walks

In selecting professional development (PD), student needs and teacher needs have been considered based on student data and teacher input. PD activities will be provided by the District's curriculum department, school site coaches, the administrative team and outside consultants and determined by a needs assessment but to include Action Learning Systems. An outside provider will conduct a needs assessment and will oversee and monitor through Technical Assistance, Action Walks, and Implementation Reviews. Next steps will be established based on findings and follow through will be monitored. The following are how we will monitor our Classroom and instructional practices:

- Documented walkthroughs: Three times a week, five classrooms per day.
- Daily classrooms visits/Informal Observations
- Consistent use of the monitoring form during scheduled classroom walkthroughs.

Roosevelt will adopt the nine instructional strategies identified by researchers at Mid-continent Research for Education and Learning (McREL) as most likely to improve

student achievement across all content areas and across all grade levels. These strategies are explained in the book Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock[22] and include:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

An overview of the research behind these strategies is attached (see document entitled "Nine Instructional Strategies"), as well as some practical applications for the classroom.

o Capacity to develop, access, and analyze student performance data to inform and modify instruction

The assessments that will be used include the following:

Interim, Formative, and Summative Assessments that:

- Are aligned to the district benchmarks and curriculum maps at each grading period relative to district targets.
- Provide valid and reliable results that are easy to interpret and go beyond simple "number correct scores" by content area. Data provide teachers and principals the opportunity to use assessment results, down to the item level, to make effective decisions regarding instruction and student learning.
- Cover a range of difficulty and breadth, with rich representation of content. Items are linked directly to the content standards, curriculum maps and pacing guides.
- Allow students to express their rationale or understanding in a way that is useful to the teacher. The format of interim assessments is similar to CST with both multiple choice and constructed (written) responses.
- Encourage students to evaluate their own knowledge, discover areas in which they need to learn more, and set achievement goals.

Curriculum Assessments will be administered at the end of each unit and topic to determine how the students are accessing the core subjects. Examples of these assessments are:

[22] Source: Adapted from Classroom Instruction That Works by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001, Alexandria, VA: ASCD.

- Weekly unit (RLA)
- End of Unit (RLA)
- Summative (RLA and Math)
- Diagnostic (RLA)
- Formative (RLA and Math)
- Writing (RLA)
- Fluency (RLA)
- Topic (Math K-5)
- Weekly (Math 6-8)
- Cluster (RLA 7-8)
- Quarterly (Algebra)

Interim/Benchmark assessments that are 50-60 minutes in duration will be administered 3 to 4 times each year to students in grades 2-8 in Reading, Writing and Mathematics.

Assessment results may be acquired by teachers through Data Director and will:

- Provide immediate, "real-time" results. Teachers, instructional coaches, and principals will work in site-based data teams to extract data and analyze reports. The data will be used to determine current student proficiency and next steps.
- Be used as a tool to drive instruction. Results provide qualitative insights about understandings and misconceptions, in addition to a numeric score for mapping student longitudinal progress.
- Provide information on knowledge/skills levels of a particular group of students to determine their readiness for the next conceptual level and/or to group them for instruction.
- Assist in the development of instructional strategies to ensure acceleration and/or guide intervention.
- Aide in the designing of professional learning opportunities and support structures.

○ Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources

Categorical Fund	Roosevelt
EIA/State Comp	119,376
EIA/English Learner	95,886
QEIA	481,752
Title I, Part A, Schoolwide	237,976
Title I, Part A, ARRA	31,722
SIG QEIA	388,059
TOTALS	**1,354,771**

Roosevelt's resources are listed in our Single Plan for Student Achievement and are aligned with our school site goals. Planning for use of funds is accomplished through a process that includes staff, leadership and parent groups, and School Site Council.

Current Practices

Currently, most of Roosevelt's financial resources are put into staffing as follows:

- Full-time Literacy Specialist
- Full-time Numeracy Specialist
- Part-time Library-Media Specialist
- Co-funded Vice Principal
- Great Valley Writing Project
- Four class-size reduction teachers (through QEIA funding)
- Professional Development
- Substitute Teachers to release teachers for collaboration
- Parent Involvement Activities

The School Improvement Grant for schools receiving Quality Education Investment Act funds (SIG QEIA) recently received by Roosevelt will be used to send 22 teachers to ELD teacher training and E/LA textbook adoption training; pay for a Cambridge Education School Quality Review; pay for the principal to attend a district Principal Leadership institute; purchase smart boards, notebook computers, and document cameras for classrooms; and provide summer school this year.

Potential for Improvement

The Transformation Plan for Roosevelt Elementary includes the following:

- A Parent Liaison/Activity Director to serve as a liaison between parents and the school. (SIG funds)
- Tutoring: In addition to the district's STEP Up! After School Program, this will be a time when classroom teachers extend the core curriculum for after school tutoring. Literacy and vocabulary development will be the primary focus depending on the needs of individual students. (SIG funds)
- Incentives for teachers, following a process agreed upon by the district and the local bargaining unit
- Parent Institute for Quality Education (PIQE) (SIG funds): PIQE creates partnerships between parents, students and educators to further students' academic success. As a result of PIQE's work and parent engagement, more than 1.5 million under-served students' education has been enhanced since PIQE's inception in 1987.
- Partnership with outside consultants (such as Action learning Systems) to monitor school success (SIG funds).
- Walker-McConnell Survey/Walker-McConnell Scale of Social Competence and School Adjustment (WMS): The 43-item WMS has both elementary grade and adolescent age versions and has recently found success in the evaluation of preschool programs with four year olds. The WMS relies on teacher ratings of the frequency with which social and school readiness skills are present for their students. All items in the scale are positively worded and result in several useful subscale scores. (SIG funds)
- **Teaching for Engagement in Stockton Schools (TESS):** professional development institutes provided by University of the Pacific

- **Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model**

At Roosevelt at least 80% of the staff is highly qualified according to NCLB requirements, and they are effective in the grade levels and subject areas they are teach. Roosevelt is committed to teaching, learning, and collaborating within and across grade levels. Regular reviews of student achievement data and academic conferences demonstrate that they are raising student achievement. In addition there is a high correlation between these effective teachers and low or no discipline referrals for their students. Due to the budget crisis and SUSD's layoff policies, it is possible that Roosevelt will lose eleven of its teachers prior to the 2010-2011 school year. It is hoped that Roosevelt can, through an interview and select process, add additional highly effective teachers to our staff.

In order to meet the required activities under the Transformation model, Roosevelt will work to recruit, place, and retain staff with the skills necessary to meet the needs of the students at Roosevelt. Strategies that may be implemented in order to appeal to staff include monetary stipends (based on an agreement between the district and the local bargaining unit), educational opportunities at low or no cost, job and site security (i.e., not being excessed), and a positive administration and school climate. Negotiations regarding these and any other issues that may affect the teachers' contract will begin following the negotiation calendar established by mutual agreement between the district and bargaining unit.

Staff Evaluation

In our Transformation model data on student growth will be used to evaluate teaching staff. For any issues that must be negotiated as part of this plan, negotiations will begin following the negotiation calendar established by mutual agreement between the district and bargaining unit. Through this process it is the intent to find mutually agreed upon instruments that may be used will include observation-based assessments of performance using ongoing collections of professional practice reflective of student achievement; and student/teacher portfolios that demonstrate student growth through informal and formal assessments. The portfolios will demonstrate ongoing growth by providing informal, formal, diagnostic, and observation-based assessment data along with student work. Portfolios will be ongoing and management of portfolios will be facilitated by teachers.

Interventions and support provided for staff in order to meet student needs is:

- determined by data analysis and observation
- discussed in the Student Assistance Program process
- determined through Student Study Teams
- assessed through psychological testing

- written in an IEP for those who qualify

Any change to the evaluation process will have to be negotiated between the district and the teachers' bargaining unit. A potential model could include the following:

- Tying the teacher evaluation process to the California Standards for the Teaching Profession (CSTP). Probationary and Temporary teachers are evaluated every year, while permanent teachers are evaluated every other year. The evaluation consists of one prearranged observation/evaluation, a second unannounced observation/evaluation, and a final evaluation based on a culmination of the first two, with other factors included.
- Supporting the evaluation with implementation reviews conducted by the…
    - Principal
    - Assistant Principal
    - Numeracy Specialist/coach
    - Literacy Specialist/coach
    - SJCOE DAIT/ San Joaquin County Office of Education personnel
    - Curriculum Department personnel
- Supporting a positive evaluation through coaching and collaboration that is conducted by the…
    - Principal
    - Assistant Principal
    - San Joaquin County Office of Education personnel
    - Curriculum Department personnel

Teacher evaluations may be based on the following factors:

- State assessments
- District assessments
- California Standards for the Teaching Profession
- Teacher participation in professional growth
- Student portfolio collection
- Lesson planning and
- Teacher Collaboration

Incentives such as those described above may be provided for teachers and other staff who, in implementing this model, have increased student achievement. If, after ample opportunities have been provided for them to improve their professional practice, some teachers have not successfully completed an improvement plan, they will be identified using criteria agreed upon by the district/bargaining unit evaluation process and transferred to a different school site according to the process described in the Stockton Teachers' Association's contract language. It is the intent of SUSD to negotiate this process over the course of the first year of the SIG grant.

In order to implement this new teacher evaluation process, SUSD will need to negotiate modifications to existing collective bargaining agreements and revise evaluation procedures and forms, following an agreed upon procedure; for example:

Step 1. "Sunshine" articles to be negotiated on May 11.
Step 2. Union articles sunshine on June 22.
Step 3. Begin negotiating July 1
Step 4. Sign tentative agreements
Step 5. Formal ratification by union membership and governing board.

TAYLOR ELEMENTARY SCHOOL

Current Practices and Potential for Improvement in Six Areas

- **Use of California's standards-aligned instructional materials and targeted interventions. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.**

Taylor uses the District-mandated core for Reading/Language Arts (RLA) and Math in grades K-8 and intensive intervention curriculum currently comes from the core. Teachers have a greater fidelity with Math than with RLA, as math was implemented the year before last and the RLA program was introduced this year. Both are aligned with our DAIT work, and great emphasis has been put into implementing and developing both programs with full fidelity. This works for the students who are basic and proficient, but it does not meet the needs of students who are Far Below Basic, Below Basic and Advanced. Meeting their needs is addressed below in a section called **Services for Students with Special Needs**.

Taylor will continue to use a comprehensive instructional program that is aligned with California's adopted academic standards, including English-language arts and mathematics core and SBE-adopted (2001 or later) intensive intervention programs in K-8. An hour of instructional time will be added to each day in order to increase ELD time from 30 to 45 minutes using the state-approved ELD materials that coincide with our RLA Program. This time will be scheduled at the beginning of the day and RLA block to provide frontloading and ensure greater student accessibility to core as well as improved engagement and comprehension. Taylor's schedules are posted across the school, and an agenda is posted to show and reflect DAIT guidelines and follow through as well as to allow maximum scheduling of coaches and other supports such as administrative and collaborative walkthroughs. A longer day will allow for us to add art-infused science and social science to meet the desires and needs of students, parents and teachers to have a richer, deeper curricular program with enrichment built in.

In 2010-2011 Taylor will be starting the regular scheduled day almost an hour later than we currently start in response to factors including observation, survey, and historic attendance as well as research trends which indicate a later start to the day is better for students.

We believe that even with the later start time, we will still have students coming to school early, as many parents drop students off for breakfast as soon as the school is open. A before-school intervention for students who need extra and accelerated instruction in RLA and Math, therefore, will be added. K-6 literacy blocks will occur in the a.m. and math blocks in the p.m., allowing for strategic scheduling of coaching and administrative and collaborative walkthroughs. Art-infused science and social science

will be scheduled later in the day for K-6 to maximize instruction time. Physical education, visual and performing arts, and music will be scheduled strategically to allow grade levels to plan and collaborate within the school day. Grades 7-8 will be scheduled according to the needs of teachers and staff to allow for full, diverse schedules for students 7-8 and collaboration between and among teachers.

An after-school program is currently in place that provides for homework help, tutoring, enrichment and sports activities. The program, provided in collaboration with the Boys and Girls Club, is open until 6 p.m., providing a safe place for students to study, socialize and engage in productive activities. The current model will be improved by making changes in staff, ensuring alignment with core curriculum, and offering more clubs selected through survey input from our stakeholders.

Roosevelt currently offers a full-day Kindergarten; during the extra hour of instructional time, Kindergarten teachers will support 1st grade teachers, increasing the teacher to student ratio and providing strategic support to small groups.

Principal Susan Guerrero conducts regular walkthroughs and provides input and feedback to her team. All instructional staff use a rubric to address issues of fidelity. Numeracy and literacy coaches also do walkthroughs, observations and lesson reviews to support the teachers in their mastery of lesson delivery and to check fidelity of program implementation. As a team we also walk through to self assess and reflect on practices across grade levels. We are interested in this process as a reflective professional practice that results in active change on an ongoing basis.

When instructional practices are not effective, this issue is addressed with the teacher, and support is identified to strategically implement positive change. The administrator and coaches are responsible for these reviews, but with the addition of new schedule components and technology-assisted intensive interventions, we have budgeted for a Turnaround Reform Administrator to be added to our staff to effectively monitor the different individualized learning processes we will be implementing. This Reform Administrator will work closely with teachers, collaborate with coaches, and meet with the principal to do ongoing program implementation monitoring and data analysis.

- **Services for Students with Special Needs**

In our data analysis we have found that students who are far below basic and below basic lack many fundamental skills that keep them from accelerating at an acceptable rate to reach proficiency. This locks them into a cycle of failure. These students need intensive targeted intervention at a high level that includes an individual learning plan. This large quantity of underperforming students can succeed if we directly address their needs using highly effective and engaging learning systems such as Read 180 and FASST Math. Both of these programs allow for high quality differentiated instruction and instructional support that individuates for each student, starting with pre-assessment and an individual program that is monitored on an ongoing basis via computer-generated reports of progress. As individualized learning programs, each offers

flexibility as an intensive intervention, allowing students to enter and exit based on quality assessment data that is automatically generated by each student's use. This is vital, as we have identified many students who are 2-5 years below grade level.

In addition to the challenges faced with underperforming students, Taylor also has some advanced students who need greater challenges than the level provided by core materials. These students are equally at risk in that a lack of sufficient challenge leads to disengagement and or behavioral issues. For these students web-based programs such as math and science gizmos from Explore Learning will offer enriched and exciting thinking challenges.

Putting in place AVID (Achievement Via Individual Determination) and AVID strategies, hands-on labs, activities, and art-infused Science and Social Science will create a better learning experience for all students. This will be supported by a comprehensive Physical Education and Wellness Program and enrichment supplied by Visual and Performing Arts and Music.

For several years Taylor has been directed by the District to focus only on RLA and Math using continually changing mandated curriculum that did not meet the needs of all students and creating a limited program focus. This has improved in the last two years with the implementation of better State Approved RLA and Math Programs; however, for real movement and sustained success, Early Literacy and Numeracy using the State Board Approved RLA and Math programs will need to be combined with intensive accelerated interventions in RLA and Math.

This need has been further identified through the growing identification of students with learning disabilities who in the past were not tested and identified and thus were not served and supported to be successful students. At the beginning of this school year, the new principal and new counselor identified 75 students who had been referred for testing multiple years in a row without ever being tested. These students had gone from grade to grade ranked far below basic or below basic, and many, especially in grade 2 and in grades 4-7, have become discipline problems. Great strides have been made to date in testing all students still remaining at the school who needed testing. This has changed our demographic and will result in additional special education staff for the coming year. In addition, Taylor has an obvious need to implement a strong Response to Intervention model to support our regular education program's ability to meet the special needs of identified students.

- **Social-emotional and Community-oriented Services and Supports**

Taylor currently has a .6 FTE counselor and we are proposing that we increase this to 1.0 FTE using SIG funds. The need for a school counselor to counsel students, facilitate friendship groups, and run our Student Assistance Program was the #1 identified need on surveys of staff, students and the community. Our counselor regularly refers families to services, some of which are housed on site at the Taylor (Healthy Start) Family

Center. Mental health counseling services provided by Valley Community Counseling offer supports for students with more severe emotional issues.

In addition, our Caring School Community Program (see description, page 102) will give ongoing support in building class, grade level and school-wide learning communities characterized by core values and respectful interactions, conflict resolution and communication skills, buddy programs, home school connections and community service. We will implement and assess this program using the McConnell Scale, a measurement of social emotional proficiency.

Families will be supported through a regular literacy program and Literacy Nights at school and with the Latino Family Literacy Project's Preschool, Elementary, and Middle School parent/student literacy classes. We will implement these in our first year of SIG funding and eventually develop and add other culturally specific literacy programs to attract all our demographic.

The body mass Index for Taylor students shows that many are overweight and obese. Many students eat breakfast and lunch as well as an after school snack at school. The school follows all guidelines for nutrition, but students don't always eat and staff must monitor to make sure students are eating. This may improve with the installation of a cooking kitchen at the site slated for next year; however, we would like to institute a Student Nutritional Advisory Council or S.N.A.C. group to get students involved in learning about their own nutrition and making healthy choices.

We currently offer parent education in health and nutrition through an early school readiness program run through the Taylor Family Center with funding from First 5 San Joaquin (Children and Families Commission). That funding ends May 31, 2010, however, and in order to keep these well-attended classes running, we will need support to retain the health and community educators currently on site. SIG funds have been budgeted for this as well as to increase Roosevelt's on-site, part-time nurse to full-time employment. She performs eye, weight and some other health screenings, and increasing her to full time would translate into better services for students. There are definite health trend issues in our community, including asthma in children and diabetes and alcoholism among adults.

- **Community Outreach**

Taylor's community outreach has involved many community groups who are excited by turnaround efforts and are partnering with us to do volunteer groups, community events and school beautification and reform. The principal and K-8 leadership work with these individuals and groups to implement whole school positive change. As we recruit our new team we will calendar our activities year to year in a full-scale effort to bring the community into the school. Taylor is located across the street from The Conway Housing Neighborhood (Section 8 housing for very low-income families), and we want to connect our efforts to the Housing Authority to get more buy-in from parents for supporting the school and our students.

We will train all staff members in Classroom Organization and Management, in which the principal is trained as a facilitator. This program proactively sets in place structures for students, planning for teachers, and processes for successful class procedures, interactions, transitions and management. In conjunction with the Caring School Community Taylor will have a clearly articulated, shared responsibility model for behavior.

The current climate at Taylor is characterized by several years of lack of classroom management and removal of students. Our goal now is to get children to school, teach them how to behave, and keep them in school in a positive learning environment. Great gains have been made this year, but a complete change is needed in the next year as yearly cuts in staff and current lack of classroom management skills in several staff members have led to an overwhelming number of discipline issues. Our site went from having the support of a Principal, Vice Principal and Program Specialist in prior years to having just the principal this year. Staff training has addressed appropriate class management and discipline procedures. Continued focus on classroom management and improving the school culture surrounding behavior will continue.

In the first month of school last year there were 60 suspensions; this year there were 10. We are moving in the right direction through implementation of alternatives to suspension including counseling, alternate work settings, detention, and in-school suspensions. The team members not adhering to this set of alternatives do not add positively to the efforts of the school and point to one reason the turnaround model was chosen at Taylor. Changes must be made in staff, not just in policies and practices.

- **Theme**

Taylor is adopting the model of a leadership academy. The name Taylor Leadership Academy is more than a cosmetic name change—it is the implementation of an idea that envisions our parents, students, staff and community as leaders, learners and thinkers. We will call for community commitment in the form of a home/school compact; commitment to students, parents and staff; community service; and shared, collaboratively identified core values.

The rationale for these actions is to create a network of parents, teachers and specialists to comprehensively address and plan for each student's success. It also addresses the need for teachers to see and understand that students identified for special education resource services are general education students who receive special education services, not the other way around.

- **Integration of technology-based supports and interventions**

Taylor's proposed SIG budget includes several technology-based programs:

FASST (Fluency and Automaticity through Systematic Teaching with Technology) **Math** for addition, subtraction, multiplication and division is used as a 10 minute per day, research-based and validated intervention to support accelerated mastery of basic mathematics skills. This is for our students who are several years below grade level and cannot make progress due to lack of basic math literacy and automaticity. It was chosen due to the research regarding math fact acquisition and the model of individualized learning intervention it provides. Also, the technology component is engaging for students who will enjoy improving in math as they participate.

GO Solve, an adaptive math software program that teaches students to look beneath the surface in word problems and recognize the underlying mathematical situations, is also being used; it utilizes graphic organization that breaks down word problems and focuses on academic language and problem solving to support all learners but especially English language Learners. There is a gradual release of support scaffold component in GO Solve that makes it effective and sustaining. Many of our students get word problems wrong because they do not understand how to read the question and break it down. This program provides diagramming that supports successful understanding.

Fraction Nation takes the difficult concepts of fractions and makes them accessible visually to support greater understanding of fractions for students. This program delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments.

These first three programs assist accelerated learning for challenged learners.

Math and Science Gizmos from **Explore Learning** are web-based models and problem solving puzzles that engage all learners but can be specifically used as challenge activities. There are varying levels that can be utilized for advanced and gifted students.

Read 180 will be utilized for 4th-6th grades and 7th-8th grades to address students who are more than 2 years below grade level in Reading and Language Arts. This will particularly support SDC, RSP and ELL students who are consistently underperforming and for whom the regular SBA core interventions are too difficult. Read 180 was chosen as it is a comprehensive SBA program that accelerates RLA acquisition in students who have repeatedly failed using other methods.

In addition to the Math, Science and Reading programs, **Rosetta Stone** will be utilized to provide technology-assisted interventions for English Language Learners mastering English. It will also support teachers in learning Spanish so they may better communicate with the majority population of our school.

- **Family and community engagement**

We have planned a yearly calendar for parent involvement that includes school and community events, cultural celebrations, comprehensive parent education and community building. Our contact with families will begin before the start of the school year with a positive letter welcoming students to school and setting meeting times for parents to come in and hear about school programs and volunteer opportunities.

We currently have weekly parent coffees that provide classes for parents; these will become Taylor Parent Academies that will offer a range of learning opportunities. We also plan to offer and have budgeted for the Parent Institute for Quality Education (PIQE) in order to provide parents with information about supporting children in their education and ensuring they are able to go to college.

Our families will be invited to celebrations that involve learning, culture and shared understanding such as Literacy, Math and Science Nights and Technology.

Monthly assemblies will continue to celebrate academic and personal achievement of students as well as recognize teachers, parents, volunteers and community members.

Taylor's **Dine and Discuss** will become an annual school improvement event, and **Donuts and Discussion**, our **Ice Cream Social**, and other fun and informational events will be continued in order to review, reflect and improve on our practices on an ongoing basis.

At Taylor we watch for what we call time bandits, which are activities that steal time from instruction. Our team does a good job of working to keep pace as well as plan for mandated minutes. The area that

- **Faculty professional development activities, collaboration, and instructional support**

Taylor's professional development includes many elements that are important to addressing the identified needs of students and staff. It is specifically aligned to our school plan and informed by our DAIT work. All staff is trained in use of our State Board Approved RLA and Math Programs K-8. In addition to the 40 hours of training in these curricula, ongoing coaching in RLA and Math provided by two highly trained, on-site instructional coaches is available and ongoing.

The Literacy and Numeracy Coaches set up strategy modeling sessions and lesson demonstrations with pre and post conferences with teachers to develop self-selected areas for improvement and observable training needs in these critical curricular areas. This is aligned to our DAIT work, which calls for a focus on increasing student achievement in RLA and Math through use of Standards-based and State Board Adopted Materials and the use of coaches. We have also provided training in differentiating instruction for the range of student learners and the scope of our student population.

Taylor will continue with this training next year and add training in the use of technology and technology-assisted programs such as Scholastic's FASST Math, Go Solve, and Fraction Nation and Renaissance Learning's *Rosetta Stone*. These trainings are given by the vendor companies and supported at the school by the SUSD Technology Department, which also provides training and support for staff in the use of new technology equipment used for class lesson presentation. All the technology programs are research based and research validated as effective interventions for students. They were chosen with staff input as supportive ways to address the learning gaps of all students and the need to increase the levels of English language learners' English Language Development.

Two providers, AVID and the Developmental Studies Center, will provide initial training to the new staff prior to the beginning of the year. AVID, or Advancement via Individual Determination, will provide an initial training centered on implementing effective teaching and student learning strategies in the classroom. This will be followed up by three site visits a year to monitor and improve implementation of AVID as well as monitoring by coaches and the principal. AVID was selected to support the need to improve student engagement and comprehension. A team that includes the principal, primary and upper grade teachers, and Literacy and ELD Coach will attend the AVID Summer Institute for a week this July to set the program in place before the start of the 2010-2011 school year. AVID has 30 years of documented research and success in advancing students academically and preparing them to go to college, be successful in college and graduate. Taylor will include Elementary AVID 4-6 and Intermediate AVID 6-8. K-3 teachers will receive training in Elementary Avid and will backward plan to apply appropriate strategies to each grade level to support students with structured learning and comprehension strategies.

The Developmental Studies Center will provide comprehensive training in implementing "The Caring School Community" program" (CSC). This program trains staff in the use of strategies to target social/emotional issues, conflict resolution, peer interaction, cross age buddy programs, a home/school curriculum and community service. CSC was created through action research and development with teachers in their classrooms all over the United States. This type of training was identified by the Taylor staff as vital to the success of our change initiative because it targets creating a school climate and culture conducive to high quality teaching and learning and materials are in English and Spanish, which will support our ELL population as well as our general population.

Implementation of CSC provides a model for students and families working together to collaborate with each other and the school to create and sustain collaborative practice characterized by clear, consistent and respectful interactions, action and development that sequentially builds over time and spirals from one grade to the next. In addition to providing teachers with a well articulated social/emotional curriculum for students that supports the teacher to student relationship, CSC further supports student to student interactions, a home school curriculum and a community service component. This is important to Taylor, which needs to reconnect as a school to being a community hub of collaborative practice. In order to do this we must actively build a respectful and interactive learning community through concentrated implementation and practice. This will set the stage for our Taylor students to be learners and thinkers who work with their teachers, peers and parents to build a better collaborative learning community.

To further support English language development, a school team of primary and upper grade teachers, a community member, and the Literacy and ELD Coaches were recently sent to be trained by the Latino Family Literacy Project. Our active ELL parents, teachers and the administrator chose this professional development to support home/school connections, literacy and community involvement. Parents played a large role in identifying this need and subsequent action. Staff who were trained will implement parent education classes for preschool, elementary and middle school levels using this model during the 2010-2011 school year. This bridges a birth to college span for supporting literacy, culture and school readiness/preparation from preschool to college.

As described above, there is a plan to involve Scholastic, The Developmental Studies Center, the AVID Center and the Latino Family Literacy Project. Student needs were identified using student data from benchmarks, summative tests and standardized test trends. They were also developed examining student referrals and interviews, referencing Student Study Team trends, and through student observation and surveys. Through analyzing data the areas in which students need the greatest support become clear. In identifying the needs for teachers, their strengths and areas of need were examined and recommendations were discussed to provide targeted professional development. Administrative and Coach walkthroughs and observations using standardized rubrics to examine practice were also utilized to determine teachers' needs, as was a survey of needs.

Professional development that supports RLA and Math is ongoing. Our math program was introduced in 2008-2009 and our RLA program was introduced in 2009-2010 with 40 hours of intensive training and ongoing training and coaching support throughout the year. Now that all staff are trained, the next step is to go deeper into the curriculum to better differentiate for the range of student learners.

Teachers have and will continue to collaborate on this process. Their collaboration to date has identified target areas in Math and ELD that we will be training in to go deeper in math and better serve the community in ELD. It is especially important that teachers receive more training in working with ELL students and students with disabilities, which comprise a large part of our student population.

This year our staff has begun to develop the practice of vertical and horizontal articulated instruction. We will continue to build on what was developed this year with the intent of having schoolwide best practices institutionalized over the course of the next three years. The institutionalization of greater teaming and K-8 articulation in instruction and practice needs to be a common goal for all members of the team. A team that fully works together is of primary importance. We will spend significant time collaborating and monitoring schoolwide goals and objectives. Our desire is to provide the highest levels of instruction and feedback to our students and stakeholders.

Taylor has an implementation rubric for E/LA and Math that shows the implementation of program elements. We will work together with our new team to develop a system for measuring changes in instructional practice and to ensure fidelity to our implementation and development. Our coaches will continue to work directly with teachers to identify and build on best practices and to provide implementation of new strategies. Teachers will be encouraged to use reflective practices to self assess and set ongoing professional learning goals. The academic profile survey will be utilized at the beginning of the year, and the Taylor team will work together to analyze their starting point of perception vs. practice to identify and agree on individual, grade level and cross grade level goals for whole school improvement. This also will be aligned to our work with DAIT, which is supported by our district office team and school director who makes monthly visits to observe and monitor program implementation and offer feedback and advice for improvement. In addition, a sharing of best practices will be an ongoing part of weekly staff communications, staff development and community events where photos and or videos of work with students and/or student products will be featured. This will highlight student accomplishments while also providing evidence of positive teacher practices.

Teachers will be given time to do peer collaborative coaching in order to develop a risk-free professional environment of personal and professional development.

- **Services for Students with Special Needs**

Taylor is putting in place more supports for teachers to support students with disabilities and working to create a way to provide scheduled collaboration between classroom teachers and specialists: Resource Teacher, Speech Therapist, Counselor, and the Psychologist, who all currently are part time and itinerant.

Almost every needs assessment and community input meeting has identified the need for a full-time counselor. Our counselor is important to turning around our school because of the high degree of social and emotional issues children face due to many personal, social and economic factors that further cause them to struggle academically. That many of these students also are English Language Learners and/or have learning disabilities puts them at even greater risk of failure.

We will utilize the LRS or Least Restrictive Environment Survey at the beginning of the year to set a base for providing understanding of least restrictive environment to teachers. Currently, the practices used by staff in an attempt to close achievement gaps are inconsistent. Many students who are struggling are in need of comprehensive, clear, in-class supports, modifications and interventions. The first tier in the Response to Intervention model needs to become part of the discussion of students who are struggling to maintain standards. This will become a priority in grade level meeting time. Work has been done this year to provide specific instruction to teachers in utilizing all data such as cum folders and IEPs as well as testing and report card data to more fully understand and support their students.

Very specific training prior to or at least at the beginning of the school year must be done to give teachers a deeper understanding of who their students are, what their learning history and challenges have been, and what the best practices are for addressing the challenges they face. This will also require professional conferencing between regular education and resources specialists as well as the school counselor to better coordinate services and collaborate on student success strategies and implementation. Ours must become a proactive rather than reactive learning culture.

This is also true for addressing the needs of our English Language Learners. Instead of thinking of English Language Development as mandated minutes, the perception and practice must move from a mentality of "doing our ELD time" to an awareness of the need to develop English Language across the curriculum in a variety of ways all day with the full awareness and practice that students must have access, be engaged on multiple levels, including reading, writing, listening, and speaking, and that parents must be included in conversations about students.

Scheduled professional development identified by teachers, parents and the administrator include differentiation for challenged learners, creating effective modifications in the regular classroom, using technology to accelerate learning and working with students and families to understand learning disabilities. To support language proficiency in English Language Learners Rosetta Stone is in place to allow

every learner increased opportunities to develop English Proficiency. It is also available to parents to learn English and teachers to learn Spanish.

A focus of direct teaching on academic language across the curriculum K-8 is also planned to specifically increase students' understanding of all subject matter. Our plan to increase our school day by an hour will allow us to increase English Language Development from 30 minutes a day to 45 minutes a day. In addition to this specific ELD time, best practices for teaching English language learners will be incorporated throughout the day K-8 and supported by teacher presentation technology that can allow for visual models, examples and quick video clips for front loading and comprehension development. Community involvement in further developing English Proficiency will be provided using The Latino Family Literacy Project, in which we recently trained team members, teachers and a community member. The preschool, elementary and middle school models will be implemented next year. This curriculum supports English Language Development for parents and children PreK-8 and shared literacy in English and Spanish for families.

We must re-imagine our services to students as our population is changing due to many previously unidentified learning disabled students being identified for special education services. These students are several years below grade level and we will need to respond to their needs in a comprehensive fashion that includes review of their academic and behavior histories, collaborative meetings with regular education teachers and specialists, as well as preplanning for modifications and interventions prior to school starting for the year. In addition parents will need information and support for understanding the needs of their children and we will need to offer workshops to support our home/school connection.

○ Capacity to develop, access, and analyze student performance data to inform and modify instruction

Taylor uses Data Director to gather and analyze performance data and modify instruction. As we integrate our new technology assisted programs they will provide immediate data reports for analyzing information and accelerating student mastery. Achievement targets are used to identify interventions and assign students to classes. By using information on the instructional processes students experience, we can determine which programs or instructional strategies are working (or not working) for which students and whether additional programs are needed.

○ Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources

Categorical Funds available 2010-2011	Taylor
EIA/State Comp	112,830
EIA/English Learner	75,862

Title I, Part A, Schoolwide	265,417
Title I, Part A, ARRA	35,380
TOTALS	**489,489**

Taylor School aligns its resources with school site goals and leverages funds to maximize its resources. This is carefully done through a process that includes staff, leadership and parent groups, including the School Site Council, Parents of English Language Learners and the Parent Teacher Organization. A careful analysis was done at the site using:

- Academic Profile Survey
- Site Needs Assessments
- Data Trends from multiple resources including: standardized assessments, pre and post tests, benchmarks and summative and cumulative assessments.
- Community Meetings
- DAIT Review
- District Director Feedback
- District Leadership Team Data Summits

We plan ahead and utilize Title I funds to have continuing supports in place that include:

- A Literacy Coach funded at 1.0 FTE that provides coaching and professional development in ELA and ELD
- A Numeracy Coach funded at 1.0 FTE that provides coaching and professional development in Math
- A school Counselor funded at .6 FTE who counsels & supports students & administrates the Student Study Team and Student Assistance Program
- On-going and onsite Parent Education
- Professional Development for Teachers
- Technology upgrades
- Implementation of Community Outreach Programs

This year we were able to train in programs such as The Latino Literacy Program Pre-K, Elementary and Intermediate and AVID 7-8 to support our implementation of family literacy next year and to serve as a foundation for our addition of AVID 4-6 next year. We also purchased state of the art computer and projector presentation systems for teachers to support mastery of technology assisted lesson presentation to support all learners and build technological best practices with teachers. These are aligned to our work for next year as we add intensive technology assisted intervention programs K-8. In addition we purchased the Caring School Community materials K-8 that are horizontally and vertically aligned so that staff could preview and prepare for implementation next year. As we are a Turnaround Model this allows staff remaining at Taylor to become familiar with the materials and new staff to have access as soon as they are hired. Because the principal is a trained CSC facilitator, we can prepare for a full training and implementation at the start of the 2010-2011 year.

Our plan for improvement is to build capacity by adding to these existing support systems as well as planning for the time to implement them in our first year, develop and improve on them in our second year and reconfigure as necessary in years two and three. Our clear analysis shows that by front loading and leveraging resources we can implement an effective and strategic program that will be successful and allow for flexibility in implementation with decreased costs in our second and third years.

Our belief is that identifying areas for improvement should be ongoing and requires a consistent review and cycle of inquiry into best practices. We envision and plan for change over time in order to build capacity and create a fuller and better functioning system with decelerating costs due to effective program improvement and planning for sustainability. As some items such as Read 180 are one time costs, front loading costs means that over time the program more than pays for itself. The lifetime license allows for entering and exiting students as they reach proficiency and even transferring licenses if improvement is so great that the program is no longer needed at Taylor.

Next year Taylor is also adding services provided through grants, such as Point Break Adolescent Counseling for drug and gang prevention, MAA-Medicare grants to provide coverage in our Family Center, and grants to provide a Consultant for Attendance funded through Child Welfare and Attendance. These three grant-funded positions directly support both our Single School Plan for Student Achievement Goals and our School Improvement Grant.

- **Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model**

At Taylor at least 50% of the staff are highly qualified and effective specifically in the grade level or subject area that they are currently placed in. These individuals have a high level of commitment to teaching, learning and training as well as collaborating to articulate within and across grade levels. The dedication of these individuals is commendable and exemplary teaching practices have become of their daily work. Their abilities are well matched to the placements they have and our data reviews and academic conferences show that they are effectively raising student achievement. In addition the level of disciplinary referrals and high student performance show a correlation in the data. A process for the retention of staff to meet the turnaround model parameters and tenets of the collective bargaining agreement will be determined in concert with the district and bargaining unit. Due to layoffs, retirements and attrition, we need to rebuild our team. At least 50% new team members will be important to implementing and sustaining our change efforts.

II. Selection of Intervention Model(s)

SUSD's identified Tier I schools are Fremont, Harrison, Henry, Nightingale, Pittman, Roosevelt, and Taylor Elementary Schools. In selecting intervention models for these schools, consideration was given to each school's unique situation, history in Program Improvement status, recent history of schoolwide test scores, and principals' evaluation of readiness for change. SUSD's Interim Superintendent had private conversations with the principals of each of the seven schools, and a parent/staff forum was held at each school site.

In the last three years Fremont and Harrison Schools have been impacted by significant changes in grade level configuration, staff, and school boundaries. They now have fairly stable staffs. Unless these two schools are closed or converted to charter schools, implementation of intervention models at this time will require both schools to lose their current principals. Considering all the changes these schools have been through in the last several years, the last thing they need right now is additional disruptions. SUSD has not included Fremont and Harrison in this proposal, therefore, and will postpone a decision on taking major restructuring action for at least a year.

Henry is a newer school that has had little opportunity to establish itself. While we believe it was included in the Tier I list because its scores have been stagnant since its opening, Henry has the potential for making sufficient gains within the next year to move to Tier III status and not be mandated for intervention. In consideration of SUSD's currently limited resources, we believe our efforts are best concentrated on the four other Tier I schools. If Henry is not able to exit Tier I status with the additional support SUSD plans to provide, then it will be a candidate for intervention in 2011-12.

Nightingale Elementary is SUSD's consistently lowest performing school and has been for a long time; in fact, it has been in Program Improvement status for 12 years. Over that time there have been numerous attempts to reform the school, including Spanish waiver classes, a High Priority Schools Grant, a magnet program (Accelerated Schools Plus™), a grant from the S. H. Cowell Foundation for the purchase of the Waterford Early Reading Program, and, most recently, QEIA (Quality Education Investment Act) funding. Over the past three years, the site has had the benefit of over $600,000 in QEIA funds specifically targeted to school improvement in the form of reduced class size, teacher coaching, and provision of experienced, highly qualified teachers (as defined under No Child Left Behind), and yet last year the school's API scores decreased by 42 points.

Due to a combination of the elimination of Class Size Reduction and normal attrition, Nightingale will lose 50% of its staff this summer. Principal Kathryn Byers indicated that of those teachers who will remain, the community has been receptive to change, and after significant discussion with all stakeholders, it was determined that Nightingale have a year to prepare. Many reform efforts in the past have failed to sustain themselves and, as a result, choosing the correct intervention model must follow a

diligent path. Research demonstrates that a school needs a critical mass of people who are ready for change (or are at least accepting of it) in order to make a meaningful shift in the culture of the school that will positively affect student achievement. The board of education for SUSD voted in support of Nightingale's becoming a dependent charter starting in 2011-2012.

Pittman School - Restart model

The Restart model—turning the school into a charter school with a Spanish/ English dual immersion program—was selected for Pittman Elementary School.

Pittman Elementary is already well on its way to improvement under its current principal, Adrienne Machado. Additionally, the Governing Board recently approved placing a new Spanish/English Language Dual Immersion program there. If either the Transformation or Turnaround models were implemented at Pittman now or in the future, Ms. Machado would need to leave the school, having been there for more than two years. The staff is supportive of her and is seeking the freedom for their programs that a charter school would provide. The families of her students also believe in and support Ms. Machado. As we move forward and other schools are considered, we will need the experience with the charter school model that converting Pittman will provide. That this staff is ready and anxious to begin the change process was the primary reason they were selected.

Pittman Elementary is a good candidate for the Charter School intervention model:

1) Pittman has the third lowest test scores in the district with an API score of 623.
2) Pittman's test scores increased 14 API points in school year 2008 – 09.
3) Pittman receives no additional supplemental funding such as Quality Education Investment Act (QEIA) or School Assistance and Intervention Team (SAIT).
4) Pittman has been in program improvement status for 2 years, since 2008 - 09.
5) Pittman has a fourth year principal who has begun the process of developing a whole school program around the sciences and with an English Learner program which includes a dual immersion bi-lingual program in Spanish, providing opportunities for students to become biliterate and bicultural.
6) The District's decision to change boundaries a few years ago shifted the student population significantly, and the staff has been working to address this shift in population.

Through multiple years of research about development of a Dual Language Immersion Program, Ms. Machado has laid the foundation for closing the achievement gap of English Learners and ensuring that students become biliterate and bicultural citizens. In November 2009 the Board of Education approved having a new Spanish/English Dual Language Immersion magnet program at Pittman School beginning with the 2010-2011

school year. If either the Transformation or Turnaround models were to be implemented at Pittman at this time or in the future, Ms. Machado, who has been Pittman's principal since it opened in 2006, would be required to leave the school. The Pittman parents are extremely happy with her, and her staff also supports her. They all seek the freedom for their programs that a charter school would provide. As other SUSD schools are considered for SIG funds in the future, SUSD will rely on Pittman's experience in implementing the charter school model to determine whether or not it will be a good fit at other sites. The staff of Pittman School is ready and eager to begin the change process.

In the 2006-2007 school year, Pittman Elementary School opened with the goal of providing an exemplary educational experience focused on high academic achievement, lifelong learning, self-motivation, and responsible citizenry. Pittman was developed in collaboration with California State University, Stanislaus (CSUS) as a Professional Development School (PDS) and, as such, provides student teachers the opportunity to learn from our experienced staff and gain hands-on skills and knowledge of the teaching craft. As part of the CSUS Stockton campus, Pittman Charter School continues to be supported by CSUS professors, and participates with CSUS in many exciting, collaborative, and motivating activities. Pittman Charter School will continue to draw on this wealth of academic resources.

In 2008, Pittman became a part of the FOSS Science Leadership Academy, a Science leadership consortium of science-focused schools, led by FOSS, the Full Option Science System (and District-adopted Science program), the Lawrence Hall of Science, UC Berkeley, and West Ed's K-12 Alliance, the goal of which is to guarantee that every student receives quality science instruction as part of a full and complete education. In the course of this partnership, Pittman staff have been creating an integrated science and Reading/Language Arts curriculum.

The FOSS Leadership Academy goals are to develop school based leaders (teachers and administrators) who can sustain the implementation of the California adoption of the FOSS K-8 science instructional materials in the service of increasing student achievement.

- Increase understanding of teaching and learning in terms of scientific inquiry, instructional design, assessment design, and use of science notebooks
- Increase knowledge and skills for teacher-leadership including change theory, working with adults, and creating professional learning communities
- Build advocacy within the school, district and community for science education as a core part of the elementary curriculum

In the first year of this partnership, 2008-2009, School leaders (principal and four teachers) developed an understanding of what quality science education is, developed a team, built background knowledge to faithfully implement FOSS, and studied inquiry-based instruction, conceptual flow, and notebooks. The Leadership focus was ensuring

that science instruction was meaningful in our own classroom and that of another colleague at our same grade level, team building and working with adults.

In the second year, 2009-2010, Pittman staff worked on refining the craft of science instruction, studied the instruction-assessment cycle and use of student work to monitor and adjust. The Leadership focus was on the entire grade level and the change theory and practical applications.

In the next school year, 2010-2011, Pittman staff will study student understanding and its impact on instructional decisions. The Leadership focus is full implementation of the Foss science curriculum throughout the school, Kindergarten through eighth grade, and professional development design.

On January 26, 2010 the governing board approved the charter developed by Pittman's instructional staff and stakeholders; the charter includes the Dual Immersion program, which will open in the earliest grades only (K-1) and expand year by year. Eventually, Kindergarten through eighth grade students in the Dual Language program will be provided an exemplary bilingual/biliterate/bicultural educational experience focused on high academic achievement, lifelong learning, self-motivation, and responsible citizenry. This program will be subject to all the policies and guidelines as contained in the approved Charter.

Pittman Charter School will serve approximately 600 students in Kindergarten through eighth grade. By limiting enrollment to 600 students Pittman Charter School is able to ensure that the scope and quality of the program offered will be maintained. (Please see attached Petition for the Establishment of Pittman Charter School.)

Both **Roosevelt** and **Taylor** have first year principals (Renee Sweeden and Susan Guerrero, respectively) who have instituted significant positive change; as a result, SUSD does not want to remove them. Under the rules for the Turnaround and transformation models, the principals can remain at their schools.

Roosevelt School - Transformation model

The Transformation model was selected for Roosevelt Elementary School.

At Roosevelt Renee Sweeden has indicated that she has an excellent teaching staff and that they all, to a greater or lesser extent, have bought into the improvement process. She sees no reason to disrupt her current staff. Additionally, while her staff does have concerns regarding tying test scores to teacher evaluations, they have expressed a willingness to proceed based on the expectation that Ms. Sweeden and the district will work closely with the teachers' union (Stockton Teachers Association (STA)) to ensure that teacher evaluation remains fair. For these reasons the Transformation model seems to be the best fit. Implementation of the Transformation model will require

extensive negotiations with STA, and, as we move forward, we will build upon our experiences with this school in working with other schools that may use the Transformation model.

Roosevelt Elementary is a good candidate for the Transformation intervention model:

1) Roosevelt has the lowest test scores in the district with an API score of 578 (Nightingale also 578).
2) Roosevelt's test scores dropped 15 API points in school year 2008-2009.
3) Roosevelt receives Quality Education Investment Act (QEIA) funding.
4) Roosevelt has been in program improvement status for 6 years, since 2003-2004.
5) Roosevelt has a first year principal who has begun the process of developing a professional learning community. Foundational practices, such as collaboration practices, have already been instituted.

In 1999 the initial API score for Roosevelt Elementary was 440; by 2002 the API was 548. Roosevelt then partnered with Action Learning Systems (ALS) through the Comprehensive School Reform Demonstration grant (CSRD). In this partnership there was growth in API to 639 by 2006. The district then reconfigured the boundaries, sending approximately 300 Roosevelt students to other schools and adding approximately 300 new students. The partnership with ALS was one of creating a school-wide focus with continuity of curriculum, research-based strategies, use of instructional sequences to plan lessons, and a common academic language that was vertically articulated across grade levels. District reconfiguration ended the momentum and caused all but nine of the teachers who received ALS training to leave.

Most of the teachers and staff at Roosevelt are willing to change and do what is needed in order to raise student achievement. During 2007-2009 at least seven teachers were removed from Roosevelt, so 2009-2010 has been a year of healing for our staff. Some of the teachers were not provided the maximum amount of professional development or support needed to improve their instruction. The 2009-2010 school year began with 7 new teachers and ended with 11 teachers getting their Reduction in Force (RIF) notices. Most of the teachers who received a RIF were teachers new to the profession. For the 2010-2011 school year we will be starting the school year with almost fifty percent of our teaching staff new to Roosevelt. These teachers will mostly be excessed teachers from other schools in the Stockton Unified School District. We will be bringing these new teachers together and welcoming them into the vision of Roosevelt Elementary.

Taylor School - Turnaround model

The Turnaround model was selected for Taylor Elementary School.

SUSD currently is negotiating with the Stockton Teachers Association (STA) to establish parameters for the Turnaround Model.

The Turnaround Model will allow Taylor's principal to maintain the progress she has made to date but also select some teachers who are new to the site and who will raise student expectations. She will need assistance in selecting the newest members of her staff and probably more support than the other principals in implementing the change process. We recognize this and our support plans take that into consideration. That Ms. Guerrero and her staff members are willing to take this professional risk speaks highly of their commitment and belief in themselves and in our students.

Taylor Elementary is a good candidate for the turnaround intervention model:

1) Taylor has the fourth lowest test scores in the district with an API score of 626.
2) Taylor's test scores dropped 10 API points in school year 2008 – 09.
3) Taylor was identified as a School Assistance and Intervention Team (SAIT) school in 2008 - 09. Funding for this program was swept due to budget cuts.
4) Taylor has been in program improvement status for 5 years, since 2004 - 05.
5) Taylor's test scores have remained among the lowest in the district for the past five years never reaching higher that 638 and dipping as low as 605.
6) Taylor has a first year principal who has begun the process of changing the culture of the school and moving toward improving student achievement.
7) Taylor historically has been an "overflow school" for teachers and zones; the principal recommended the turnaround model in order to ensure that the least effective teachers, many of whom were overflowed there, do not remain at the site.

Taylor School staff and leadership groups discussed the four models and examined their implications, talked about what they felt was the best for students, the school and community, and held informational meetings to discuss the School Improvement Grant Process. The option of closing the school was unattractive to all, and, while the charter school option was possibly viable, the early information suggested that it would have to be a charter from outside the district. Both these options did not seem acceptable. After discussing the Transformation Model it was felt that it was not the best method for achieving success at the personal level of student responsibility, parent commitment and school effort. Taylor staff felt the Turnaround Model was a fair way to address the many challenges of its community and offered the opportunity to work together with all community members: students, parents, area church representatives, teachers, administration, retired SUSD elementary principals, and district for the success of all students.

Final determination that the Turnaround Model would be selected was made with input from the principal, staff and District Turnaround Team. Taylor's principal is new to the school and Stockton, which allows for an unbiased perspective in analyzing and determining the strengths and areas of improvement for Taylor. In addition key staff members such as the Literacy Coach and Counselor are also new to the site.

A portion of Taylor's staff is very dedicated to change, and another portion is receptive to change. The remaining staff members are very entrenched in their view of the school,

its students, and its community. Their historical perspective does not seem to allow for envisioning and implementing future initiatives, so a Turnaround Model is essential to Taylor's improvement and growth.

The existing staff has been initially screened using an informal survey to determine which staff members wish to stay at Taylor. A portion of our teaching and specialist support staff—up to four staff members—will not return. The process for the retention of staff will be determined in agreement with the district and bargaining unit following the contract language. The Stockton Unified School District is supporting this process by working to ensure the proper contractual obligations are met with regard to teachers' rights and the needs of students at Taylor School. This is vital, as a successful Taylor Turnaround will require that teachers be trained in the SBA RLA Program, have knowledge of the SBA Math Program for their grade level, and understand the commitment to collaboration, on-going cycle of inquiry and data driven instruction that will be required of all staff.

The principal is ready to move forward with the hiring process by expediently interviewing all staff candidates to identify the 50% that will remain. The interview process will include a question and answer session with the principal and at least two Turnaround Panel members chosen by the principal; a writing response task; and an opportunity to present a professional portfolio of practice or an example of successful teaching and learning practice. Final selections will be made by the principal.

After up to 50% of the current staff is selected, interviews will be held quickly but carefully to interview and select the remaining members for the Taylor Turnaround Team. This is a process the principal has completed before at an underperforming school in another district. With the support of the SUSD Turnaround Team at the district level and clear communication and good faith collaboration with the Stockton Teacher's Association, staff will be in place on the first day of the 2010-2011 school year.

Taylor has been a consistently underperforming school for the last 5 years. Internal and external systemic failures have been a challenge at Taylor over the years. Internally the school has suffered from a sense of disempowerment stemming from the top down district management that imposed quickly conceived and ill managed change efforts within the school while failing to manage change at the district level. Sudden shifts and drastic replacement of key district personnel, including superintendents, resulted in the school sinking further into disarray as the principal retired and no replacement was found until after the 09-10 year began.

In addition, an unmanaged reduction in work force led to the school opening without full staff in place and one staff member on extended administrative leave. External policies outside the scope of the school leadership resulted in multiple substitutes beginning the school year instead of regular teachers and large numbers of students being shifted at the last minute. All of the issues mentioned are part of the urban education challenge. The team that will be assembled will work using best practices and the core instructional

material to address the specific needs of all the Taylor students. Creating a culture of achievement will be a significant priority for the entire staff of Taylor Elementary.

These issues have been and are being addressed internally with the new principal through administrator accessibility, ongoing team building, support within and outside the classroom in the form of walkthroughs, observations, feedback, coaching and professional development, and direct inquiry in using data to drive instruction. In addition, a K-8 Leadership Team meets weekly to collaborate through shared leadership and advocacy for best practices in teaching and learning, and a Liaison Committee is in place to address contractual issues and proactively problem solve. In conjunction with these efforts the SUSD District Leadership put in place this year has collaboratively worked to create better systems of support and school site empowerment. One of the main reasons the Turnaround Model was the school improvement model identified as appropriate for Taylor is that drastic and dramatic change in past practice is needed, and successful sustainable change cannot occur if incrementally implemented following past practice.

The political will to implement new strategies is very strong at the site leadership level; it has involved a yearlong process of analyzing data and implementing school practices with all staff using several measures such as the Academic Profile Survey, Reading/Language Arts and Math Implementation Rubrics, Standards for Professional Practices Self Evaluation Rubric, Site Needs Assessment and shared leadership collaboration. As we have analyzed information gathered, we have proactively made immediate changes to address identified needs and strategically focus our work. There has been a constant discussion and awareness of the need to change. The principal and a teacher leader even paid their own way to attend The Harlem Children's Zone Conference in New York with representatives from local government and the University of the Pacific to learn about successful change models throughout the United States in order to prepare for successful change at Taylor School. This information was shared with the school and district teams.

This year, all staff have expressed enthusiasm for positive change. Together, we must work in a fully articulated belief system come to through a collaborative process. Some key components will be addressed through modeling instruction, coaching and feedback, academic conferencing with teachers, grade level and cross-grade level teams, and on-going collaboration and professional development that includes inquiry, reflection and action steps. We reinforce positive work habits through verbal praise, professional evaluation commendations and sharing of best practices to celebrate what works well. At the school level we have made a commitment to do whatever it takes to have 100% buy-in from our staff. To this end we are working together with our community to identify how we can better serve students, parents and the community moving forward to ensure that each individual team member makes the commitment to change.

- **Evaluation**

In order to improve student outcomes the Taylor Turnaround Team will need to use data on student growth to constantly evaluate our programs and practices and to inform instruction. Our current evaluation process has an element that addresses the use of data, but in order to directly tie student growth to the evaluation process the newly formed Taylor Team would need to collaborate together on how this would work and negotiate how it is used with the Stockton Teacher's Association. This is a goal that will be worked toward as we implement our school improvement plan and put a new team in place.

Currently our policies allow for both announced and unannounced observations as part of the evaluation process. The California Standards for the Teaching Profession inform the model of teacher evaluation used in the district. Taylor's current staff has discussed using student portfolios to gather information on students and to include students in a process of self evaluation. A similar practice for teachers would be a great way to assess both teaching and learning but must be developed with the new staff when they are in place in the first part of the implementation year. To do so now would not allow all the staff that will do the work to be involved as they have not yet been identified and hired. One action that has been agreed on by our Leadership Team is to have a curricular open house now—at the end of the school year—that highlights work at each grade level. This is being done in conjunction with our Ice Cream Social. This fun event will also serve to disseminate information and brochures about our change efforts and as a recruitment event for teachers in SUSD who may want to apply to Taylor.

Teachers whose evaluations indicate they need to improve but they do not do so will be removed following the appropriate SUSD guidelines.

- **Staff Recruitment**

A variety of strategies is being used to recruit staff to Taylor School. The principal and current staff are reaching out to highly qualified candidates personally and inviting them to consider joining our team. In addition to talking with potentially new staff members our community events have been opened up to the entire community including teachers from other sites.

In terms of placement we are seeking to identify teachers who are excited by the idea of alternative approaches such as looping with a staff partner and/or combining multi-age Special Day Classes to create a more supportive structure for highly challenged students.

Our focus as a school is for everyone to be a leader, learner and thinker. This extends to the students and the staff as well. Staff will have many learning opportunities that can and will advance their careers by building their professional repertoires. Our addition of technology presentation tools and technology-assisted interventions will not just increase student achievement but also will allow teachers the opportunity to master

creation of effective lessons and individualized learning plans for students. Whole school implementation of programs such as Rosetta Stone will allow teachers flexible professional growth opportunities via the web, where monolingual teachers can learn to be bilingual and bilingual teachers can work to add a third language.

- **Incentives**

The professionalism of our dedicated teachers and staff makes success its own reward; however, recognition and acknowledgement are important incentives to do a great job and to continue to excel. A professional way to do this is to nominate teachers for recognition and awards from organizations and foundations and to include teachers and staff in the recognition assemblies we currently have for students as well as those we will be implementing for parents.

The collaborative professional learning community that we are building will offer financial incentives in that teachers and staff members will be constantly learning and growing personally and professionally thus moving on the salary scale. Our shared leadership will give individuals the opportunity to take the lead and gain greater professional capacity and our collegial mentorship of team members will offer them on-going support. More than one current team member as well as some potential team members currently are pursuing advanced degrees and credentials. Their work will be supported in our professional collaboration and our professional development workshops so that we are building teacher leaders. In addition our coaches will offer continual support and training toward teaching mastery.

Taylor aims to create a culture people want to be a part of and where they are willing to join because working conditions are good and professional development is of high quality and supports the important work we do. We believe there are plenty of excellent teachers who are up to this challenge and will become part of the Taylor team.

An important dialogue has begun among district staff, including the Assistant Superintendent of Human Resources and the Interim Superintendent, with the leadership of the union's negotiating team. Due to the fact that Stockton schools begin the new school year in the last week of July, the union transfer process, by contract, takes place in June. A clearly defined process will be important in the transition to the turnaround model. Severe budget cuts and layoffs have cast a shadow over the district. Working toward a formal negotiation process to address the reform models with STA will be ongoing and will continue through the 2010-2011 school year.

III. Demonstration of Capacity to Implement Selected Intervention Models

The District's decision to implement interventions in three of its seven identified Tier I schools in the 2010-11 school year was articulated in narrative section 2 (page 75) of this application. Following this will be the implementation of interventions in the remaining four schools for the 2011-12 school year. This school district community's decision to move forward only three schools for implementation was both strategic and based upon this District's current capacity to take on these dramatic reform efforts. This decision was based upon collective feedback and inclusion of a diversity of stakeholders including school staff, parents, community members, and District staff.

As was referenced previously, each school community went through the process of holding meetings with school staff and parents to identify the willingness and ability for the school to implement an intervention in either the 2010-11 or 2011-12 school year. This was the most important criteria used by the District to assess its ability to implement any intervention at one of the identified schools. The resulting profile of schools that decided to implement in 2010-11 – Pittman, Roosevelt, and Taylor schools – will allow the District to assess and measure the success of each model; restart, turnaround, and transformation. Implementing one of each of the models has created an opportunity for and will be overseen by:

- Fidelity of implementation of the model according to CDE guidelines and proposed changes in this application (led by program manager at each school and principal with oversight from the Grant Compliance Officer);
- Assessing the strengths and drawbacks of each model in the context of the local school community and broader District environment (lead by the school principal and instructional leadership team);
- Measuring the success of implementing each model given the District's current policies and procedures as well as agreements with local bargaining units (led by the District Turnaround Team); and
- Provide data for implementing schools in addition to their local school staff and parent conversations to help inform the decision on which intervention should be implemented either in 2011-12 or beyond (lead by Program Manager for School Renewal Process with input from school principal/instructional leadership team and District Turnaround Team).

In order to support the fidelity, assessment, and measurement of the success of implementation at each of the three schools the District is proposing numerous changes in the structure of Central Office staff to provide support, collaborative thought partnership, and stronger accountability of school leadership. These changes will result in increases in staff but primarily many of the changes will focus on shifting existing staff to roles that align with new structures proposed in this application and conducting the organized abandonment of activities that are allowable and do not jeopardize SUSD's ability to meet regulatory or compliance parameters. Since the 2008-09 school year, the District has reduced Central Office spending by 15% and reduced staff by

approximately 20 FTE due to ongoing, large budget reductions as a result of the State budget crisis. Therefore, the importance of shifting responsibilities and duties with existing staff versus hiring staff that is unable to be sustained after the grant period ends.

The most fundamental structure that will build capacity and support sound implementation is the Empowerment Zone – which is a structure that will be overseen directly by the Assistant Superintendent of Elementary Education and the Director of Program Improvement that will in short, will provide increased learning opportunities and flexibilities for intervention schools (implementing in 2010-11 or 2011-12) in exchange for greater accountabilities based upon a proposed framework. SUSD has budgeted SIG funds for a full-time budget analyst to assist in the implementation of intervention requirements and maximize SIG and school resources.

At the highest level one of the primary goals of the interventions is to dramatically shift the school's culture and attitudes about the ability and attainment of student success. In order to remain focused on this outcome, SUSD will establish a more clear and concise internal accountability framework, which will include but is not limited to:

1. Benchmark exams and year-end CST results indicating increased student performance that meet targets established in this application (narrative IX: Establishment of Challenging LEA Annual School Goals for Student Achievement); and
2. Tracking of indicators showing growing student engagement and positive school climate.

In addition to these student outcome measures, the school and District will also develop other *process* outcome measures that will help to ensure fidelity of strategies by school staff. The collection, review, and necessary changes as a result of this data will come from the District Turnaround Team and the principal, lead by the Assistant Superintendent of Elementary Education and the Assistant Superintendent of Curriculum and Instruction. These measures will include but are not limited to:

1. Staff's response to information and data that shows support for continuation or augmentation of a teaching and learning strategy;
2. Frequently observing instructional strategy implementation including differentiated instruction, student time on task, or other research-based and agreed-upon strategies by the school staff;
3. Identifying modifications to schedules to increase learning time for students and maximizing collaboration time for teachers;
4. Evaluation by the principal or other instructional leader of every professional staff in accordance with State standards and local collective bargaining contracts;
5. Collaboration and partnership with local bargaining units including Stockton Teachers Association (STA) to modify the local bargaining contract to meet

In addition to school and District staff that will be collecting and reviewing these data, each school will collaborate with an external provider that will support the implementation of changes at these schools specific to instructional strategies in the classroom and teacher collaboration. The process for the identification of preliminary entities is identified in narrative IV.

The second structure that will absorb and learn from early lessons around implementation of the models is the school renewal process. The school renewal process will be overseen by the Director of Program Improvement in the Elementary Education Department. Among the development of curriculum and process to guide other schools to and through intervention models the dialogue and discussions will draw, in large part, upon lessons learned from these three schools in order to inform the selection of intervention models for other schools identified in SUSD. A more detailed description of this process and other SUSD structures can be found in narrative V. (page 104).

The district is committed to allowing these three schools to do things very differently even if it diminishes District consistency with structures such as school schedules, teaching methods, staff hiring, discipline, etc. The District understands that effective school practices for students who have not been successful learners in the past may have to be very different. The District has set clear, high improvement goals for these schools and will monitor and publicly report school achievement and progress frequently.

SUSD intends to provide financial, technical, data, transportation, human resources, and other services as requested to support these three schools. If leaders of these schools have demonstrated success after one year, the District will work with bargaining units to support them by facilitating transfer of teachers or staff who are unable to make the same changes as other staff. This will be done according to a process agreed upon between the district and the affected bargaining unit. The District will work with bargaining units to identify the process by which this will occur as allowed by the local bargaining contract.

All three principals who will remain at their present sites understand that if their schools do not show growth within three years by as yet undefined exit criteria, they will be removed from their school and will not be guaranteed a position as a principal within the district. In addition, their schools would be required to change to one of the other three models.

IV. Recruitment, Screening, and Selection of External Providers (if applicable)

Besides the Cambridge School Quality Review, SUSD has no plans to bring in any external providers other than those selected by the schools. Each principal, after consulting with staff/stakeholders, reviewing data, and conducting research into available providers, has submitted the names of external providers with which they wish to partner. Brief descriptions of each proposed provider follow below.

If SIG funds are awarded, the District will make a determination of whether or not the proposed providers' experience and qualifications are a match for the needs and goals of the three schools. Specifically, SUSD will request written descriptions of proposed services and confirm that each provider has a track record of success and financial stability. This will be followed by in-person interviews with the external providers' leadership teams and, if deemed necessary, a visit to schools receiving services from the providers. Taking part in this process will be SUSD's Chief Financial Officer, Assistant Superintendent for Curriculum and Professional Development, and the Assistant Superintendent for Elementary Education. Once this team is satisfied that a provider meets District criteria, a contract will be negotiated with each provider outlining the roles and responsibilities of the external partner as well as the district and relevant schools, including explicit and measurable outcomes and interim indicators of growth, and defining the consequences for failure. SUSD's Administrator of Research and Accountability will evaluate the external partner's progress toward goals. SUSD has budgeted adequate funding to support a relationship with the proposed providers for the duration of the grant period.

Proposed External Providers			
District	**Pittman**	**Roosevelt**	**Taylor**
Cambridge School Quality Review	Action Learning Systems Center for Research on Education, Diversity & Excellence (CREDE) California State University University of the Pacific/ Teaching for Engagement in Stockton Schools	Action Learning Systems University of the Pacific/ Teaching for Engagement in Stockton Schools	Read 180 Caring School Communities

Cambridge Education School Quality Review

SUSD's Chief Financial Officer has had extensive experience working with Cambridge Education, which has been a leading provider of education services for 25 years. Their

team consists of experienced educators who specialize in the fields of leadership, instruction, student achievement, and change management. Over the past seven years they have partnered with over 2,500 schools in more than 100 districts across 22 states to design and implement programs that will improve student learning.

Cambridge Education's programs are organized through careful analysis of data, aligned with district and state standards, and focused on high quality instruction designed to promote student learning sustained over time. Integrated with school efforts and initiatives, these programs have been proven to raise student achievement.

When performing a school quality review, Cambridge Education's team of experienced and trained educators gather evidence by observing learning in classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement. A School Quality Review informs teaching and learning and assists educators as they set goals for improvement. Reviews provide critical tools to help schools build on their successes in order to improve teaching and promote student achievement. Through self-evaluation, schools build the capacity to engage in a program of continuous quality improvement.

Action Learning Systems (ALS)

Action Learning Systems is a California-based professional development company providing comprehensive and coherent solutions for district and school level issues of quality improvement and student achievement. Action Learning Systems has a twenty-five year history in the development of standards-aligned materials, assessments, interventions and research-based instructional strategies for kindergarten through grade twelve. ALS has a record of results with districts and schools in improving student achievement including work in districts and schools participating in Program Improvement, High Priority Schools Grant Program, Immediate Intervention for Underperforming Schools Program, and Comprehensive School Reform.

In addition to its many successful school and district level partnerships, ALS is a State Board of Education (SBE)-approved provider for current intervention and support initiatives in California, including Administrator Training Program (previously AB 430), Mathematics and Reading Professional Development training (previously SB 472), English Learner Professional Development (previously ELPD), School Assistance and Intervention Team (SAIT), and District Assistance and Intervention Team (DAIT). ALS is also a state-approved Supplemental Educational Services (SES) provider.

ALS has offices in both northern and southern California and has over 50 full-time trainers, content and assessment specialists, and administrators covering a wide range of expertise and experience. ALS has proven its capacity to deliver coherent and comprehensive student achievement solutions from the district to the school site, including professional development for administrators, teachers, support staff, and parents, and providing demonstration and in-classroom coaching. ALS provides

coaching for administrators and teachers, benchmark development, and leadership strategies for districts as diverse as Redwood City, Garden Grove, Los Angeles, Oakland, Woodland, Mammoth, Fresno, Colton, and Sacramento City.

Examples of ALS's Positive Impact on Student Achievement in Partnership Districts and Schools:

District Partnerships

- Garden Grove Unified School District was awarded the 2006 National Broad Award for "closing the gap." Six years of comprehensive partnership with ALS and over 400 days of coaching benefited the district in their efforts to close the gap.
- Beaumont Unified School District (BUSD) partnered with ALS on a two-year district level intervention (DAIT) project funded by the Bill and Melinda Gates Foundation. As the only private provider asked to participate by the California Department of Education, ALS assisted BUSD in making gains in all sub-groups for two consecutive years, thus enabling the district to avoid Program Improvement (PI) sanctions. ALS provided support in leadership training, staff training, in-class coaching, and formative assessments used for data-driven decision making.
- Oakland Schools demonstrated some of California's fastest growth in state assessment with 29 schools improving API scores by 50 points or better, more than three times the statewide average of 14 points. ALS has partnered with Oakland for the last 3 years developing formative assessments at all grade levels in Reading/Language Arts.

School Partnerships

- Harkness Elementary in the Sacramento City Unified School District had a 59 point gain in API from 640-699 while working with ALS in 2009.
- Kinoshita Elementary exited PI status in 2009 in year 3 after receiving ALS classroom support and using ALS benchmark exams to help drive instruction. They also had one of the greatest API gains in Orange County, leaping 50 points in 2009.
- Nicholas Junior High in Orange County gained 62 API points in 2009 while working with ALS on benchmark exams and in-class coaching.
- Sacramento City Unified School District, an ALS Assessment Partner, grew in API from 679 in 2004 to 734 in 2008.
- In 2007, Pajaro Middle School in Watsonville, an ALS School Assistance and Intervention Team (SAIT) partner, was the first SAIT school in California to exit the SAIT process in just one year.
- Lincoln High School, an ALS IIUSP partner in Los Angeles Unified School District, had the greatest gain for the District in 2005.

- Sun Valley Middle School, an ALS school reform partner in LAUSD, exited PI status with one of the highest API gains for California in 2002.
- ALS's Literacy Loop Cross-age Tutoring program was named a national promising practice based on UCLA's CRESST evaluation of student achievement results.

In addition to these clear examples of ALS success, Action Learning Systems contracts independent third party evaluators to determine the effects of its partnership work in districts and schools. Many of the full reports are posted on the ALS Web site at www.actionlearningsystems.com. These independent evaluations have validated the effectiveness of ALS (e.g., Garcia-Sims, 2003; the California Department of Education, 2001; Gerbrandt, 2007). According to these studies, ALS fostered "highly significant gains" (Garcia-Sims, 2003) in its work over comparison schools. Action Learning Systems (ALS) has earned the confidence of districts statewide through its work within district partnerships, collaboration with the California Department of Education (CDE) related to the standards and School Assistance and Intervention Team training, and extensive experience translating data into classroom practice. Finally, ALS has the experience, the history, and the rigorous attention to results that should be required to provide services to districts and schools in California.

Summary of Experiences Associated with LEA Corrective Actions:

ALS was the only private provider invited by California Department of Education to participate in the Gates-sponsored California DAIT Pilot program (2006) to determine the best approaches to intervention and support. During the period of the DAIT pilot, ALS served as the DAIT provider for the Beaumont Unified School District. ALS SBE-approved DAIT leads provided support to the Beaumont Unified School District in the process of developing and implementing the corrective Action Plan. This plan primarily focused on actions related to governance, academic alignment, human resources and fiscal resources. ALS monitored the implementation of the DAIT Action Plan and provided follow-up coaching with site and district administrators.

Of the fifteen districts involved in the DAIT Pilot, Beaumont USD had the greatest overall gains of any pilot district in percent proficient and had the greatest gains in RLA grades two-eleven and the second greatest gains in math grades two-seven and end-of-course, as reported by the California Department of Education. Beaumont is working to exit the DAIT process with continued and intensified work with ALS this year. In addition to DAIT work, ALS has been an SBE-approved SAIT provider from the inception of the SAIT process in California and has a strong record of sustained experience in school improvement based on the California standards, frameworks, SBE adoptions, and State criteria. ALS has served as the SAIT provider for schools across the state of California, in districts as diverse as Sacramento-City USD, Pasadena USD, Fresno USD, Palm Springs USD, Oakland USD, Alameda USD, and Pajaro USD. Many ALS personnel are SBE-approved SAIT leads or train in SAIT schools. These ALS employees have been involved in the development of the school improvement and intervention process in California, including participating in the original development of the nine EPCs. ALS has

three years of experience presenting to all new and returning SAIT Providers at the request of the CDE, including presentations to SAIT providers on effective, research-based content coaching. ALS currently dedicates a Director position in the ALS organization for the sole purpose of coordinating and implementing the DAIT and SAIT process in districts and schools, including writing and editing the LEA Plan and Corrective Action reporting to CDE.

Center for Research on Education, Diversity & Excellence (CREDE)

CREDE is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty. CREDE promotes research by university faculty and graduate students and provides educators with a range of tools to help them implement best practices in the classroom.

Research is promoted by

- Obtaining extramural research grants through the competitive struggle for federal, state and private research funds.
- Encouraging collaboration across disciplines and institutions.
- Disseminating research results through working papers, research briefs, and practitioner briefs.

CREDE's philosophy:

- All children can learn.
- Children learn best when challenged by high standards.
- English proficiency is an attainable goal for all students.
- Bilingual proficiency is desirable for all students.
- Language and cultural diversity can be assets for teaching and learning.
- Teaching and learning must accommodate individuals.
- Schools can mitigate risk factors by teaching social and learning skills.
- Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

An important facet of CREDE's work is the development of a pedagogy that has been proven to be effective in educating all students, especially at-risk students. The Five Standards for Effective Pedagogy do not endorse a specific curriculum but, rather, establish ideals for best teaching practices that can be used in any classroom environment for any grade level or group of students. The **Five Standards for Effective Pedagogy** are described below:

1. Developing Language Across the Curriculum

Developing competence in the language(s) of instruction should be a metagoal of all educational activity throughout the school day. Whether instruction is bilingual or monolingual, literacy is the most fundamental competency necessary for school

success. School knowledge, and thinking itself, are inseparable from language. Everyday social language, formal academic language, and subject matter lexicons are all critical for school success.

Language development at all levels -- informal, problem-solving, and academic -- should be fostered through use and through purposeful, deliberate conversation between teacher and students, not through drills and decontextualized rules. Reading and writing must be taught both as specific curricula and integrated into each content area.

The ways of using language that prevail in school discourse, such as ways of asking and answering questions, challenging claims, and using representations, are frequently unfamiliar to English language learners and other students at risk of educational failure. However, their own culturally based ways of talking can be effectively linked to the language used for academic disciplines by building learning contexts that evoke and build upon children's language strengths.

The development of language and literacy as a metagoal also applies to the specialized language genres required for the study of science, mathematics, history, art, and literature. Effective mathematics learning is based on the ability to "speak mathematics," just as the overall ability to achieve across the curriculum is dependent on mastery of the language of instruction. Reading, writing, speaking, listening, and lexicons can be taught and learned in every subject matter, and indeed all the subject matters can be taught as though they were a second language. Joint Productive Activity provides an ideal venue for developing the language of the activity's domain.

Indicators of Language Development
The teacher:

1. listens to student talk about familiar topics such as home and community.
2. responds to students' talk and questions, making 'in-flight' changes during conversation that directly relate to students' comments.
3. assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.
4. interacts with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, turn-taking, or spotlighting.
5. connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.
6. encourages students to use content vocabulary to express their understanding.
7. provides frequent opportunity for students to interact with each other and the teacher during instructional activities.
8. encourages students' use of first and second languages in instructional activities.

2. Making Meaning: Connecting School to Students' Lives

The high literacy goals of schools are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement.

Increase in contextualized instruction is a consistent recommendation of education researchers. Schools typically teach rules, abstractions, and verbal descriptions, and they teach by means of rules, abstractions, and verbal descriptions. Schools need to assist at-risk students by providing experiences that show abstract concepts are drawn from and applied to the everyday world.

"Understanding" means connecting new learning to previous knowledge. Assisting students make these connections strengthens newly acquired knowledge and increases student engagement with learning activities. Schema theorists, cognitive scientists, behaviorists, and psychological anthropologists agree that school learning is made meaningful by connecting it to students' personal, family, and community experiences. Effective education teaches how school abstractions are drawn from and applied to the everyday world. Collaboration with parents and communities can reveal appropriate patterns of participation, conversation, knowledge, and interests that will make literacy, numeracy, and science meaningful to all students.

Indicators of Contextualization
The teacher:

1. begins activities with what students already know from home, community, and school.
2. designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
3. acquires knowledge of local norms and knowledge by talking to students, parents or family members, community members, and by reading pertinent documents.
4. assists students to connect and apply their learning to home and community.
5. plans jointly with students to design community-based learning activities
6. provides opportunities for parents or families to participate in classroom instructional activities.
7. varies activities to include students' preferences, from collective and cooperative to individual and competitive.
8. varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

3. Challenge students toward cognitive complexity

Students at risk of educational failure, particularly those of limited standard English proficiency, are often forgiven any academic challenges on the assumption that they are of limited ability, or they are forgiven any genuine assessment of progress because the

assessment tools are inadequate. Thus, both standards and feedback are weakened, with the predictable result that achievement is impeded. While such policies may often be the result of benign motives, the effect is to deny many diverse students the basic requirements of progress -- high academic standards and meaningful assessment that allows feedback and responsive assistance.

There is a clear consensus among education researchers that students at risk of educational failure require instruction that is cognitively challenging; that is, instruction that requires thinking and analysis, not only rote, repetitive, detail-level drills. This does not mean ignoring phonics rules, or not memorizing the multiplication tables, but it does mean going beyond that level of curriculum into the exploration of the deepest possible reaches of interesting and meaningful materials. There are many ways in which cognitive complexity has been introduced into the teaching of students at risk of educational failure. There is good reason to believe, for instance, that a bilingual curriculum itself provides cognitive challenges that make it superior to a monolingual approach.

Working with a cognitively challenging curriculum requires careful leveling of tasks, so that students are motivated to stretch. It does not mean drill-and-kill exercises, nor it does not mean overwhelming challenges that discourage effort. Getting the correct balance and providing appropriate assistance is, for the teacher, a truly cognitively challenging task.

Indicators of Challenging Activities
The teacher:

1. assures that students - for each instructional topic - see the whole picture as a basis for understanding the parts.
2. presents challenging standards for student performance.
3. designs instructional tasks that advance student understanding to more complex levels.
4. assists students to accomplish more complex understanding by building from their previous success.
5. gives clear, direct feedback about how student performance compares with the challenging standards.

4. Engage students through dialogue, especially the Instructional Conversation.

Thinking, and the abilities to form, express, and exchange ideas are best taught through dialogue, through questioning and sharing ideas and knowledge. In the Instructional Conversation (IC), the teacher listens carefully, makes guesses about intended meaning, and adjusts responses to assist students' efforts--just as in graduate seminars, or between mothers and toddlers. Here the teacher relates formal, school knowledge to the student's individual, family, and community knowledge. The IC provides opportunities for the development of the languages of instruction and subject matter. IC is a supportive and collaborative event that builds intersubjectivity and a

sense of community. IC achieves individualization of instruction; is best practiced during joint productive activity; is an ideal setting for language development; and allows sensitive contextualization, and precise, stimulating cognitive challenge.

This concept may appear to be a paradox; instruction implies authority and planning, while conversation implies equality and responsiveness. But the instructional conversation is based on assumptions that are fundamentally different from those of traditional lessons. Teachers who use it, like parents in natural teaching, assume that the student has something to say beyond the known answers in the head of the adult. The adult listens carefully, makes guesses about the intended meaning, and adjusts responses to assist the student's efforts - in other words, engages in conversation. Such conversation reveals the knowledge, skills, and values - the culture - of the learner, enabling the teacher to contextualize teaching to fit the learner's experience base. In U.S. schools the instructional conversation is rare. More often, teaching is through the recitation script, in which the teacher repeatedly assigns and assesses. Classrooms and schools are transformed into communities of learners through such dialogic teaching, and when teachers reduce the distance between themselves and their students by constructing lessons from common understanding of each others' experience and ideas and make teaching a warm, interpersonal and collaborative activity.

Indicators of Challenging Activities
The teacher:

1. arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent basis.
2. has a clear academic goal that guides conversation with students.
3. ensures that student talk occurs at higher rates than teacher talk.
4. guides conversation to include students' views, judgments, and rationales using text evidence and other substantive support.
5. ensures that all students are included in the conversation according to their preferences.
6. listens carefully to assess levels of students' understanding.
7. assists students' learning throughout the conversation by questioning, restating, praising, encouraging, etc.
8. guides the students to prepare a product that indicates the Instructional Conversation's goal was achieved.

The Standards for Effective Pedagogy and Learning were established through CREDE research, and through an extensive analysis of the research and development literature in education and diversity. The Standards represent recommendations on which the literature is in agreement, across all cultural, racial, and linguistic groups in the United States, all age levels, and all subject matters. Thus, they express the principles of effective pedagogy for all students. Even for mainstream students, the Standards describe the ideal conditions for instruction; but for students at-risk of educational failure, effective classroom implementation of the Standards is vital. The research consensus can be expressed as five standards.

5. Teacher and Students Producing Together

Learning occurs most effectively when experts and novices work together for a common product or goal, and are therefore motivated to assist one another. "Providing assistance" is the general definition of teaching; thus, joint productive activity (JPA) maximizes teaching and learning. Working together allows conversation, which teaches language, meaning, and values in the context of immediate issues. Teaching and learning through "joint productive activity" is cross-cultural, typically human, and probably "hard-wired." This kind of "mentoring" and "learning in action" is characteristic of parents with very young children; of pre-school, graduate school, adult learning, school-to-work and service learning, on-the-job training -- of all education, except the common K-12 tradition. In schools, there is ordinarily little joint activity from which common experiences emerge, and therefore no common context that allows students to develop common systems of understanding with the teacher and with one another. Joint activity between teacher and students helps create such a common context of experience within the school itself. This is especially important when the teacher and the students are not of the same background.

Joint activity and discourse allow the highest level of academic achievement: using formal, "schooled," or "scientific" ideas to solve practical, real world problems. The constant connection of schooled concepts and everyday concepts is basic to the process by which mature schooled thinkers understand the world. These joint activities should be shared by both students and teachers. Only when the teacher also shares the experiences can the kind of discourse take place that builds basic schooled competencies.

Indicators of Joint Productive Activity
The teacher:

1. designs instructional activities requiring student collaboration to accomplish a joint product.
2. matches the demands of the joint productive activity to the time available for accomplishing them.
3. arranges classroom seating to accommodate students' individual and group needs to communicate and work jointly.
4. participates with students in joint productive activity.
5. organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.
6. plans with students how to work in groups and move from one activity to another, such as from large group introduction to small group activity, for clean-up, dismissal, and the like.
7. manages student and teacher access to materials and technology to facilitate joint productive activity.
8. monitors and supports student collaboration in positive ways.

The Five Standards articulate both philosophical and pragmatic guidelines for effective education. The standards were distilled from findings by educational researchers working with students at risk of educational failure due to cultural, language, racial, geographic, or economic factors. They do not endorse a specific curriculum but, rather, establish principles for best teaching practices. These practices are effective with both majority and minority students in K-16 classrooms across subject matters, curricula, cultures and language groups.

READ 180, FASST MATH (Scholastic Literacy and Math Solutions)

Read 180 is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. The program is designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. *READ 180* was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998 the program was tested in Orange County Public Schools in Orlando, Florida with over 10,000 students and was repeatedly proven to raise reading scores. Since 1998, the program has been used in over 14,000 thousand classrooms across the nation and has consistently proved to be successful in improving literacy skills in older struggling readers.

Scholastic Literacy Solutions meet the literacy needs of all students with a 3-tiered literacy approach. Tier 3 is defined as students who have not mastered foundational reading skills. Tier 2 is defined as students who are one or more years below grade level in reading. Tier 1 is defined as students less than a year below level in reading. R*EAD 180* (Tier 2) is a research-based reading intervention solution targeted at below-proficient students who need particular assistance in fluency, vocabulary and comprehension.

A study by the federal What Works Clearinghouse (WWC), comparing research evidence supporting various programs for English language learners, has been released. In the WWC study, the CREDE-developed program ranked first in Reading achievement and second in English language development. Based on the Standards for Effective Pedagogy, the program is titled in this report *Instructional Conversations and Literature Logs.* For this review, the WWC of the Institute of Educational Science, US Department of Education, looked at 73 studies of 32 programs focused on improvement of English language literacy and/or academic achievement of elementary school students who are English Language Learners. Twelve programs met the WWC evidence standards.

The report describes the comparative success of these programs in terms of average student improvement in Reading, and average student improvement in English language development. Improvement in both Literacy and English Language are parallel goals of the CREDE program.

FASTT Math uses the FASTT system—Fluency and Automaticity through Systematic Teaching with Technology—based on nearly two decades of research on the development of mathematical fluency in math-delayed and non-math-delayed children. Dr. Ted Hasselbring, professor in the Department of Special Education at the Peabody College of Vanderbilt University and former William T. Bryan Professor and Endowed Chair in Special Education Technology at the University of Kentucky developed *FASTT Math* for students in need of assistance with developing fact fluency.

Fraction Nation is informed by an extensive body of research on best practices for providing explicit instruction and meaningful practice to achieve fraction fluency. The program is anchored in four core research foundations—strong visual models, computation with understanding, support for cognitive processing, and worked examples.

The Essential Program Components (EPCs) support academic student achievement in Reading/Language Arts and Mathematics as measured through grade-span Academic Program Surveys (APS). The EPCs are designed to meet the needs of all students through State Board of Education (SBE)-adopted and standards-aligned instructional materials including interventions, appropriate instructional time and pacing schedules, professional development for teachers and administrators, assignment of fully credentialed highly-qualified teachers, use of data obtained from a student achievement monitoring system, instructional support, teacher collaboration, and fiscal support.

Scholastic will partner with schools and districts to transform program data into helpful, actionable information—allowing educators to track progress against academic improvement goals and meet accountability demands over the course of the school year. Implementation Effectiveness Reports provide implementation indicators at the class, school, and district levels. Implementation Fidelity Reports provide in-depth analysis, disaggregated by AYP subgroups, to highlight areas of success and areas of further need. Scholastic recommends a midyear analyses to review progress and a summative end-of-year analysis to plan for further instructional needs.

California State University, Stanislaus Stockton Center (CSUSSC)

CSUSSC is a branch of California State University, Stanislaus and is located at Stockton's *University Park*. CSUSSC offers upper division and graduate courses that lead to select baccalaureate and master's degrees and credentials. Bachelor's degree programs are offered in child development, criminal justice, history, liberal studies, communication studies, psychology, social sciences, and nursing (RN to BSN). Master's degree programs are offered in education, public administration and social work. CSUSSC also offers credential programs in elementary education (multiple subject), secondary education (single subject), school administration and reading.

Pittman Elementary School, located in *University Park* adjacent to CSUSSC, was cooperatively established by Stockton Unified School District and CSUSSC's School of Education. It has been operated since the beginning as a professional development

school (PDS) with the goals of improving teacher preparation and professional development to increase student academic achievement; promoting inquiry through collaborative research; implementing innovative educational methods; assisting parents, teachers and students in producing improved student outcomes; and assessing the results through select research projects. The structured partnership between university and school personnel provides opportunities for teachers and administrators to influence the development of their profession and for university faculty to increase the professional relevance of their work through mutual deliberations on problems with student learning and possible solutions; shared teaching in the university and the school; collaborative research on the problems of educational practice; and cooperative supervision of prospective teachers and administrators.

Teaching for Engagement in Stockton Schools (TESS)

The University of the Pacific, a private University founded in 1851, is California's first chartered institution of higher learning. Pacific offers undergraduate, graduate, and professional programs in business, engineering, education, music, pharmacy, law, dentistry, and international studies. The Gladys L. Benerd School of Education, working with other units across the University, is a key partner with local PreK-12 and higher education institutions in its focused efforts to ensure that young people, adult learners, families, and communities have access to outstanding learning opportunities and to high quality teachers, administrators, school psychologists, and other support staff.

TESS is a project whose partners include Stockton Unified and three schools/colleges of the University of the Pacific: The Benerd School of Education (BSE), the College of the Pacific (COP), and the School of International Studies (SIS). BSE and SIS co-sponsor the California International Studies Project (CISP) and the project's equity-focused PD program, Equity and Access.

Deeply concerned about their students' academic achievement, attendance levels, and disengagement from school and adults, Pittman Elementary School connected in 2009-2010 with Equity and Access (E&A) and began participating in an ongoing, equity-focused professional development program conducted by the University of the Pacific (Pacific) for the region's K-12 teachers. The pilot program began in the summer of 2009, with 25 Pittman and Franklin High School teachers participating in three 2009-2010 E&A institutes, which included instructional coaching.

As a result of teachers' strong positive responses and reports of student gains, school principals, SUSD officials and University staff began to plan for an extension of the PD effort. Pacific applied for an Improving Teacher Quality grant in April of 2010, requesting funding for the program now to be known as Teaching for Engagement in Stockton Schools. If funded, the project will involve 27 middle grade teachers from three of SUSD's K-8 schools (Pittman, Henry, and Roosevelt), 60 high school teachers from four departments in a comprehensive SUSD high school (Franklin), and 14 administrators and instructional leaders from participating schools. (Roosevelt

Elementary School joined the effort based on an urgent need for teacher development along with enthusiastic reports from participating teachers, school and district officials.)

The TESS project seeks to: (1) expand the academically rigorous participation of students who are educationally passive or disengaged from instruction and learning processes; (2) create inclusive school and classroom cultures characterized by mutual respect, collaboration, problem-solving and teamwork; (3) increase use and consistency of engagement elements and procedures in the classroom; (4) build teachers' subject matter and pedagogical knowledge and expertise in disciplinary subjects or HQT certification; and (5) develop a cadre of exemplary teachers and leaders who will extend equity-focused professional development beyond the project schools through coaching and training.

The institute will use a practicum format, where teachers role-play students in disciplinary lessons, skill building exercises, dialogue processes, etc. – all activities designed to simulate classrooms using the program. Discussion and reflection will begin in "student" mode and then shift to "teacher" talk. Participants will directly experience how much the program changes learning for students while they learn the content and strategies necessary to use the techniques themselves. To ensure that the PD gives teachers immediate chances to use their new skills in daily practice, the institute is scheduled during the school year and as four two-day sessions, with approximately three weeks separating each session. Where possible, the first two-day session will be scheduled just before school opens so teachers can develop and consistently maintain classroom norms – academic and behavioral – throughout the year.

Coaching sessions will begin between institute segments to ensure that teachers begin using the program immediately. These half-day sessions are scheduled in the institute year, with additional sessions in subsequent years. These sessions include pre-visit consultation and advice, help with lesson design, in-class observations and an immediate feedback session focused on the teacher's lesson (cf. Cohen & Lotan, 1997). Coaching sessions closely follow institute themes and support teachers in reflecting on their lesson's strengths, brainstorming options for strengthening what works, and adjusting the elements that didn't achieve the lesson's goals. Such coaching has shown positive effects on teacher learning and, ultimately, on student achievement (Cohen & Lotan, 1997; Cohen, Lotan & Leechor, 1989).

Four such professional development institutes are proposed. An initial institute would be conducted in the fall, 2010 for lead teachers, instructional supervisors and site administrators who would become TESS partners in implementing the balance of the program. Additional programs would be conducted at the beginning of school years 2011-12 and 2012-13, and a final program focusing on the application of equity principles in collaborative small group instruction would be conducted in January 2013.

The projected outcomes of TESS are that increases will be seen in students' (1) classroom participation and academic success; (2) use of academic content-based vocabulary and concepts; (3) and abilities to think conceptually and use higher order

processes. Students will show (1) improved achievement on assessment measures, particularly in lower performing groups, and (2) more consistent engagement with school. Classroom observation will reveal increased use of equity elements and procedures in project classrooms. Instructional changes will be seen including (1) consistently high expectations, student accountability, engaged students, sharing of academic authority, and development of critical thinkers; and (2) improved mastery of discipline-specific knowledge and implementation of teaching methods. A cadre of exemplary teacher leaders (1) will be available to extend equity-focused instruction beyond the project schools; and (2) lead and support SUSD scale-up efforts.

Caring School Community (CSC)

The Caring School Community program is a nationally recognized, research-based K–6 program that builds classroom and schoolwide community. It focuses on strengthening students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness.

Several theories undergird the research and belief in the importance of connectedness. Among the foremost is attachment theory. Developed by John Bowlby, British psychiatrist, and Mary Ainsworth, a Canadian developmental psychologist, attachment theory describes the process in which infants become attached to their parents as parents meet their basic needs with adequate nutrition, safety, and feelings of love. The attachment that infants form with their parents is their first model in forming social connections with others.

As children who have healthy bonds with their parents want to emulate them, the same can happen when children form bonds with their teachers and schools. They will strive to achieve the school's goals, according to Eric Schaps, president of Developmental Studies Center in Oakland, California, which has developed the Caring School Community project, aimed at increasing the attachment of elementary school students to school.

The theory of the Caring School Community project is encapsulated in the ABCs of intrinsic motivation: Autonomy, Belonging, and Competence. The need for belonging and to feel accepted and worthy of care by others is part of attachment theory. Children also need to feel that they have some autonomy and influence or control over their life at school. Researchers have found that "children in elementary school classrooms with teachers who had controlling styles reported less intrinsic motivation for school learning than children in classrooms where teachers offered more choice, explained the reasons behind the rules, and in general offered more autonomy," according to the Caring School Community *Principal's Leadership Guide* produced by the Developmental Studies Center. The need for competence is the need to be effective in one's work. Much of the Caring School Community project's theoretical work is based on the work of Edward Deci, Richard Ryan, and their colleagues. "These researchers argue that when

children are in an environment where they can satisfy the three needs, then they will be intrinsically motivated to learn what is important to learn in the environment. Likewise, children's motivation is undermined to the degree to which any of these conditions is not met. The implications for a school setting, then, are to satisfy all three needs in creating a classroom environment and in designing learning tasks," according to the *Principal's Leadership Guide*.

V. Align Other Resources with the Selected Intervention Models

The school improvement grant (SIG) application and process has afforded SUSD the opportunity to take stock of its current District and more importantly school practices, then redesign and implement structures that were sustainable over time. Prior to this planning period, several reviews of District and school practices identified the growing need to better align procedures and resources that aimed at one common outcome – dramatically improve student achievement. Below is a summary of these reports and findings followed by a series of proposed structures that aim to not only support the effective implementation of the selected intervention models at each of the three schools but also to identify methods that would extend these structures to schools planning to go through implementing an intervention.

The San Joaquin County Office of Education (SJCOE), during their latest DAIT visit and review, indicated that SUSD should review and adjust accordingly: (a) establishing explicit personnel resources dedicated to the oversight and management of program improvement activities, and (b) current policy for distribution of categorical resources to schools and realigning allocations to District-wide priorities.[23]

The California Department of Education (CDE) conducted a similar review and cited the lack of capacity to assist schools in meeting timelines required by Elementary and Secondary Education Act (ESEA) Section1116 and did not include actions required for schools identified in Program Improvement schools in years 3 to 5.[24]

Further, SUSD's annual submission of the Consolidated Application – a reporting mechanism for the resources use and program compliance with major federal and state funding – includes a section in which the District must indicate the corrective actions that will be taken for schools that are in Program Improvement years 3 to 5.[25]

In a State environment of ever-diminishing resources, SUSD recognizes the need to ensure compliance and more importantly movement in its efforts to improve low academic achievement in these schools. In order to address these requirements and those of the school improvement grant (SIG), the District will be shifting existing staff to roles that align with new structures proposed in this application and conducting an organized abandonment of activities that are allowable and do not jeopardize SUSD's ability to meet regulatory or compliance parameters. Since the 2008-09 school year, the District has reduced Central Office spending by 15% and reduced staff by approximately 20 FTE due to ongoing, large budget reductions as a result of the State

[23] *DAIT Report for Stockton Unified School District*. San Joaquin County Office of Education, Stockton, CA. February, 2010.
[24] Ibid
[25] Ibid

budget crisis. Therefore, it is important to shift responsibilities and duties with existing staff rather than hire staff that cannot be sustained after the grant period ends.

The alignment of existing school district and school resources to ensure quality implementation of the selected intervention models for Pittman, Roosevelt, and Taylor schools will be built around increasing capacity and growth of the following school stakeholders: principals, teachers, and the school community. This will be accomplished primarily through the establishment of three new school district structures, which include:

(1) Empowerment Zone – Intense, ongoing support in a professional learning community (PLC) format for schools currently implementing a selected intervention model;
(2) School Renewal Process – Incubation process for state-identified low-performing schools to plan implementation of intervention model and refocus school on aggressive student achievement;
(3) Principal Leadership Development – Redesigns existing school leadership programs to align school district and county office of education programs to focus on skill development for aspiring school leaders to thrive in intervention schools.

Each of these structures supports each of these schools' implementation plans for intervention and assistance in building long-term, ongoing support to help achieve aggressive student achievement goals outlined in this grant (Narrative IX: LEA's Annual Goals for Student Achievement).

Given the dramatic loss of funding to California public school districts over the past two years – approximately $1,500 per ADA – many of the proposed alignment resources come from existing resources within SUSD. The shift in existing resources—both personnel and non-personnel—will be the first step in a permanent change that supports and celebrates dramatic improvements in instructional practice at schools implementing an intervention. By redirecting both fiscal and personnel resources, the Central Office will be able to quickly establish these new structures to ensure the intervention schools have the best possible chance to kick off the 2010-11 school year effectively. The Central Office will establish a core team of staff to assist these schools directly with implementation. Below is additional detail on each of the identified structures above.

- QEIA SIG money to help with planning at Roosevelt
- Title 2 to financially support increased learning time
- Revamping the academic hour of after-school (After School Education and Safety grant funding) to align to core curriculum and provide individual learning plans for struggling students

A. **Empowerment Zone** – The Empowerment Zone will provide intense, focused support for each of the three schools implementing interventions in the 2010-11 school year (Pittman, Roosevelt, and Taylor Elementary Schools). The Empowerment Zone will also include schools intending to implement an intervention

in the 2011-12 school year (4 schools). This structure is gleaned from effective practices of other school districts across the country such as Charlotte-Mecklenburg Schools (NC) and Chicago Public Schools (IL).[26] The long-term intention of this structure is to provide a place for low-performing schools to incubate innovative ideas about how to dramatically raise student achievement and receive supportive feedback from colleagues aiming to accomplish the same goal. Schools included in the Empowerment Zone will have the responsibility to ascribe to higher levels of responsibility for student achievement growth (Narrative IX: LEA's Annual Goals for Student Achievement) in exchange for additional school-level flexibilities in budgeting and curriculum, additional Central Office support, and a more intimate professional learning community environment. The elements that will help to identify, support, and grow schools in the Empowerment Zone are identified below. The overall implementation and responsibility for this structure will be the Director of Program Improvement (0.60 FTE) with support from the Assistant Superintendent of Elementary Education (0.20 FTE) and the Assistant Superintendent of Curriculum & Instruction (0.20 FTE). Funding for these positions will come from other resources including Title I, Targeted Instruction Improvement Grant (TIIG), and this SIG funding.

The Director of Program Improvement position funding will come from both SIG funding and existing District resources such as TIIG, resulting in a 50% match.

a. *Professional Learning Community environment* – Led by the Director of Program Improvement, the Empowerment Zone will bring together a smaller group of instructional leaders (principals and their school leadership teams) on a bi-weekly basis to create ongoing opportunities to engage in dialogue and exchange of effective practices about the implementation of change efforts on each of the school campuses. Most importantly, the content of the meetings will be focused on outcomes rather than inputs, and results rather than activities. These meetings will occur more frequently than the current monthly meetings of the school district's principals. Staff time of the Director of Program Improvement, Assistant Superintendent of Elementary Education, and Assistant Superintendent of Curriculum & Instruction (totaling approximately 0.15 FTE funded from Title I and TIIG) will be reassigned to develop and implement a curriculum for the Empowerment Zone meetings that includes topics such as: strategic planning and goal-setting, creating grade-level and content-level PLCs, discussion of effective instructional practices, and articulating vertical and horizontal instructional practices. Existing school, non-labor resources such as Quality Investment Education Act (QEIA) and Targeted Instructional Intervention Grant (TIIG) will be directed to support these sessions. This time will also provide an opportunity for Central Office departments to gather feedback and institute

[26] Charlotte-Mecklenburg Schools. August 2009. *The Achievement Zone Learning Community: Fact Sheet.* Charlotte, NC. and Chicago Public Schools. April 2010. *Fresh Start Schools. http://www.cps.edu/Programs/DistrictInitiatives/Pages/Freshstartschool.aspx*

changes in how they serve these schools. For example, if the Empowerment Zone has a need to receive a set of student data reports in a different way than they currently do, a portion of one meeting may be dedicated to having the Research & Assessment department brainstorm a different set of student data reports.

b. *School Quality Reviews* – To provide a baseline of instructional practice in comparison to other quality schools nationwide, a third-party reviewer will conduct a school quality review that will look at alignment of school goals to instructional practices, attention to implementation of those practices, and assessing how well students are learning. Each school in the Empowerment Zone will go through this review. Support for this review will come from a combination of school funds, such as Quality Investment Education Act school improvement grant (SIG QEIA) monies and be matched with this SIG funding. This review will build on the needs assessment outlined in this grant application and provide a stepping stone for teachers and other school stakeholders to reflect upon existing practices and identify additional areas of improvement. Results from the reviews will be incorporated into PLC sessions held for the Empowerment Zone, work carried on with each school's external collaborative partner, and one-on-one support between the school's teachers and the Quality Instruction (QI) Support Team.

c. *Quality Instruction (QI) Support Team* – In order to increase the timeliness of feedback on instructional practice, the Curriculum and Instruction department at the Central Office will reallocate existing staff (approximately 2.0 FTE funded from Title I, Title II, and Title III and matched by this SIG funding) to create a Quality Instruction (QI) Support Team. The team will be comprised of content experts in reading/language arts (R/LA), math, and English language development (ELD) that will make frequent visits to each of the schools in the Empowerment Zone. Although the team is focused district-wide, it will make schools in the Empowerment Zone the first priority. Teachers from each of the schools in the Empowerment Zone will have opportunities to engage with experienced, skilled teachers who will observe and provide feedback on the change in pedagogical and content delivery practices. The QI Support Team will follow a "Plan, Do, Check, Act" results-oriented, continuous improvement process with teachers. The cycle will kick-off with training teachers to develop plans ("Plan") on instructional ancillaries and delivery to meet all student needs. Implementation ("Do") of the plan will simultaneously measure the performance of the instructional sequences. Analysis of the implementation stage ("Check") will include analyzing, assessing, and reporting the results based upon student work and teacher reflection. The final stage ("Act") will be engaging in reflective conversations directed towards increasing connections between instructional delivery and student mastery.

d. *Student-Based Budgeting* - One of the significant autonomies that will be afforded to Empowerment Zone schools is additional flexibility in the use and

allocation of their resources. Commonly referred to as Fair Student Funding or School-Based Budgeting, school districts such as Oakland Unified School District and New York City Department of Education[27] have used this school financing model to increase effective resource use and greater alignment to stated school goals. Through this financing model schools will be empowered to build their teams and programs (adhering to bargaining units' agreements) to take advantage of an ever-diminishing set of resources in California schools. The District will dedicate a Business Services' staff person (1.0 FTE funded by General Purpose and this SIG funding, resulting in a 50% match) to building, implementing, and refining this process with schools that are using a school-based budgeting model. In concert with the devolution of resource decisions to these schools, the Elementary Education and Curriculum & Instruction departments, through a Senior Program Specialist (0.25 FTE funded by Title I), will be working with these principals to develop their strategic planning capacity in order to aptly develop SMART goals, alignment of these goals to concrete actions, and establishment of measurement systems to assess effectiveness of implementation. SUSD is also a collaborative partner with Pivot Learning Partners and their submission of an Investing in Innovation (i3) grant application to the U.S. Department of Education to develop a consortium of school districts to exchange effective practice in the implementation of student-based budgeting across California. This consortium will afford both District- and school-based leadership to participate in dialogues that build the capacity and sustainability of these new structures.

e. *Central Office Supports* – The urgent need to improve school climate and instruction at these Empowerment Zone schools will be further supported by many of the operational and auxiliary departments within the Central Office. These supports will extend above and beyond the typical service level delivered to other schools throughout SUSD. Schools will be afforded priority within various departments throughout the District including, but not limited to: first options for start times (Transportation); priority purchase of materials (Purchasing); modification of meal delivery (Food Services), priority in response to work orders for facilities maintenance (Facilities); training of support staff to manage day to day office operations (Business Services). This effort will be supported by an Operations Manager (1.0 FTE funded 50% from TIIG and 50% from this SIG funding). The Operations Manager will work at the direction of a smaller group of operational department managers – including the Chief Financial Officer, Executive Director of Business Services, and Chief Technology Officer – will work collaboratively to discuss, propose, and implement solutions that reflect

[27] Oakland Unified School District. April 2010. *Research Library: Results-Based Budgeting.* http://publicportal.ousd.k12.ca.us/19941081118125850/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=56716 and New York City Public Schools. April. 2010. Funding Our Schools: Budget Overview. http://schools.nyc.gov/AboutUs/funding/overview/default.htm

feedback from principals on how best to support their schools in the Empowerment Zone.

B. **School Renewal Process** – Creating structures and processes to help school communities both identify an appropriate model as well as build, design, and initiate implementation of the plan at their school. Led by the Director of Program Improvement and heavily supported by the Administrator of Elementary Education (0.5 FTE funded by Title, TIIG, and this SIG funding), the school renewal process will include community/school visioning, student "dream" sessions, community walks, and similar activities that assist schools to build a sustainable vision and mission for educating students.

    a. *Community/parent engagement* – Develop process to effectively engage and gather input from the community and parents about aspirations for what school climate will offer; what the community can provide as social assets to school, etc.

    b. *Staff assessment and development* – Offer forums for school staff to provide input on current status of school and direction that it needs to take to significantly improve the pace and depth of student learning.

    c. *School incubation syllabus* – Series of sessions over a 12-month period that builds the capacity of the entering school leader/leadership team to work on building a positive school culture, garnering collective buy-in to school vision, building staff capacity, etc.

C. **Principal Leadership Development** – In order to have instructional leaders to lead dramatic change in our schools, a pipeline must be created that forms and shapes professional growth around instructional leadership, not organizational management. The foundation underlying this pipeline is the set of **School Leader Competencies** (derived from the CPSELs) developed by SUSD in spring 2010 that should be visible in an effective principal's work at a school site. The intent is to support an educational structure throughout the school system that fairly evaluates the ongoing practices and skill levels of principals by establishing a set of principal competencies and standards specific and realistic to the community and culture of the City of Stockton.[28] A variety of other SUSD resources are being dedicated to principal leadership development. This includes the allocation of 2.0 FTE Principals on Special Assignment supported by Targeted Instructional Improvement Grant (TIIG) funding to match with 1.0 FTE supported with this SIG funding. Their role will be to support the growth and development of principals at Empowerment Zone schools.

[28] Aspects of these principal competencies have been adapted from the California Professional Standards for Educational Leaders (CPSELS). WestEd and ACSA.

In addition, resources will be matched and dedicated to this process from the SJCOE Teachers College of San Joaquin (TCSJ). The TCSJ and SUSD have partnered in an application for a federal School Leadership Grant from the U.S. Department of Education which, if approved, will provide additional, substantial resources dedicated to the redesign of SUSD's principal pipeline development. The grant (see attached narrative) was developed around four anticipated outcomes (listed below) and based on the SUSD principal competencies that are embedded in each component of the grant (also listed below).

Anticipated Outcomes

- Building leadership capacity within the ranks of SUSD based upon principal competencies.
- Creating sustainable, administrative support through all levels of leadership.
- Instituting research based practices across the district for Professional Learning Communities.
- Instituting researched based instructional practices across K-12 classrooms to increase the rigor and achievement of all students.

Components

- Entering Administration
    - Aspiring Administrators through partnership of SJCOE coursework.
        - Interview and select through SUSD.
        - Goal of preparing aspiring administrators to enter into an Assistant Principal role in the future.
- Principal Coaches to serve three (3) levels of principal cohorts:
    1. Persistently Low Performing Schools.
    2. Schools in Program Improvement, Years 5-7.
    3. Schools with principals in probationary status.
- Content of Training for Principal Coaches
    - Foundational and Blended Coaching.
    - Good to Great – Level 5 Leadership:
        - Personal humility and professional will.
        - Set up successors for even greater success in the next generation.
        - Display compelling modesty, is self-effacing and understated.
        - Produce sustained results.
        - Workmanlike diligence.
        - Attribute success to factors and taking full responsibility.
    - Courageous Conversations.
    - Effective communication and collaboration in leadership.
    - Establishing and implementing Professional Learning Communities.
    - Being the Intelligent Political Leader.

- Increasing the critical mass through the administrative team, leadership team and parents.

The grant partners proposed implementing a Targeted Empowerment Assistance Model (TEAM) project in order to enhance and implement a school leader preparation program that will provide purposeful leaders for high-need schools in SUSD. The TEAM concept has three intervention levels that will provide transformational change in SUSD. Level 1 empowers current principals and builds on and expands their knowledge, skills, and abilities to help them evolve into highly effective leaders for what have been persistently low performing schools. Level 2 coaches assistant principals toward meeting the competencies of effective principals, and Level 3 prepares new, aspiring administrators recruited from among the strong, teacher leaders of the district. The TEAM project will draw together the San Joaquin County Office Of Education, Teachers College of San Joaquin (TCSJ), the California Business for Education Excellence, the Association of California School Administrators-CASST Region (Calaveras, Amador, Stanislaus, San Joaquin, and Tuolomne Counties), and SUSD to recruit and train principals and assistant principals who will be able to lead teaching and learning gains in the persistently low-achieving schools of SUSD. TEAM builds upon other successful funded projects between the partners and is part of a concerted effort to improve student academic achievement and learning in SUSD.

The competencies articulated below are a comprehensive review of best practices gathered from other reform-oriented, urban school systems[29] and a thorough review of existing research on principal leadership and development.[30] Information was compiled and synthesized by SUSD staff. The data collected from these sources were analyzed for common themes and had a foundation of objective research behind them. The six resulting competencies are outlined below.[31]

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[29] Review of six (6) different school districts across the U.S. that was identified as best practice districts via networking or educational research publications (Chicago Public Schools, Clovis Unified, Elk Grove Unified, Long Beach Unified, New York City, and Oakland Unified). In addition, assessment of best practices noted by educational research foundations (UCLA and UCD CRESS Centers, Microsoft Partners in Learning, Educational Results Partnerships, and New Leaders for New Schools).

[30] Research based practices identified through educational journal publications, the California Department of Education, and The U.S. Department of Education: Learning to Lead: What gets taught in Principal Preparation Programs, Hess & Kelly (2007), *Teachers College Record;* Learning Communities for Administrators, David (2009), *Educational Leadership;*
Developing the Effective Principal: Hiring, Evaluation, and Retention Practices for the Superintendent, Whaley (2002), Aspen Publishers; Evaluation Study of California's School Assistance and Intervention Team Process, Hatchuel, Tabernik and Associates (2008), California Department of Education.

[31] Need to develop a process to "filter" or vet these competencies with existing, high-functioning principals to attain buy-in for roll-out and then implementation.

1. **Visionary Leadership**
   - Facilitates the development, articulation, implementation, and stewardship of a shared vision for promoting student achievement
     - Tangible goals that address barriers to the vision and embrace diversity
     - Shared accountability by students, staff, parents, and the community
     - Includes high expectations for everyone (staff and students)
     - Shapes the educational programs, plans, and activities around vision of organization
   - Model of integrity
     - Models professional behavior to students, staff, and parents
     - Behaves ethically and honestly, doesn't misrepresent himself or herself
     - Self aware and reflective – learns from his or her mistakes
   - Encourages and motivates change throughout the organization
     - The vision is monitored and evaluated against activities within the school
     - Encourages staff to be future oriented with their students
     - Creates a climate in which staff and students want to do their best
     - Strategic thinker and planner with balanced management

2. **Instructional Management**
   - Thorough knowledge of curriculum, instruction, and pedagogical approaches
     - Provides support to staff as an instructional expert
     - Can properly evaluate and assess curricular and pedagogical strength
     - Monitors classrooms for effective instruction and appropriate use of curricular materials
     - Understands student growth and development
     - Understands the role of technology in instruction
     - Understands and harnesses alignment between instruction and assessments to drive student achievement
   - Provides and participates in professional development (PD) for instruction
     - Provides appropriate and long-term PD for all teachers
     - Monitors, supports, and evaluates PD implementation against needed instruction skills

3. **Data Driven and Results Oriented**
   - Utilizes assessments to measure progress towards goals
     - Makes strategic decisions based on multiple sources of evidence
     - Understands the crucial role of data in running a school
     - Adjusts programs based on data to achieve goals
     - Monitors group level student progress
   - Holds oneself and others accountable for results and decisions
     - Develops school culture that relies on data to inform instruction and practices
       - Frequent monitoring of program impact on student achievement
       - Understands the principal's role as the driver of results

- Assumes responsibility for school-wide decisions and results

4. **Personnel Management**
   - Cultural norms and expectations applied to students and staff
     - Exercises fair and equitable practices
     - Uses appropriate concern for people, teams and due process
     - Treats people fairly with dignity and respect
     - Open and direct, deals effectively and timely with problems
     - Commitment to professional conduct
     - Considers the impact of his or her administrative practices on others
     - Expectations for staff are clearly defined and understood.
   - Hiring, engaging, and developing staff
     - Ability to hire and train effective teachers and staff, per contract
     - Principals are held accountable for their hires
     - Evaluates personnel sensibly using clear standards and provides timely feedback
     - Principals are evaluated on their ability to judge and improve teacher quality

5. **Organizational and Technical Knowledge -** Principals that can allow the respective units at the school to take care of the day to day operations can spend more time focusing on instruction.
   - Student centered knowledge of:
     - School law
     - School finance
     - Facilities management
   - Effective School management
     - Utilize effective practices in establishing student behavior management systems
     - Develops and supports a clear action plan that addresses the operational challenges facing the school
     - Manages time to support academic priorities
     - Monitors resource availability to support goals
     - Aligns support services around academic goals
     - Effective use of technology to manage the school
     - Sets and supports clear priorities for school operation

6. **Political and Cultural Influence**
   - Demonstrates external leadership and understands external factors
     - School board relations
     - School-community partnerships
     - School politics
   - Cultivates relationships with stakeholders
     - Believes the school is there to serve the community
     - Engages the school community around the school's academic goals and mission

        - Progress of the goals are communicated to all stakeholders
        - Realization of the goals are celebrated
        - Fosters visible, honest and trusting relationships
    - Culturally competent
        - Credence is given to groups whose values may conflict with school goals
        - Listens to families, students, and the school community
        - Belief that families have the best interest of the students in mind
        - Belief that students' education must take into consideration family resources and circumstances

At Level 1 of the School Leadership Grant plan, SUSD will use these competencies to select four highly competent principals who will be released from their positions in order to coach other principals who are assigned to fifteen targeted high-need schools in the district. Included among the fifteen schools are the seven SUSD schools (including Pittman, Roosevelt, and Taylor) identified as being among the persistently lowest-performing schools in the State. The four Principal Coaches will rotate through the fifteen high-need schools on a daily basis in order to provide school-based coaching experiences to the schools' current principals. The effort is designed to enhance the skill level of the schools' current principals and help them to meet the School Leader Competencies.

At Level 2, CASST will provide coaching for assistant principals at their school sites six hours per month for ten months a year for two years for each assistant principal. CASST coaches have a minimum of five years of successful site principal experience, have completed an intensive training course in coaching techniques and are certified in coaching methodology. Coaching is usually based on the six CPSEL standards of vision, culture and program, management, collaboration, ethical leadership, and understanding context; for this project, CASST will work with SUSD to base coaching on the School Leadership Competencies. Level 2 coaching will foster growth through shared leadership with the ultimate goal of increasing student achievement. CASST will collaborate with SUSD on the selection of coaches for TEAM. Coaches will go through a similar interview and selection process that the Principal Coaches for Level 1 will have to go through. Coaching must be personalized to the intensive situation SUSD is currently living so that CASST coaching may look different in SUSD than it does in other regional districts.

Fieldwork at Level 3 will provide an authentic experience designed to permit candidates to become familiar with the roles and functions of a school administrator. Candidates in the TCSJ program will be released one day a week from their teaching responsibilities and assigned to a school site where, over the course of a school year, they will serve in the capacity of intern administrator. During their internship they will be supported by TCSJ field supervisors who will be experienced and skilled in school leadership.

The focus of TEAM is implementation of a project that will fix the leadership problems in SUSD. The objectives of TEAM are to:

1. Develop and empower principals and assistant principals in schools that have been persistently low performing by using one-to-one mentoring from SUSD's most successful principals.
2. Provide professional level coaching for assistant principals to enhance their leadership skills.
3. Focus on outstanding teacher leaders in SUSD for participation in an innovative field-based training program for new school principals and assistant principals.
4. Through TEAM's business partner, CBEE, train new and existing principals on how to use customized school-site data effectively, how to replicate best practices, how to learn from facilitated site visits to look-alike schools, and how to engage productively in a professional learning community for school leaders.

The purpose of the TEAM project is build and sustain a systematic principal pipeline that SUSD is creating to recruit, select, train, and support instructional leaders at school sites. The project supports SUSD's aim to fundamentally shift the definition of a school leader/principal from one that has been organization/plant manager based to one that is laser focused on instructional leadership and quality teaching in the classroom. The conceptual framework of TEAM provides both direction and vision for the School Leadership Program, its projects, its staff, and the students of SUSD. It communicates values for decision making and brings cohesion to the project with its partnerships. The framework provides vision for academic planning, project revision, and project innovation. The framework has been collaboratively developed by the Teachers College of San Joaquin and its partners.

In the TEAM **vision**, TEAM graduates close the "knowing-doing gap."[32] Not only will they learn what works in improving student achievement, but also they will put that knowledge to use. In *School Leadership That Works: From Research to Results*,[33] Marzano and others defined leadership responsibilities for leading successful schools. Students of education study what works in improving student achievement. When these actions are not implemented, schools fail. TEAM intensively supports SUSD to align meaningful and relevant acquired knowledge with its effective and efficient application on a school site.

[32] Zoul, J. and Link, L. 2007. *Cornerstones for Strong Schools: Practices for Purposeful Leadership*, Eye On Education, Larchmont, N.Y.
[33] Marzano, R. et al, 2005. *Leadership That Works: From Research to Results*, Association for Supervision and Curriculum Development.

VI. Align Proposed SIG Activities with Current DAIT Process

The table below lists DAIT recommendations on the left and describes how it will SUSD coordinate its DAIT and its SIG activities in order to improve the performance of the three Tier I schools included in this proposal.

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
District-Wide	
EPC – Teacher and Principal Professional Development Implement a robust teacher and principal support system to strengthen the quality of teaching and learning across all subject areas.	To strengthen the quality of teaching and delivery of instruction in the classroom, time and efforts of curriculum department staff will be redirected to the SIG schools for targeted focus on teaching and instruction in R/LA, Math, and ELD. The district's R/LA, Math, Technology and ELD Specialists will each provide weekly coaching sessions with the SIG schools' principals, literacy and numeracy specialists. These weekly coaching sessions will include but not be limited to: Classroom walks focusing on schoolwide instructional strategies and the instructional components of the core curriculum, co-planning of staff development in using technology to enhance instruction, data analysis for differentiated instruction and lesson design, and appropriate use of core ancillary materials in meeting the needs of all students. A principal coach will be provided for each SIG school principal. Administrative coaching for SIG principals will include strengthening instructional leadership and organizational management to increase the efficiency and effectiveness of the implemented intervention model.
EPC – Fiscal Support Better engage parents and the broader school community to support student achievement.	The Parent Institute for Quality Education (PIQE) program will be provided to parents at the SIG schools. PIQE is a nine-week program for parents to learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their children's academic successes and challenges; discussing children's college expectations; and more.

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
Establish a district-wide system, process, and weekly time for grade level teacher collaboration as well as vertical collaboration on a weekly basis.	Create time and space for structured, weekly teacher collaboration time for data analysis of student work and progress, planning and developing instructional sequences using the core ancillary materials to meet the differentiated needs of students, and regularly monitoring progress of EL students for English and standards proficiency.
EPC – Teacher and Principal Development The hiring of teacher and principal vacancies at the SIG schools will include staff and parents in the interview process. All teachers and principals of the SIG schools will complete AB 430 and SB 472 R/LA, Math and ELPD to receive training in the curriculum and research-based strategies in meeting the differentiated, academic needs of all students.	To ensure the strongest possible instruction and leadership at the school, principals will receive targeted professional development on the pillars and industry standards of K-8 Schools in SUSD. Achievement Summits will focus on data-driven decision making, horizontal and vertical articulation using SMART Goals, and closing achievement gaps of English Learners. Administrative coaching for principals of SIG schools will focus on instructional and organizational leadership reflecting Good to Great – Level 5 Leadership, effective communication and collaboration in leadership, and establishing and implementing Professional Learning Communities.
EPC – Student Data Monitoring System In conjunction with the Data Director system, each SIG school will receive a school quality review as baseline data for monitoring the implementation and progress of the intervention model.	Conduct a Cambridge Education School Quality Review, during which a team of experienced and trained educators gather evidence by observing learning in classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement. A School Quality Review informs teaching and learning and assists educators as they set goals for improvement. Reviews provide critical tools to help schools build on their successes in order to improve teaching and promote student achievement. Through self-evaluation, schools build the capacity to engage in a program of continuous quality improvement. The Data Director program will provide the assessment and monitoring system (every 2 weeks) that includes curriculum-embedded assessments based on the adopted R/LA and Math programs and Benchmark exams reflecting student progress.

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
	Academic Conferences will be held three (3) times in the school year with the following: o Principal-led conferences with teachers involve data analysis of student progress and strategic planning for differentiated instructional delivery and appropriate placements for intervention services. o Teacher-led conferences with students to inform and analyze student progress based on the curriculum-embedded assessments, CELDT, and Benchmark exams to determine individual learning goals for academic growth. o Student-led conferences with teachers and parents to inform and analyze student progress and determine individual learning goals for academic, social and emotional growth.
EPC – Instructional Time A plan to align the after school program to support students in the core curriculum should be developed.	The alignment of the Academic Hour in the after school program will provide additional support to student learning during the instructional day. Individual Learning Plans (ILP) will be required for every student in the Academic Hour to increase collaboration and strategic academic decisions between the classroom teacher and the after school program. Multiple measurements such as the R/LA and Math diagnostics and the curriculum-embedded assessments will be analyzed for monitoring student progress towards standards mastery. The Academic Hour after school will supplement the core learning through the use of core ancillary materials from strategic intervention kits and intensive intervention programs to accelerate students who are multiple years below grade level.
EPC – Ongoing Assistance and Support to Teachers Coaches need to provide more instructional support to the teachers and continue to develop/refine their coaching skills and deepen their	The literacy and numeracy specialists at the SIG schools will dedicate 100% of the instructional day to instructional coaching (using cognitive and technical coaching skills) with classroom teachers, classroom walks with the curriculum and administrative teams, participating in grade level meetings in designing instructional sequences focused on standards to be assessed, and providing staff development on

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
knowledge of instructional practices as well as content while working with the teachers.	appropriate use of the ancillary materials focused on differentiated instruction, writing and EL access during instruction. Training for the literacy and numeracy specialists will include monthly coaching on building teacher efficacy and becoming skilled in questioning and paraphrasing strategies to bring a laser-beamed focus on student learning in the classroom. Content training will continue and focus on stronger implementation of differentiated instruction and strategic groupings during the R/LA and Math instructional time. All literacy and numeracy specialists at SIG schools will complete the SB 472 ELDP before December 2010 to institute staff development and teacher support in providing appropriate, scaffolded instruction for EL students.
Fiscal Support	
The district budget must reflect the following priorities: ○ Delivery of standards-based curricula in RLA and mathematics ○ Effective use of research-based interventions to accelerate low-performing students, based on assessed student needs ○ Implementation of an English Language Development Program, as documented by student language development needs ○ Provision of effective professional staff development that addresses state priorities for curricular and instructional improvement ○ Incorporation of data based	Realignment of Title I, Title II, Title III, and EIA funds to support the following reform efforts: • **Extended Minutes** - Extension of student learning time in the instructional day. • **Principal Coaching** - 4 FTE to serve: ○ Principals identified in Tier I. ○ Principals at PI, Yrs. 12 & 13 schools. ○ Principals on probationary status based on performance. ○ Principals identified in Tier III. • **Teacher Professional Development** ○ SB 472 English Learner PD. ○ Instructional Strategies identified in LEA Plan: SDAIE and Direct Instruction. • **Student Achievement Monitoring System** ○ Teacher-Student Academic Conferences on individual goal setting for academic growth. ○ Student-led Academic Conferences with parents and teacher to monitor progress and determine short and long term goals reflecting academic, emotional and social

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
on interim formative assessments to guide instructional decisions.	growth. • **Instructional Coaching** o Teacher release time for 1:1 instructional coaching pre and post conferences. o Teacher release time for horizontal and vertical Action Walks monitoring the implementation of the core program and agreed-upon instructional strategies. • **Teacher Collaboration Time** o Additional teacher compensation at the CBA hourly rate for data analysis, instructional planning and monitoring of student progress.
Mathematics	
EPC – Teacher Professional Development A plan needs to be developed, as soon as possible, to support the approximately 500 teachers who have not received training in the core math adoptions. Math teachers (7-8) need ongoing professional development in content and instructional strategies to support the implementation of core adoptions.	The redirection of time and instructional support from the curriculum specialists will include collaboration on 7th and 8th grade instructional planning and delivery with content training and implementation of research-based instructional strategies to increase student learning in the classroom.
EPC – Instructional Program Administrators should review the technology needs of their mathematics staff and purchase needed items as soon as possible.	The redirection of time and instructional support from the curriculum specialist in technology will provide weekly coaching to the numeracy specialists and administration in reviewing the available technology in the core math programs to be used for enhancing instruction and student learning.
EPC – Instructional Program, Instructional Minutes, Ongoing Assistance and Support to Teachers The implementation of the math program needs to be monitored	Implementation forms will be used to ensure faithful implementation of the math curriculum and strategic support materials in meeting the needs of students. These forms will be used by the administration, numeracy coaches and curriculum department.

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
on a regular basis by both district and site administrations.	
EPC – Teacher Collaboration Time Professional development opportunities for all math teachers should be scheduled on a regular basis and all teachers should attend.	Weekly teacher collaboration time will be instituted through modified instructional schedules to create time for: • Focusing on curriculum-embedded assessment data and results to strengthen implementation of the SBE-adopted core programs. • Examining implications of student results to modify instruction and create instructional sequences for more effective delivery of instruction and differentiation of instruction for accelerating student and teacher performance. • Creating instructional sequences through backwards mapping of standards and strategies for delivery of content and instruction.
EPC – Ongoing Assistance and Support to Teachers Algebra teachers need coaches who are knowledgeable in Algebra content and have had professional development in coaching strategies.	The concept of an itinerant, highly-qualified Algebra teacher is being considered to ensure instruction from highly skilled Algebra teachers. Numeracy Specialists/Coaches will be trained in SB 472 Algebra along with ongoing training for instructional coaching skills to assist teachers in providing rigorous and appropriate instruction for all Algebra students.
Reading/Language Arts	
EPC – Instructional Program, Instructional Time, Ongoing Assistance and Support to Teachers The implementation of the R/LA program needs to be monitored on a regular basis by the district and the site administration. Continue to intensely train the coaches at the K-8 schools in content and effective teaching strategies.	<u>SB 472 R/LA</u> ○ McGraw Hill (K-6) ○ A needs assessment will be created when all teachers and coaches have been assigned for 2010-2011. Priority on SB 472 content training will be given to these three schools for teachers moving to different grade levels. Implementation forms will be used to ensure faithful implementation of the R/LA curriculum and strategic support materials in meeting the needs of students. These forms will be used by the administration, literacy coaches and curriculum department.
EPC – Instructional Program	Diagnostics will be given to students potentially identified (using multiple measures) performing two

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
A state-approved Intensive Intervention Program needs to be adopted and implemented as soon as possible.	or more years below grade level. The results will determine the adoption of a state-approved intensive intervention program in serving the needs of those students multiple years below grade level reading.
English Language Development and Special Education	
EPC – Instructional Program, Teacher Professional Development, Teacher Collaboration Time There is an urgent need to support English Learners. A district priority needs to focus on closing the achievement gap by providing: professional development, coach training, appropriate staffing, priority funding, and support from outside experts in SDAIE and ELD to regular education teachers and administrators, as well, as ELD teachers. Focus on professional development, coach training, appropriate staffing, priority funding, and support from outside experts.	Strategic Support – Extension of ELD from 30 minutes to 60 minutes for strategic support focused on preview of core instruction through vocabulary development and writing. SB 472 ELPD (All 3 schools) o Priority will be provided within the three schools with the highest percentage of EL and RFEP students: 1) Pittman: 49.9 %, 2) Roosevelt: 49.31%, 3) Taylor: 42.10%. Vertical and Horizontal Articulation of Research-based Instructional Strategies (All 3 schools) o Training, implementation and monitoring of instructional strategies to increase student engagement and performance: SDAIE, Direct Instruction.
EPC – Teacher Staff Development Teachers need intensive professional development support on the topic of differentiation for students with special needs.	All Special Education teachers will attend the 40 hour training in SB 472 R/LA, McGraw Hill (K-6). A needs assessment will be created when all teachers and coaches have been assigned for 2010-2011. Priority on SB 472 content training will be given to these three schools for teachers moving to different grade levels.
EPC – Student Data Monitoring System A systematic method of informing teachers of the CELDT levels of students, IEP goals, modifications/ accommodations and information on 504 Plans needs	Academic Conferences will include analysis of CELDT, IEP and 504 goals for students and will be held three (3) times in the school year with the following: • Principal-led conferences with teachers involve data analysis of student progress and strategic planning for differentiated instructional delivery and appropriate

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
to be developed.	placements for intervention services.
Teacher Collaboration	
EPC – Teacher and Principal Professional Development Implement a robust teacher and principal support system to strengthen the quality of teaching and learning across all subject areas.	To strengthen the quality of teaching and delivery of instruction in the classroom, time and efforts of curriculum department staff will be redirected to the SIG schools for targeted focus on teaching and instruction in R/LA, Math, and ELD. The district's R/LA, Math, Technology and ELD Specialists will each provide weekly coaching sessions with the SIG schools' principals, literacy and numeracy specialists. These weekly coaching sessions will include but not be limited to: Classroom walks focusing on school wide instructional strategies and the instructional components of the core curriculum, co-planning of staff development in using technology to enhance instruction, data analysis for differentiated instruction and lesson design, appropriate use of core ancillary materials in meeting the needs of all students. A principal coach will be provided for each SIG school principal. Administrative coaching for SIG principals will include strengthening instructional leadership and organizational management to increase the efficiency and effectiveness of the implemented intervention model.
EPC – Fiscal Support Better engage parents and the broader school community to support student achievement.	The Parent Institute for Quality Education (PIQE) program will be provided to parents at the SIG schools. PIQE is a nine week program for parents to learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their children's academic successes and challenges; discussing children's college expectations; and more.
Establish a district-wide system, process, and weekly time for grade level teacher collaboration as well as vertical collaboration on a weekly basis.	Create time and space for structured, weekly teacher collaboration time for data analysis of student work and progress, planning and developing instructional sequences using the core ancillary materials to meet the differentiated needs of students, and regularly monitoring progress of EL students for English and standards proficiency.

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
EPC – Teacher and Principal Development The hiring of teacher and principal vacancies of the SIG schools will include staff and parents in the interview process. All teachers and principals of the SIG schools will complete AB 430 and SB 472 R/LA, Math and ELPD to receive training in the curriculum and research-based strategies in meeting the differentiated, academic needs of all students.	To ensure the strongest possible instruction and leadership at the school, principals will receive targeted professional development on the pillars and industry standards of K-8 Schools in SUSD. Achievement Summits will focus on data-driven decision making, horizontal and vertical articulation using SMART Goals, and closing achievement gaps of English Learners. Administrative coaching for principals of SIG schools will focus on instructional and organizational leadership reflecting Good to Great – Level 5 Leadership, effective communication and collaboration in leadership, and establishing and implementing Professional Learning Communities.
EPC – Student Data Monitoring System In conjunction with the Data Director system, each SIG school will receive a school quality review as baseline data for monitoring the implementation and progress of the intervention model.	Conduct a Cambridge Education School Quality Review, during which a team of experienced and trained educators gather evidence by observing learning in classrooms, interviewing stakeholders, and assessing student performance results. The evidence gathered is used to set an agenda for change and school improvement. A School Quality Review informs teaching and learning and assists educators as they set goals for improvement. Reviews provide critical tools to help schools build on their successes in order to improve teaching and promote student achievement. Through self-evaluation, schools build the capacity to engage in a program of continuous quality improvement. The Data Director program will provide the assessment and monitoring system (every 2 weeks) that include curriculum-embedded assessments based on the adopted R/LA and Math programs and Benchmark exams reflecting student progress. Academic Conferences will be held three (3) times in the school year with the following: o Principal-led conferences with teachers involve data analysis of student progress and strategic planning for differentiated instructional delivery and appropriate placements for intervention

LEA Improvement Actions Recommended by DAIT	Proposed LEA SIG Activities
	services. ○ Teacher-led conferences with students to inform and analyze student progress based on the curriculum-embedded assessments, CELDT, and Benchmark exams to determine individual learning goals for academic growth. ○ Student-led conferences with teachers and parents to inform and analyze student progress and determine individual learning goals for academic, social and emotional growth.

VII. Modify LEA Practices or Policies

SUSD fully intends to conduct a comprehensive review of current policy and practices that need to be modified in order to fully and effectively implement the selected intervention models for Pittman, Roosevelt, and Taylor schools. There are primarily three areas of policy and practice modification that SUSD will focus its attention on over the grant period. These include: (a) Board of Education Policy and Administrative Regulations, (b) Policies governing dependent charter schools, and (c) negotiations with local bargaining units.

Board of Education policy and administrative regulation – SUSD has been going through a comprehensive and collaborative review of all its Board of Education policies and administrative regulations. This review is being done with involvement from Board members, District and school administrators, and community members. The California School Boards Association (CSBA) is working alongside SUSD staff to identify any necessary updates to SUSD's current policies and administrative regulations.

In addition to an overall update to these policies, this review will now incorporate additional modifications necessary as a result of implementation with these interventions. This will include a new SUSD policy that would waive any Board Policies or Administrative Regulations that preclude actions by *any* school seeking to implement interventions with fidelity under the School Improvement Grant (SIG) starting with the three that will begin interventions in 2010-11. Some significantly, the waiver will focus on providing maximum flexibility in the daily operation of the individual school sites as well as on classroom instruction. Sample language is included below.

> *With regard to the current policies of Stockton Unified School District and the effect these policies have on the operation and instructional environment of any SUSD school which adopts a school reform model, the Stockton Unified School District Board of Trustees hereby allows these schools to operate in a manner which relieves them from any policy or administrative regulation that conflicts with the schools' administration, staff and students being able to fully embrace and implement the reform model which they have chosen. In matters of conflict, when a policy directly affects the safety or security of a school site and its students, the Board directs the Superintendent to report to the Board any such conflict for review, discussion and solution. In absence of a Board meeting the Superintendent is directed to act in the best interests of the children and make recommendations to the Board at the next scheduled meeting.*

The process for revision of any policies in sections 0000 – 9000 is as follows:

Each applicable policy will be reviewed and revised by staff with input from appropriate parties including, but not limited to, school site staff such as the principal, instructional leads, teachers, and other staff. This will be followed by a review from SUSD's General Counsel for appropriate compliance with any applicable state law or regulation such as Education Code. The Board of Education will then follow its established process of having a 1st and 2nd reading at a regularly scheduled meeting before the official adoption of the policy. This process will be completed for all policies by January 1st, 2011 and will have full implementation by June 30, 2011.

The following Board Policies and/or Administrative Regulations will be affected by the waiver or permanently modified to allow intervention schools to operate in accordance with the requirements of the grant. Note, this list may be further expanded upon based on review and action by the Board of Education. The abbreviations below are as follows: BP is Board Policy, AR is Administrative Regulation.

- Absences Excuses (BP5113 & AR5113)
- Academic Standards (BP6011)
- Assignment (BP4113 & AR4113)
- Assignment Classification (BP4213)
- At Risk Students (BP5149 & AR5149)
- Citizen Advisory Committee (BP1220 & AR1220)
- Civil and Legal Rights (BP4119.1-4219.1-4319)
- Communication Parents Guardians (BP5124)
- Communication Contacts (BP4142-4242)
- Communication With the Public (BP1100)
- Complaints Concerning Discrimination in Employment (AP4031)
- Complaints Concerning District Employees (BP 1312.1. & AR1312.1)
- Complaints Concerning Instructional Materials (BP1312.2 & AR1312)
- Complaints Concerning Schools (BP1312)
- Discipline (BP5144 & AR5144)
- Disruptions (BP3515 & AR3515)
- District Residency (BP5111 & AR5111)
- Fees and Charges (AR3260)
- Filling Vacancies (BP9223)
- Financial Reports and Accountability (AR3460)
- Freedom Speech Expression (BP5145 & AR5145)
- Fully Credentialed Teacher (BP4112)
- Gangs (BP5136 & AR5136)
- Learning Through Community Service (BP6142 & AR6142)
- LeavesVacationsandHolidaysBP4160-4260-4360.pdf
- Parent Involvement (BP1220 & BP1260 & BP6020)
- Parental Notifications (BP5145.6 & E5145 & E5145)
- Parent Rights Responsibilities (BP5020 & AR5020)
- School Advisory Committee (BP1210 & AR1210)

- School Attendance Boundaries (BP5116 & AR5116)
- School Calendar (BP6111)
- School Day (BP6112)
- School Improvement Program (BP0420.2)
- School Plans Site Council (BP0420 & AR0420)
- School Site Discretionary Budget (AR3120)

Policies governing dependent charter schools – SUSD has several schools that have been converted to dependent charter schools in the past several years, including one of the intervention schools, Pittman. In order to ensure a high quality of instructional delivery and basic compliance with regulatory and statutory code, the District will be developing a set of policies specific to the oversight, monitoring, and accountability for dependent charter schools in SUSD. Staff will follow a similar process to that described above in proposing, discussing, and adopting Board of Education policies and administrative regulations related to dependent charter schools. Specifically, these policies will help to govern the following areas:

- **Governance** including relation to the SUSD Board of Education,
- **Academic program** including data governance, assessments, curriculum, and periodic reviews of the instructional program
- **Financial and operational** responsibilities and obligations
- **Community and parent involvement** including engagement with School Site Council, School English Language Acquisition Committee and other parent groups

Negotiations with local bargaining units – SUSD has initiated discussions with several local bargaining units about areas in which the District wishes to discuss changes to the contract to assist schools in implementing their interventions. While discussions will be ongoing and the District and local bargaining units will be discussing changes over the course of the first year of the grant period, there are several provisions within the local teacher's union contract that highlight key areas that the District will be working with the Stockton Teachers Association (STA) on to gain revision. These include:

- **Article 6 - Teacher collaboration time:** Revision needed is language needs to be negotiated to provide for regular teacher collaboration time.
- **Article 17 - Teacher transfer:** Revision needed is language that addresses the manner in which teachers are assigned to reform models in regards to transferred out or transferred in.
- **Article 17: Extended learning time:** Revision needed is language that allows for specific extended learning time for all children. Example: 1 hour extension of the day.
- **Article 18: Stipends:** Revision needed is language that provides for the number and amount of additional stipends available for particular things in relation to reform model schools.

VIII. Sustainment of the Reforms after the Funding Period Ends

SUSD intends to implement a waiver for each participating school in order to extend the funding period by one school year through 2012-2013. The dedication of resources to the three participating schools for the 2013-2014 school year to sustain the instituted reform efforts will include shifting of categorical resources for instructional support, non-monetary changes and supported language from the collective bargaining agreement, pending negotiations through the years of the grant.

- The shifting of categorical resources for continued district instructional support includes existing staffing with prioritized duties and responsibilities focused on the three participating schools. Site-based categorical resources will continue teacher support for implementing research-based instructional practices instituted through the reform efforts that increase the academic achievement of students.

- Through the period of the grant, cultural changes within the participating schools will be demonstrated through school leadership from administration, teachers, students, parents and the community. The cultural changes are non-monetary in nature and will become embedded within the organizational structure and expectations from the community, parents and staff.

- Short term goals of increasing the funding period to sustain reform in extending learning time include a waiver process with the long term desires of renegotiations of the contractual bargaining agreement.

IX. LEA's Annual School Goals for Student Achievement

California's assessment system structure does not currently utilize a single student level growth model. Because of this structure, Stockton Unified School District's annual goal for student achievement will be a minimum 15% reduction of students not scoring proficient on the STAR/CST exams for all Tier 1, Tier II and Tier III schools.

Each school's calculations, both the percentage and the actual raw number of students, will be performed and distributed five times throughout the year:

- The first calculation will be conducted as soon as the districts' results are released by the state, generally by August 31. These scores will serve as a base for creating the action plan needed to addressing and meeting the targets.
- The second calculation will be conducted utilizing the information submitted for the annual CBEDS collection, which is during the first week in October. The scores from the previous year will also be used for this update. The students listed in this calculation are those that have the potential to be included in the valid scores for the next year's testing cycle.
- The third calculation, completed in mid-November, will be conducted using the same students submitted on the CBEDS submission and will include not only the previous years' scores, but will also add the results of the district's Benchmark exams, which are highly correlated to the CST. By adding this, the progression, or regression, of any student in the district, and the district as a whole can be viewed and adjustments made if necessary, to meet the stated goals.
- The fourth calculation will be completed in mid-February, again using the same students submitted on the CBEDS submission and will include the calculations from the second and third calculations, plus the results from the 2nd Benchmark exam.
- The fifth and final calculation will be conducted using the first day of testing enrollment, as it is those students who have been continuously enrolled since the CBEDS that will be the valid scores for accountability.

The following example chart, based on 2009 CST valid scores, shows the three Tier I schools that are applying for SIG funding and the summary portion of the format that these periodic reports will take.

RLA	2009 Valid Scores	At or Above Percent Proficient	Not Proficient	
			N	Percent
Richard A. Pittman Elementary	464	21.1	366	78.9
Roosevelt Elementary	343	20.1	274	79.9
Taylor Skills Elementary	386	23.3	296	76.7

MATH	2009 Valid Scores	At or Above Percent Proficient	Not Proficient	
			N	Percent
Richard A. Pittman Elementary	463	29.6	326	70.4
Roosevelt Elementary	343	22.7	265	77.3
Taylor Skills Elementary	385	31.7	263	68.3

X. Serving Tier III Schools

Not applicable for this request for funds.

XI. Consultation with Relevant Stakeholders

SUSD's Executive Cabinet met with the principals of the seven SUSD elementary schools identified by the state as Tier I lowest-performing schools. A plan was developed collaboratively for gathering data, meeting with stakeholders, and selecting an intervention model.

In order to garner input for the needs analysis, SUSD held public hearings; the first public hearing was held on March 9, 2010 at 701 N. Madison Street (the District's administration building), and the second was held on March 23, 2010 at Fremont School, one of the Tier I schools. Many staff and community stakeholders as well as school advisory groups and local religious, political, and non-profit organizations spoke at both public hearings. (See attached agendas and minutes.)

Throughout the month of March, SUSD held community meetings at each of the four identified Tier I schools (Nightingale, Pittman, Roosevelt, and Taylor) that were recommended at that time to move forward with interventions. Staff and community stakeholders were present at the community meetings. District administrators also met with the District Advisory Council, School Site Councils, the English Learner Advisory Council, and the governing board to discuss and identify the needs.

The Interim Superintendent then called in each principal individually and asked what they wanted to do. The principals were allowed to select the intervention that they felt was most suitable and would be most effective at their schools.

After intervention models were selected for each site, frequent town hall style community meetings were held by each school (see complete calendar, attached) in order to gather feedback and build support.

SUSD's Governing Board approved the selected intervention models on April 13, 2010 (agenda and minutes are attached).

Pittman Elementary School engaged in an outreach program in order to facilitate input from all facets of the community, including the Pittman School Site Council, Pittman English Language Advisory Committee, numerous parent and community forums, and the District governing board meetings. The input from these meetings is summarized below:

Pittman Elementary – input from meetings

Extended Learning Time

- School times will probably be from 8:00 am to 3:00pm.
- All parents in attendance favored an extended learning day (1 hour more) as well as extended year (5 days more).
- Students need more time to be in school to learn.
- All additions to school time are still pending agreements with the teachers' union.
- School times will probably be from 8:00 am to 3:00pm.
- All parents in attendance favored an extended learning day (1 hour more) as well as extended year (5 days more).

Homework

- All parents expressed the need for students to have more assigned homework and an explanation to parents about the homework and what the students is supposed to learn from the homework, so that they could better help their children.
- More rigorous and more meaningful homework for students

Increased Parent Participation

- All parents in attendance expressed appreciation for study sessions for parents in which parents would learn about children's grade-level standards and ways they could help their children become more successful students, including attending evening and Saturday sessions, volunteering in the classroom, and participation in homework activities.
- Mandatory Parent Compact and attendance at parent-teacher conferences were fully supported by parents.
- More opportunities for parents to help at school.
- Parent Conferences for all grade levels.
- Motivate children to learn.
- Send them to school every day.
- Help them learn at home: practice multiplication and division tables, addition/subtraction facts, writing (Parents spoke about inexpensive materials such as flashcards, math facts place mats, etc. that can be purchased at the dollar store).
- Read to children daily at home (whether in English or Spanish) and ensure that students are reading themselves.
- Participate in school activities: encourage more parents to attend Coffee Hours, volunteer in the classroom, and help at Family Night events.
- Help children learn from the community – take them to museums (Haggin, Children's Museum, etc), Cesar Chavez Library, get involved in the community.

- All parents in attendance expressed appreciation for study sessions for parents, volunteering in the classroom, and participation in homework activities, including reading to their children.
- Parents agreed with the Mandatory Parent Compact and attendance at parent-teacher conferences (more parent-teacher conferences were requested).
- Parent suggested having some sort of ride-share set up to encourage more parents to attend the Board meetings.

School-wide Instructional Strategies
Robust discussion was held about the need to have instructional strategies that would be institutionalized across all grade levels. A number of key strategies were discussed, including think pair share, graphic organizers, teach to the objective (beginning of lesson, middle, and end of lesson, and on the whiteboard), compare and contrast, access prior knowledge, debrief end of the lesson, process writing, cooperative learning, whiteboards (checking for understanding).

Curriculum
- More emphasis on memorizing number facts (e.g., multiplication and addition facts).
- Science as a focus area was highly favored; suggestion was made to advertise and seek funding for Science Camp.
- Notebooking was highly favored by parents.
- Will testing stay the same? CST, yes by law. As to other tests, some would stay the same, others would change.
- Stronger curriculum and access to learn all subjects: reading, mathematics, science, art, history – everything.
- High expectation: - All staff will have the belief that each and every student has the ability to succeed and will teach accordingly.

Uniforms
- Uniforms will be mandatory (at parent request).
- Parent suggested and volunteered to man a uniform closet in order to ensure all students are appropriately attired.
- Ideas were also shared as to places parents could get low-cost uniforms (and school supplies), such as St. Mary's Dining Hall.
- Uniforms should be required for all students – it makes them want to be in school and learn more.
- Uniforms will be mandatory (at parent request).
- Parents asked that the school vigorously enforce the uniform policy.

Attendance Policy

- All current students will have the opportunity to enroll in the charter school. For the Dual Immersion Academy, enrollment will be open to all SUSD students, and subject to magnet school enrollment criteria (no transportation will be provided).

- All current families will have the opportunity choose to enroll in the charter school. For the Dual Immersion Academy, enrollment will be open to all SUSD students, and subject to magnet school enrollment criteria.
- Parent expressed dismay that no transportation would be provided for students in the DI magnet program if they moved out of this area.

Dual Immersion Academy

- Beginning in 2010-2011 school year in Kindergarten and 1st grade. Each subsequent year, a new grade level will be added.
- Waiver program will continue for the 2010-2011 school year, but will be phased out by the end of the 2011-2012 school year.
- Parents asked to make a commitment to keeping students for the entire duration of the K-8 program.
- Parents expressed that they wished they had had the opportunity to enroll their older children in a DI program.

Discipline

- "We are here to teach and here to learn" – this would be the motto regarding discipline, to be firm, fair, and consistent.
- Parents voiced agreement to policy, and concerns about lost learning time due to teachers dealing with repeated behavior issues.

Parent Goals

- All children should graduate from high school.
- Children should have the opportunity to attend university and to be come professionals.
- Opportunity for children to attend high schools where they can take classes towards college units.
- For those that are English Learners, for students to be successful and reclassified out of the EL program.

Other Comments/Suggestions

- Parent suggested that students be put into study groups, where students would be assigned to work in together for a particular topic. He felt that this would encourage more peer support and accountability.
- Parent suggested more frequent classroom tests because she felt that students were forgetting the information before it was formally tested.

Pittman Charter School Schedule of Informational Meetings

Date	Time	Purpose	Audience
Monday, April 19, 2010	8:00 a.m.	School Reform Meeting	District Leaders (Administrative, Curriculum, and Financial Services) and School Site Leaders
Wednesday, April 21, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Thursday, April 22, 2010	4:30 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Monday, April 26, 2010	9:00 a.m.	School Reform Meeting	District Leaders (Administrative, Curriculum, and Financial Services) and School Site Leaders
Monday, April 26, 2010	2:00 p.m.	Dual Language Academy	Bilingual Teachers
Tuesday, April 27, 2010	2:00 p.m.	Leadership Team Meeting	School Staff
Wednesday, April 28, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Friday, April 30, 2010	5:00 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Monday, May 3, 2010	9:00 a.m.	School Reform Meeting	District Leaders (Administrative, Curriculum, and Financial Services) and School Site Leaders
Monday, May 3, 2010	1:00 p.m.	Pittman Charter Student Meeting	Pittman Elementary Students
Wednesday, May 5, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Wednesday, May 5, 2010	5:00 p.m.	School Board Curriculum and Instruction Sub-committee Meeting	School Board Trustees, District leaders, and School Site Leaders
Wednesday, May 5, 2010	6:00 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community, Junior League of San Joaquin members,

Date	Time	Purpose	Audience
			and Professors from CSUS
Thursday, May 6, 2010	2:00 p.m.	Charter School Meeting	School District and local bargaining unit (Stockton Teachers Association)
Thursday, May 6, 2010	3:30 p.m.	School Site Council	Staff, parents, and community members
Monday, May 10, 2010	9:00 a.m.	School Reform Meeting	District Leaders (Administrative, Curriculum, and Financial Services) and School Site Leaders
Tuesday, May 11, 2010	7:00 p.m.	Charter School Model Presentation	School Board Trustees, parents, and community members
Wednesday, May 12, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Thursday, May 13, 2010	4:30 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Wednesday, May 19, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Monday, May 17, 2010	9:00 a.m.	School Reform Meeting	District Leaders (Administrative, Curriculum, and Financial Services) and School Site Leaders
Monday, May 24, 2010	9:00 a.m.	School Reform Meeting	District Leaders (Administrative, Curriculum, and Financial Services) and School Site Leaders

Roosevelt Elementary School Roosevelt hosted several "Town Hall" meetings inviting parents, students, staff, and community members in order to solicit feedback. Goals for the future, academic needs, and ideas to improve the school were prompts used to initiate conversation/discussion. The feedback was collected and used to assist in creating the plan for the Transformation Model. The data collected was extremely useful and was strongly aligned to the initial "smart goals" established by the school Administrative Team, Leadership Team, teachers, staff and approved by the School Site Council. The only recommendations that were rejected were things that are out of the control of the school and district; most related to staff layoffs that will happen because of the budget cuts by the state. If any other input was not used, it was

because it contradicted the common goal that was established. Below is a summary of input received:

Roosevelt Elementary – input from meetings

Input from Parents (what they want):

- Small group instruction.
- Parents consistent with children's attendance.
- More science and math.
- Teachers should be better prepared:
    - Staff
    - Leaders
    - Officials
- Students need parent support + parents need to support teachers.
- Teachers need to be vigilant about students copying.
- Need more discipline at school:
    - Uniforms
    - Consistency
    - Commitment to rules
- Role Models=> Teachers=> Students=>Parents.
- Parent Involvement—helping with fundraisers.
- Sports.
- Focus on children's needs (Academically and spiritually) "Then we can lead them to the right path"....Surveys, communication.
- Focus on student interests.
- Extra curricular rewards when students meet their goals.
- School culture that focuses on student dreams.
- Parents and teachers more involved with students.
- Guide us (students).
- Do not want so many subs.
- Want teachers to stay.
- Challenge students.
- More money for flexibility of needed programs.
- Parents communicate more with teachers.
- One on one teacher parent conferences – "More than Back to School Night."
- Mentors for future careers for both students and parents.
- Remodeling- Facilities/technology space for students.
- Teachers come to school more prepared and dedicated.
- More teacher/parent communication so parents can help at home.

Input from Students (what they want):

- 5 minute break instead of recess to focus more on learning.
- Tutoring after school.
- Instead of P.E. we want 30 minutes of another subject (Science, Social Studies, Art, etc.).
- Want equipment/supplies to support us reaching our goals.
- A Science lab.
- New programs and ideas to help us reach our goals.
- Encouragement.
- Believe in us!!!
- More homework.
- Make school fun and have more activities.
- Assemblies and conversations with people who are our idols or who are career workers so that we can learn about careers.
- Free time with teachers and principals to talk about goals.
- Teachers, don't yell at us.
- More green alerts, less red alerts.
- Too many kids getting in trouble.
- Don't give too much homework.
- Give more challenging homework.
- More parties.
- A pool and a basketball team.
- More class selections/choices.
- Better food.
- Let us decorate the school.

Roosevelt Elementary School Schedule of Informational Meetings

Date	Time	Purpose	Audience
Tuesday, April 6	2:45 p.m.	Leadership Meeting Turnaround information and input	Staff
Tuesday, April 13	2:45 p.m.	Faculty meeting Discussion of turnaround/information and input	Staff
Tuesday, April 20	2:45 p.m.	Leadership Meeting Turnaround information and input	Staff

Date	Time	Purpose	Audience
Thursday, April 22	5:00 p.m.	Town Hall meeting Turnaround information and input	Staff, parents, students, community members
Friday, April 23	8:45 a.m.	Town Hall meeting Turnaround information and input	Parents, students, community members
Tuesday, April 27	2:45 p.m.	Faculty meeting Turnaround information and input	Staff
Wednesday, April 28	1:00 p.m.	Student "dream" meeting Turnaround information and input	Students, parents
Friday, April 30	8:45 a.m.	Parent Academy meeting Turnaround information and input	Parents and community members
Tuesday, May 4	2:45 p.m.	Leadership Meeting SIG application and discussion	Staff

Taylor Elementary School has held numerous meeting with stakeholders in order to solicit input from all facets of the community, including teachers, classified employees, parents, students, DELAC, ELL parents, ELD Coordinator, members of School Site Council, the Mayor of Stockton, and additional community members. The input from these meetings is summarized below:

Taylor Elementary – input from meetings
Imagination may be more important than knowledge, but re-imagining Taylor School as The Taylor Leadership Academy will also take commitment, total dedication and many hours of hard work. Central to that vision is the understanding that Taylor is a Turnaround School. Taylor will undergo much needed changes such as rehiring no more than 50% of the current staff. There will be a focus on identified needs of students, parents and teachers. The school will implement intensive research based and research validated interventions in ELA, Math and ELD. Taylor has set a targeted 3 year plan for implementing changes. Changes include but are not limited to: staff team building, reconfiguration of classrooms K-8, extending the instructional day to address ELD, PE and Art Infused Science and Social Studies, intensive planned teacher collaboration, community building and professional partnerships. As

a leadership academy Taylor will focus on building leaders, learners and thinkers at the parent, student, staff and community level. These areas have been identified through many meetings, including the Dine and Discuss, which set up tables of different stakeholders that included:

- 100 adult community members and 70 students and children
- AVID Student Leaders 7-8
- Taylor Principal
- Parents
- Counselors
- Teachers K-12
- District Administration K-12
- Community Representatives
- Stockton Unified School District Turnaround Team members
- Assistant Superintendent for Elementary Education
- Interim Superintendent
- SUSD Trustee
- Stockton Mayor
- Representative from Senator Lois Wolk's Office
- Retired Educators
- Certificated
- Classified

Many areas were discussed, and ideas were collected through surveys and pledge cards. Areas of interest included:

1. Articulation K-12
2. Enrichment
3. Early Literacy
4. Before and after school interventions, programs, sports
5. More counseling services
6. Greater support and parent education especially for older students
7. Community connections

The desire for a greater focus on academics, increased rigor, and the addition of enrichment and supports for the range of learners at Taylor was evident from all stakeholders. Parents expressed the need for support in the form of more education and more connection in the form of activities to include home and school, fun and academics. These are incorporated into our plan.

Parents also wanted to see more support in the form of a full-time counselor, administrative support and specific help in understanding the school system and getting students to succeed at the current level and get into college. These educational requests are being addressed through the plan's parent education component.

Students asked for more engaging activities and methods of teaching, and the technology-assisted programs being provided will address this need.

Teachers specifically wanted to see more collaboration and planning time and asked for greater support with classroom management, behavior, meeting special needs and creating a more involved learning community.

Ms. Guerrero, the principal, met with a group of retired educators, including Cecilia Moran, the former principal of Taylor School. The group met to discuss implementing a volunteer program to involve parents and teach coaching skills to parents.

There was some discussion of cadres, where a needs assessment is done and the needs are prioritized. In the model discussed, each member of the staff would be a member of a cadre and cadres would meet to work on specific areas and sometimes report to the whole school. Cadres would include: Bilingual, Literacy, Involvement and Facilities.

The book "Teach Like a Champion" was briefly discussed as was the Uncommon Skills Network, a group that can be accessed online. A meeting was set for Monday, June 14, 2010 for the group to meet at 9:30 in the back conference room. They will meet for 1 hour and then meet with Ms. Guerrero to discuss collaborative work for 2010-2011. Ms. Guerrero agreed to do a slide show presentation on the School Improvement Grant Plan and to see how the group could integrate their efforts into it.

The community as a whole expressed the desire to revitalize Taylor and infuse it with new life so that it is seen as a model school.

Very few suggestions made in good faith were rejected, as our meetings showed our community wants students, parents and teachers to be prepared, proactive and positive. All stakeholders saw the articulation of learning from PreK-College to be important, with our Pre-K-8 school providing a basis for building understanding and excellence in education.

Taylor Elementary School Turnaround Meeting Schedule

Date	Time	Purpose	Audience
Tuesday, April 20, 2010	2:00 p.m.	Staff Meeting: Turnaround Information & Input	Taylor Teaching Team K-8
Wednesday, April 21, 2010	11:00p.m.	Donuts and Discussion Turnaround Meeting Information and Input	Open to Classified Team Members and community

Date	Time	Purpose	Audience
Friday, April 23, 2010	8:00 a.m.	Turnaround Information Parent Input	Taylor Parents Community Members
Friday, April 23, 2010	12:00 p.m.	Project Citizen Meeting Turnaround Information & Student Input	AVID Students 7-8 working on Project Citizen
Friday, April 23, 2010	4:00 p.m.	SES Celebration & Taylor Turnaround Informational Meeting	Parents, students Teachers, and Community K-8
Monday, April 26, 2010	1:00 pm	School Site Council & Q&A with District Turnaround Representative	District Turnaround Representative, Parents, Teachers & Community
Wednesday, April 28, 2010	9:00 a.m.	Parent Coffee Taylor ELL Parents	DELAC, ELL Parents, ELD Coordinator and Community
Thursday, April 29, 2010	8:00 a.m.	Donuts and Discussion Turnaround Meeting Information and Input	Classified Staff Parents Community
Friday, April 30, 2010	2:00 pm	Leadership Meeting	Taylor Leadership K-8,
Monday, May 3, 2010	1:00 p.m. 5:00 p.m.	School Site Council Taylor Turnaround Dine and Discuss Information and Input	SSC, Community, Turnaround Team Representative Parents, Teachers, Students, SUSD Leadership, Employee and Community Representatives including the Mayor
Tuesday, May 4, 2010	8:00a.m.	Donuts and Discussion Turnaround Updates Development	Taylor Parents Community Members
Tuesday, May 4, 2010	2:00 p.m.	Staff Meeting: Turnaround Information Updates/Team Development	Taylor Teaching Team Coaches District Turnaround Representatives
Wednesday, May 5, 2010	9:00 a.m.	Parent Coffee Turnaround Updates Further Input/Development	Parents, Staff, Community
Friday, May 7, 2010	2:00 p.m.	Turnaround Team Development	Taylor K-8 Leadership Team

Date	Time	Purpose	Audience
Monday, May 10, 2010	8:00 a.m.	Turnaround Update Informational Meeting	Parents and Community
Wednesday, 12, 2010	9:00 a.m.	Parent Coffee Turnaround Updates/Development	Parents, Staff and Community
Friday May 14, 2010	7:00 a.m.	Donuts and Discussion Turnaround Meeting Updates /Development	Staff Parents Community
Friday, May 14, 2010	2:00 pm	Leadership Meeting	Taylor Leadership K-8, Community Leaders
Monday, May 17, 2010	2:00 p.m.	Ice Cream Taylor Turnaround Informational Meeting	Parents, Teachers, Students, Community Members, District Representatives
Tuesday, May 18, 2010	8:00a.m.	Donuts and Discussion Turnaround Update	Taylor Parents Community Members
Wednesday, May 19, 2010	9:00 a.m.	Parent Coffee Turnaround Update	Parents, Staff, Community
Wednesday, May 19, 2010	2:30 p.m.	Taylor CST Completion Carnival for Community Information Booth	Parents, Students, Staff, Community,

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Stockton Unified School District	
County/District (CD) Code: 39-69676	
County: San Joaquin	
LEA Contact: Jason D. Willis	Telephone Number: 209 933-7010
E-Mail: jw@stockton.k12.ca.us	Fax Number: 209 933-7011
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	294,243	300,128	306,131
2000–2999	Classified Personnel Salaries	34,129	34,811	35,507
3000–3999	Employee Benefits	101,493	103,523	105,593
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures	52,500	53,550	54,621
6000–6999	Capital Outlay			
7310 & 7350	Indirect Costs	155,320	150,410	153,418
Total Amount Budgeted		**637,684**	**642,422**	**655,272**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Pittman Elementary School	
County/District/School (CDS) Code: 39-68676-0111336	
LEA: Stockton Unified School District	
LEA Contact: Jason D. Willis	Telephone Number: 209 933-7010
E-Mail: jw@stockton.k12.ca.us	Fax Number: 209 933-7011
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	1,004,876	1,024,974	1,045,473
2000–2999	Classified Personnel Salaries	14,892	15,190	15,494
3000–3999	Employee Benefits	273,173	278,636	284,209
4000–4999	Books and Supplies	1,200	1,224	1,248
5000–5999	Services and Other Operating Expenditures	107,250	109,395	111,583
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		**$1,401,391**	**$1,429,419**	**$1,458,007**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Roosevelt Elementary School	
County/District/School (CDS) Code: 39-68676-6042758	
LEA: Stockton Unified School District	
LEA Contact: Jason D. Willis	Telephone Number: 209 933-7010
E-Mail: jw@stockton.k12.ca.us	Fax Number: 209 933-7011
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	611,229	623,454	635,923
2000–2999	Classified Personnel Salaries	118,000	120,360	122,767
3000–3999	Employee Benefits	198,623	202,595	206,647
4000–4999	Books and Supplies	6,200	6,324	6,450
5000–5999	Services and Other Operating Expenditures	182,550	186,201	189,925
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		**$1,116,602**	**$1,138,934**	**$1,161,713**

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Taylor Elementary School	
County/District/School (CDS) Code: 39-68676-6042774	
LEA: Stockton Unified School District	
LEA Contact: Jason D. Willis	Telephone Number: 209 933-7010
E-Mail: jw@stockton.k12.ca.us	Fax Number: 209 933-7011
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	622,912	635,370	648,078
2000–2999	Classified Personnel Salaries	73,115	74,577	76,069
3000–3999	Employee Benefits	178,088	181,650	185,283
4000–4999	Books and Supplies	161,992	13,550	13,821
5000–5999	Services and Other Operating Expenditures	218,867	155,312	158,419
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		**$1,254,974**	**$1,060,460**	**$1,081,669**

STOCKTON UNIFIED SCHOOL DISTRICT (SUSD)

Activity Description	Year 1	Year 2	Year 3	Total for 3 years	Object Code
Certificated Personnel - 1000					1000
Director of Program Improvement (.75 FTE) - Oversee build and implementation of school renewal process for schools entering intervention for 2011-12 school year and beyond	$93,344	$95,211	$97,115	$285,671	13141
Quality Instruction (QI) Support Team (1.0 FTE) - Provide intense intervention to Empowerment Zone schools	$80,932	$82,551	$84,202	$247,684	19101
Principals on Special Assignment (1.0 FTE) - One on one support for Empowerment Zone principals to develop as instructional leaders	$119,967	$122,366	$124,814	$367,147	13101
SUB TOTAL CERTIFICATED PERSONNEL - 1000	**$ 294,243**	**$ 300,128**	**$ 306,131**	**$ 900,502**	**1000**
Classified Personnel - 2000					2000
Operations Manager - (.50 FTE) Coordinate and facilitate priortization of services to the schools	$34,129	$34,811	$35,507	$104,447	23401
Budget Analyst (.50 FTE) - Dedicated to redesigning distribution of resources to schools in the Empowerment Zone by developing a student-based budgeting model. Also assist in implementation of intervention requirements and maximizing both SIG and school resources	$34,129	$34,811	$35,507	$104,447	23481
SUB TOTAL CLASSIFIED PERSONNEL - 2000	**$ 34,129**	**$ 34,811**	**$ 35,507**	**$ 104,447**	**2000**
Employee Benefits - 3000					3000
Certificated: **Director of Program Improvement (.75 FTE) -** **YR 1 - $21 443 YR 2 - $21 872 YR 3 - $22 309** **Quality Instruction (QI) Support Team (1.0 FTE) -** **YR 1 - $25 682 YR 2 - $26 196 YR 3 - $26 720** **Principal on Special Assignment (1.0 FTE) -** **YR 1 - $26 562 YR 2 - $27 093 YR 3 - $27 635** **Classified:** **Operations Manager (.50 FTE) -**	$101,493	$103,523	$105,594	$310,610	
SUB TOTAL EMPLOYEE BENEFITS - 3000	**$ 101,493**	**$ 103,523**	**$ 105,594**	**$ 310,610**	**3000**
Supplies & Materials - 4000					4000
				$0	
SUB TOTAL SUPPLIES & MATERIALS - 4000	**$ -**	**$ -**	**$ -**	**$ -**	**4000**
Other Operating - Consultants - 5000					5000
Cambridge Education - School quality reviews for each of the intervention schools (Pittman, Roosevelt, and Taylor); approximately $17,500 per school	$52,500	$53,550	$54,621	$160,671	58500
SUB TOTAL OTHER OPERATING - 5000	**$ 52,500**	**$ 53,550**	**$ 54,621**	**$ 160,671**	**5000**
Capitalized Equipment - 6000					6000
	$0	$0	$0	$0	
SUB TOTAL CAPITLIZED EQUIPMENT - 6000	**$ -**	**$ -**	**$ -**	**$ -**	**6000**
SUB TOTAL 1000 - 6000	**$ 482,365**	**$ 492,012**	**$ 501,853**	**$ 1,476,230**	**1000-6000**
Indirect - 7000					7000
Approved Indirect Rate FY 2010-11 (3.65%)	$155,320	$150,410	$153,418	$459,148	73100
GRAND TOTAL 1000 - 7000	**$ 637,684**	**$ 642,422**	**$ 655,272**	**$ 1,935,378**	**1000-7000**

ROOSEVELT ELEMENTARY SCHOOL

Activity Description	Year 1	Year 2	Year 3	Total for 3 years	Object Code
Certificated Personnel - 1000					**1000**
Transformation Program Manager of Interventions (1.0 FTE) - will provide educational leadership by assisting the overall management of the school related to educational programs, staff development and evaluation, student discipline, co-curricular activities, parent and community relations, preparation of periodic reports.	$104,319	$106,405	$108,533	$319,258	13201
School Counselor (1.0 FTE) - (a) will provide individual, small-group, and classroom guidance services to students, (b) will manage SST and SAP meetings, (c) will perform assessments/surveys to measure emotional, and (d) intelligence and school readiness.	$78,978	$80,558	$82,169	$241,704	12151
Bilingual Specialist (1.0 FTE) - Will (a) perform CELDT, (b) support English Language Development, (c) facilitate Professional Development for staff, (d) coordinate Bilingual Paraprofessionals, (d) is the bilingual deputy and program director, (e) perform all duties to ensure compliance for English Learners	$80,932	$82,551	$84,202	$247,684	19101
Teacher Incentives - Financial incentives, increased opportunities for promotion and career growth. These will include: (a) monetary stipends and (b) educational opportunities 30 teachers x $1500 = $45,000	$45,000	$45,900	$46,818	$137,718	11101
Extending day by one hour - On Monday, Wednesday, Thursday, and Friday the day will be extended one hour to provide strategic support for all students to meet individual needs. 30 teachers x 144 - 1hr days x $50 = $216,000	$216,000	$220,320	$224,726	$661,046	11101
After School Tutoring - Roosevelt teachers will teach Roosevelt students in an after school program focusing on our students with the highest academic need. We will extend the core curriculum components with intensive interventions instruction. Teachers who teach in this program will also be provided professional development and collaboration time in order to make sure that student needs are being met. There will be a pre- and post-test and continual assessments throughout the program in order to make sure the student needs are being met. 11 teachers x 50 days x $50 x 1hr = $27,500	$27,500	$28,050	$28,611	$84,161	11500
After School Tutoring Program Coordinator - Will (a) facilitate all aspects of the tutoring program, (b) monitor effectiveness through data analysis, (c) establish criteria for program qualifications, (d) monitor attendance, and (e) work in coordination with the school's after school program. 60 days x $50 x 1.5 hrs = $4,500	$4,500	$4,590	$4,682	$13,772	11500
Staff Professional Development/Collaboration - Teachers will be paid one hour per week for a total of 36 days to meet and collaborate regarding student data and curriculum in order to maximize student achievement during the school year. 30 teachers x 36 - 1hr days x $50 = $54,000	$54,000	$55,080	$56,182	$165,262	11500
SUB TOTAL CERTIFICATED PERSONNEL - 1000	**$ 611,229**	**$ 623,454**	**$ 635,923**	**$ 1,870,605**	**1000**
Classified Personnel - 2000					**2000**
Parent Liaison/Activity Coordinator- is the connection for parents, staff, and community members. This person/position will also coordinate structured activities for students during lunch and recess.	$48,000	$48,960	$49,939	$146,899	2****
Technology & Data Coordinator - (a) will mange all aspects of technology on site, (b) will create data reports for administration and teachers, and (c) train staff to better use technology in the classroom.	$70,000	$71,400	$72,828	$214,228	2****
SUB TOTAL CLASSIFIED PERSONNEL - 2000	**$ 118,000**	**$ 120,360**	**$ 122,767**	**$ 361,127**	**2000**
Employee Benefits - 3000					**3000**
Certificated: **Transformation Program Manager of Interventions -** **YR 1 - $24,259 YR 2 - $24,744 YR 3 - $25,239** **School Counselor -** **YR 1 - $21,897 YR 2 - $22,335 YR 3 - $22,782** **Bilingual Specialist -** **YR 1 - $24,691 YR 2 - $25,185 YR 3 - $25,689** **Teacher Incentives -** **YR 1 - $6,624 YR 2 - $6,756 YR 3 - $6,891**	$198,623	$202,595	$206,647	$607,865	
SUB TOTAL EMPLOYEE BENEFITS - 3000	**$ 198,623**	**$ 202,595**	**$ 206,647**	**$ 607,865**	**3000**
Supplies & Materials - 4000					**4000**
Instructional materials/Supplies	$5,000	$5,100	$5,202	$15,302	43110
Walker-McConnell Survey - An assessment/survey to measure emotional intelligence and school readiness of students.	$1,200	$1,224	$1,248	$3,672	43110
SUB TOTAL SUPPLIES & MATERIALS - 4000	**$ 6,200**	**$ 6,324**	**$ 6,450**	**$ 18,974**	**4000**

Activity Description	Year 1	Year 2	Year 3	Total for 3 years	Object Code
Other Operating - Consultants - 5000					**5000**
Great Valley Writing Project- The writing project focuses the knowledge, expertise, and leadership of educators on sustained efforts to improve writing and learning for all learners. GVWP will provide Professional Development for the school, Inquiry Groups, Family Literacy Programs, and Young Writers' Programs.	$2,550	$2,601	$2,653	$7,804	56500
Parent Institute for Quality Education - PIQE helps parents better navigate the school system, interact with teachers, counselors and administrators, encourage college attendance, and create a supportive environment for home learning.	$5,000	$5,100	$5,202	$15,302	56500
Action Learning Systems (Consultant) - will provide high-quality professional development, leadership support, program implementation and monitoring, and through this project establish a school wide focus through continuity of program.	$150,000	$153,000	$156,060	$459,060	58500
Valley Community Counseling (5 days per week)- provides intensive and comprehensive mental health services to help families keep their children and youth safe and healthy, in school and out of trouble.	$25,000	$25,500	$26,010	$76,510	58500
SUB TOTAL OTHER OPERATING - 5000	**$ 182,550**	**$ 186,201**	**$ 189,925**	**$ 558,676**	**5000**
Capitalized Equipment - 6000					**6000**
	$0	$0	$0	$0	
SUB TOTAL CAPITALIZED EQUIPMENT - 6000	**$ -**	**$ -**	**$ -**	**$ -**	**6000**
SUB TOTAL 1000 - 6000	**$ 1,116,602**	**$ 1,138,934**	**$ 1,161,713**	**$ 3,417,248**	**1000-6000**
Indirect - 7000					**7000**
N/A	$0	$0	$0	$0	73100
GRAND TOTAL 1000 - 7000	**$ 1,116,602**	**$ 1,138,934**	**$ 1,161,713**	**$ 3,417,248**	**1000-7000**

PITTMAN ELEMENTARY SCHOOL					
Activity Description	**Year 1**	**Year 2**	**Year 3**	**Total for 3 years**	**Object Code**
Certificated Personnel - 1000					**1000**
Intervention Teachers (3.0 FTE) - will provide direct instruction to severely struggling students (students identified as needing intensive and extensive academic remediation in reading and mathematics). Specifically, intervention teachers shall be responsible for implementing the intervention instructional progams adopted by the school for the general program, Dual Language Academy, and English Learners in particular.	$229,053	$233,634	$238,307	$700,994	11301
Program Manager (0.5 FTE) - will provide educational leadership by assisting the management of the school, and in particular will coordinate, monitor, and assess the academic program of the school, ensure compliance with the school's charter and District/State program goals, including the general, EL, and Dual Language Academy programs, coordinate STAR testing, and assist in the coordination of data driven staff development and training, consistent with the measurable goals and projected student outcomes to meet API and AYP targets, and manage student discipline, co-curricular activities, and parents and community relations.	$52,160	$53,203	$54,267	$159,629	13201
School Librarian (0.5 FTE) - shall coordinate and plan the development of long range, strategic library goals geared to promote the enjoyment of reading to increase student achievement, to maintain, assist, and implement instruction as a resource person to teachers and students, and to maintain a friendly and inviting learning envorinment.	$40,084	$40,886	$41,704	$122,674	12141
Classroom Teachers (3.0 FTE) - Implement class size reduction to reduce class sizes from 30 students to 25 students per class.	$229,053	$233,634	$238,307	$700,994	11101
Visual and Performing Arts (VAPA) Teacher (0.5 FTE) - shall provide arts instruction (art and drama) in the classroom and in small groups in order to enhance students' study, communication, and cognitive skills useful in every part of the curriculum. The VAPA teacher will work closely with classroom teachers to incorporate art activities into the core curriculum and identify logical ways in which art can be accessed in daily classroom instruction. The VAPA teacher will also provide opportunities to release teachers to plan and collaborate with peers.	$38,176	$38,939	$39,718	$116,832	11101
Physical Education Teacher (0.5 FTE) - shall emphasize the state's standards' focused on the development of consistent, high-quality physical education instructional programs aimed at student learning and achievement. The P.E. teacher will work closely with classroom teachers to promote nutrition and healthy lifestyles throughout the school day and across the curriculum in reasonable and appropriate ways. The P.E teacher will also provide opportunities to release teachers to plan and collaborate with peers.	$38,176	$38,939	$39,718	$116,832	11101
Music Teachers (0.5 FTE) - shall provide music instruction (instrumental and vocal) in the classroom and in small groups in order to enhance students' study, communication, and cognitive skills useful in every part of the curriculum. The Music teacher will work closely with classroom teachers to incorporate music activities into the core curriculum and identify logical ways in which music can be accessed in daily classroom instruction. The music teacher will also provide opportunities to release teachers to plan and collaborate with peers.	$38,176	$38,939	$39,718	$116,832	11101
Extending day by one hour - Monday through Friday the day will be extended one hour to provide strategic support for all students to meet individual needs. Staff (34) x hours (180) x $50 per hour = total ($306,000)	$306,000	$312,120	$318,362	$936,482	11101
Staff Professional Development & Collaborative Meetings - to plan and collaborate to develop meaningful, engaging, and consistent classroom instruction, to review and analyze student data, to drive instructional practicies, ensure the alignment of curriculum, instructional, and other school structures, and enhance the efforts to address barriers to student learning so as to maximize student achievement. 34 teachers x 20 1hr days x $50 = $34,000	$34,000	$34,680	$35,374	$104,054	11500
SUB TOTAL CERTIFICATED PERSONNEL - 1000	**$ 1,004,876**	**$ 1,024,974**	**$ 1,045,473**	**$ 3,075,323**	**1000**
Classified Personnel - 2000					**2000**
Attendance Technician (.50 FTE) - The attendance technician would assist us by calling parents daily to inquire why their child is absent. She would also keep track of attendance records and update cum records. She would be responsible for sending and receiving cum records to other schools and registration. This person would also attend to the public at the counter and handle children with health issues. She would be responsible for dispensing medication and first aid. In addition, she would make copies of all newsletters and flyers that go home in both English and Spanish.	$14,892	$15,190	$15,494	$45,575	24101
SUB TOTAL CLASSIFIED PERSONNEL - 2000	**$ 14,892**	**$ 15,190**	**$ 15,494**	**$ 45,575**	**2000**
Employee Benefits - 3000					**3000**

Activity Description	Year 1	Year 2	Year 3	Total for 3 years	Object Code
Certificated: **Intervention Teachers (3.0 FTE) -** **YR 1 - $75,024 YR 2 - $76,524 YR 3 - $78,055** **Program Manager (0.5 FTE) -** **YR 1 - $12,130 YR 2 - $12,373 YR 3 - $12,620** **Librarian (.50 FTE) -** **YR 1 - $12,785 YR 2 - $13,041 YR 3 - $13,302** **Classroom Teachers (3.0 FTE) -**	$273,173	$278,636	$284,209	$836,018	
SUB TOTAL EMPLOYEE BENEFITS - 3000	**$ 273,173**	**$ 278,636**	**$ 284,209**	**$ 836,018**	**3000**
Supplies & Materials - 4000					**4000**
Walker-McConnell Survey - An assessment/survey to measure emotional intelligence and school readiness of students.	$1,200	$1,224	$1,248	$3,672	43110
SUB TOTAL SUPPLIES & MATERIALS - 4000	**$ 1,200**	**$ 1,224**	**$ 1,248**	**$ 3,672**	**4000**
Other Operating - Consultants - 5000					**5000**
Nurse (2 days per week) - *shall be primarily responsible to coordinate direct* medical services to students and will organize, prioritize and deliver a health service program through evaluative and prescriptive measures designed to ensure the health and saftey of all students. The school nurse shall work as part of a support team with the psychologist, counselor, parents, school staff, and other relevant members of the medical community.	$32,250	$32,895	$33,553	$98,698	57160
Action Learning Systems (Consultant) - will provide high-quality professional development, leadership support, program implementation and monitoring, and through this project establish a school wide focus through continuity of program.	$50,000	$51,000	$52,020	$153,020	58500
Valley Community Counseling (5 days per week)- provides intensive and comprehensive mental health services to students and families to keep children and youth physically and emotionally safe and healthy, in school and out of trouble.	$25,000	$25,500	$26,010	$76,510	58500
SUB TOTAL OTHER OPERATING - 5000	**$ 107,250**	**$ 109,395**	**$ 111,583**	**$ 328,228**	**5000**
Capitalized Equipment - 6000					**6000**
	$0	$0	$0	$0	
SUB TOTAL CAPITLIZED EQUIPMENT - 6000	**$ -**	**$ -**	**$ -**	**$ -**	**6000**
SUB TOTAL 1000 - 6000	**$ 1,401,391**	**$ 1,429,419**	**$ 1,458,007**	**$ 4,288,817**	**1000-6000**
Indirect - 7000					**7000**
N/A	$0	$0	$0	$0	73100
GRAND TOTAL 1000 - 7000	**$ 1,401,391**	**$ 1,429,419**	**$ 1,458,007**	**$ 4,288,817**	**1000-7000**

TAYLOR ELEMENTARY SCHOOL					
Activity Description	**Year 1**	**Year 2**	**Year 3**	**Total for 3 years**	**Object Code**
Certificated Personnel - 1000					**1000**
Turnaround Coordinator of Interventions (1.0 FTE) - will provide educational leadership by assisting the overall management of the school related to educational programs, staff development and evaluation, student discipline, co-curricular activities, parent and community relations, preparation of periodic reports.	$104,319	$106,405	$108,533	$319,258	13201
Music Teacher (1.0 FTE) - Provides Music Education for students in grades K-8. This will also provide opportunity to release teachers to plan, perform assessments, and collaborate with peers.	$76,351	$77,878	$79,436	$233,665	11101
School Counselor (0.4 FTE) - (a) will provide individual, small-group, and classroom guidance services to students, (b) will manage SST and SAP meetings, (c) will perform assessments/ surveys to measure emotional, and (d) intelligence and school readiness.	$31,591	$32,223	$32,867	$96,682	12151
Physical Education Teacher (0.5 FTE) - Provides Physical Education for students in grades K-6. This will also provide opportunity to release teachers to plan, perform assessments, and collaborate with peers. The teacher will alternate days with the VAPA teacher	$38,176	$38,939	$39,718	$116,832	11101
Visual and Performing Arts Teacher (0.5 FTE) - Provides Visual and Performing Arts for students in grades K-6. This will also provide opportunity to release teachers to plan, perform assessments, and collaborate with peers. The teacher will alternate days with the PE teacher.	$38,176	$38,939	$39,718	$116,832	11101
Teacher Incentives - Financial incentives, increased opportunities for promotion and career growth. These will include: (a) monetary stipends and (b) educational opportunities such as National Board Certification @ $2500 per teacher.	$15,000	$15,300	$15,606	$45,906	11101
Extending day by one hour - On Monday, Wednesday, Thursday, and Friday the day will be extended one hour to provide strategic support for all students to meet individual needs. 24 teachers x 144 - 1hr days x $50 = $172,800	$172,800	$176,256	$179,781	$528,837	11101
Pre-Planning for Response to Interventions K -8 - with Principal/ Turnaround Coordinator/ Intervention Specialist one day prior to school.	$400	$408	$416	$1,224	11500
Staff Professional Development/Collaboration - Teachers will be paid one hour per week for a total of 36 days to meet and collaborate regarding student data and curriculum in order to maximize student achievement during the school year. 26 teachers x 36 - 1hr days x $50 = $46,800	$46,800	$47,736	$48,691	$143,227	11500
Staff Professional Development -five days training prior to or during the school year to include training in Caring School Community, AVID, Intensive Technology Interventions, Response to Interventions and ELD. 26 teachers x 8 hours/day x 5 days; $400 per teacher per day	$52,000	$53,040	$54,101	$159,141	11500
Before/ After School Tutoring - Taylor teachers will teach Taylor students in an after school program focusing on our students with the highest academic need. We will extend the core curriculum components with intensive interventions instruction. Teachers who teach in this program will also be provided professional development and collaboration time in order to make sure that student needs are being met. There will be a pre- and post-test and continual assessments throughout the program in order to make sure the student needs are being met. 10 teachers x 50 days x $50 x 1hr = $25,000	$25,000	$25,500	$26,010	$76,510	11500
Before/ After School Tutoring Program Coordinator - Will (a) facilitate all aspects of the tutoring program, (b) monitor effectiveness through data analysis, (c) establish criteria for program qualifications, (d) monitor attendance, and (e) work in coordination with the school's after school program. 60 days x $50 x 1.5 hrs = $4,500	$4,500	$4,590	$4,682	$13,772	11500
Camp Kinder School Tour- four teachers will provied the Camp Kinder School program and overview as wellas host a bar-b-que for entering Kinder families. 4 x $200 (half day) for staff	$800	$816	$832	$2,448	11500
First Grade Forum/Literacy Lunch - 2 teachers will host this event to introduce incoming first graders to their new grade environment and introduce expectations for first grade students and their parents. 2 x $200 (half day) for staff	$400	$408	$416	$1,224	11500
Primary Picnic - Teachers will host a picnic to meet and greet their incoming 2nd or 3rd grade students and their parents. 5 x $200 (half day) for staff	$1,000	$1,020	$1,040	$3,060	11500
Intermediate Interviews - Teachers will host a picnic to meet and greet their incoming 4th or 5th grade students and their parents. 6 x $200 (half day) for staff	$1,200	$1,224	$1,248	$3,672	11500
Parent Conferences - Release time for 24 teachers at 2 full days @ $150 a day twice a year for parent, teacher, and student conferences	$14,400	$14,688	$14,982	$44,070	11700
SUB TOTAL CERTIFICATED PERSONNEL - 1000	$ 622,912	$ 635,370	$ 648,078	$ 1,906,360	1000
Classified Personnel - 2000					2000

Activity Description	Year 1	Year 2	Year 3	Total for 3 years	Object Code
Turnaround Office Clerk (1.0 FTE) - will assisst with the overall management of the office including data collection, CUM related tasks and other records and compliance issues.	$23,835	$24,312	$24,798	$72,945	24101
Parent Liaison/Activity Coordinator- Is the connection for parents, staff, and community members. This person/position will also coordinate structured activities for students during lunch and recess.	$48,000	$48,960	$49,939	$146,899	2****
Classified Support - Early registration and document update. 8 hours x $20/hour x 2 days x 4 employees = $1280	$1,280	$1,306	$1,332	$3,917	24500
SUB TOTAL CLASSIFIED PERSONNEL - 2000	**$ 73,115**	**$ 74,577**	**$ 76,069**	**$ 223,761**	**2000**
Employee Benefits - 3000					**3000**
Certificated: **Turnaround Coordinator of Interventions (1.0 FTE) -** **YR 1 - $24,259, YR 2 - $24,744 YR 3 - $25,239** **Music Teachers (1.0 FTE) -** **YR 1 - $25 008 YR 2 - $25 508 YR 3 - $26 018** **School Counselor (0.4 FTE) -** **YR 1 - $8 759 YR 2 - $8 934 YR 3 - $9 113** **Physical Education Teacher (.50 FTE) -** **YR 1 - $12 504 YR 2 - $12 754 YR 3 - $13 009** **Visual and Performing Arts Teacher (0.5 FTE) -**	$178,088	$181,650	$185,283	$545,021	
SUB TOTAL EMPLOYEE BENEFITS - 3000	**$ 178,088**	**$ 181,650**	**$ 185,283**	**$ 545,021**	**3000**
Supplies & Materials - 4000					**4000**
Read 180 Materials - classroom packages for State A 4-6 grade intenslve SBA, ELA interventions, classroom packages for State B 7-8 grade intensive SBA, ELA interventions, Stage B rBook student editions, Stage B LBook student editions	$21,007	$1,726	$1,760	$24,493	43110
School supplies - Home visits to 80 selected students @ $10 per	$800	$816	$832	$2,448	43110
Student/Staff birthday cards - By **Taylor artists** @ 650 x $0.50 + $300 for customized Taylor birthday cards = $625	$625	$638	$650	$1,913	43110
Walker-McConnell Survey - An assessment/survey to measure emotional intelligence and school readiness of students.	$1,200	$1,224	$1,248	$3,672	43110
Camp Kinder School Tour- food and beverages for a Kinder bar-b-que with 60 families @ $5.00 per	$300	$306	$312	$918	43200
Family Nights - entertainment and refreshments for Family Nights throughout the year.	$3,000	$3,060	$3,121	$9,181	43200
First Day of school Meet & Greet - patents will celebrate the first day of school with a continental breakfast, where they will receive informational brochures.	$350	$357	$364	$1,071	43200
First Grade Forum/Literacy Lunch - food and beverages for a first grade luncheon with 60 families @ $5.00 per	$300	$306	$312	$918	43200
Intermediate Interviews - food and beverage for a 4th 5th and 6th grade luncheon with 300 families @ $5.00 per	$1,500	$1,530	$1,561	$4,591	43200
Leadership Academy - food and beverage for a 7th and 8th grade luncheon with 100 families @ $5.00 per	$500	$510	$520	$1,530	43200
Leadership Academy Cards - cards to individually invite students to Taylor.	$400	$408	$416	$1,224	43200
Positive Postcards - to support the efforts of students with positive postcards sent to students homes by the Taylor Leadership Academy.	$268	$273	$279	$820	43200
Primary Picnic - food and beverage for a 2nd and 3rd grade picnic with a 150 families @ $5.00 per	$750	$765	$780	$2,295	43200
Recognition Assemblies - parent/student/teacher recognition @ $100 for awards x 10 = $1,000	$1,000	$1,020	$1,040	$3,060	43200
SSC & ELAC - supplies and materials for meetings and afternoon teas with our School Site Council and the English Learner Advisory Committee.	$100	$102	$104	$306	43200
Title I Information Night - meal and materials for a Dine & Discuss with an informational slide show	$500	$510	$520	$1,530	43200
Computers - 20 classes x 4 computer stations x $1,000 each and 3 special education classes x 6 computers x $1,000 each	$98,000	$0	$0	$98,000	44000
Radio Frequency Response Units - student participation tool; 12 sets of 32 @ $2616.00 per set	$31,392	$0	$0	$31,392	44000
SUB TOTAL SUPPLIES & MATERIALS - 4000	***$ 161,992***	***$ 13,550***	***$ 13,821***	***$ 189,364***	***4000***
Other Operating - Consultants - 5000					**5000**
School Tube Premium Branded Channel - an online magazine "Turnaround Times"	$995	$1,015	$1,035	$3,045	53000
K-8 Leadership Team Retreat - meals and facility rental for the teambuilding retreat	$4,550	$4,641	$4,734	$13,925	56160

Activity Description	Year 1	Year 2	Year 3	Total for 3 years	Object Code
Webmaster - will update the site Webpage to include online magazine and branded school tube channel.	$2,000	$2,040	$2,081	$6,121	56500
Monthly Summary of Student Progress - Mailed home to each student @ 600 x $0.50 = $300 x 10 = $3,000	$3,000	$3,060	$3,121	$9,181	57180
Certificated/ Classified Mailings - mailings of updated information/ calendars/ schedules and welcome back letters.	$50	$51	$52	$153	57580
Explore Learning - site license for this computer based program.	$2,500	$2,550	$2,601	$7,651	58450
Caring School Community Consultants - will train teachers k-8 in the four components of the "Caring School Community"	$2,600	$2,652	$2,705	$7,957	58500
Community Educator - This position will provide a community liaison who provided community education outreach and services for parents of K -8 students.	$61,500	$62,730	$63,985	$188,215	58500
Latino Family Literacy Instructors - two/ ten week courses with two certificated instructors.	$1,600	$1,632	$1,665	$4,897	58500
Parent Institute for Quality Education (PIQE) - PIQE helps parents better navigate the school system, interact with teachers, counselors and administrators, encourage college attendance, and create a supportive environment for home learning.	$5,000	$5,100	$5,202	$15,302	58500
Success for Teens - two/ ten week courses for parents and teens to introduce successful strategies for teenage students.	$1,600	$1,632	$1,665	$4,897	58500
"Go Solve" Online Trainer - will prepare the staff to utilize technology interventions and graphic organizers that support Math and ELD to breakdown word problems and software licenses	$8,599	$8,771	$8,946	$26,316	58500 58450
FASTT Math Online Trainer - will prepare the staff to utilize technology interventions in Math that focuses on Addition, Subtraction, Multiplication, and Division automaticity and software licences	$9,799	$9,995	$10,195	$29,989	58500 58450
Fraction Nation Online Trainer - provides comprehensive learning strategies for mastering fractions using technology and visual support and software licenses	$6,799	$6,935	$7,074	$20,808	58500 58450
Read 180 Training and Consultant - will train 4-6 and 7-8 teachers to implement an intensive SBA ELA intensive intervention for students two or more years below grade level. lifetime site license for Stage A, 4-6 grade intensive SBA ELA intervention, lifetime site license for Stage B, 7-8 grade intensive SBA ELA intervention.	$83,590	$17,330	$17,676	$118,596	58500 58450
Rosetta Stone - will train teachers in maximizing use of Rosett Stone to master a second language and supply english language development for EL learners using daily technology assisted interventions and site license for version 3 of this computer based program.	$10,745	$10,960	$11,179	$32,884	58500 58450
AVID - Staff training: will train teachers of grades 3 - 8 to understand and teach the seven components of AVID (12,000) and membership ($1,940)	$13,940	$14,219	$14,503	$42,662	58500 53000
SUB TOTAL OTHER OPERATING - 5000	**$ 218,867**	**$ 155,312**	**$ 158,419**	**$ 532,598**	**5000**
Capitalized Equipment - 6000					**6000**
	$0	$0	$0	$0	
SUB TOTAL CAPITLIZED EQUIPMENT - 6000	**$ -**	**$ -**	**$ -**	**$ -**	**6000**
SUB TOTAL 1000 - 6000	**$ 1,254,974**	**$ 1,060,460**	**$ 1,081,669**	**$ 3,397,104**	**1000-6000**
Indirect - 7000					**7000**
N/A	$0	$0	$0	$0	73100
GRAND TOTAL 1000 - 7000	**$ 1,254,974**	**$ 1,060,460**	**$ 1,081,669**	**$ 3,397,104**	**1000-7000**

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations* (*CFR*) Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
   a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
   b. Establishing an on-going drug-free awareness program to inform employees about:
      1. The dangers of drug abuse in the workplace
      2. The grantee's policy of maintaining a drug-free workplace
      3. Any available drug counseling, rehabilitation, and employee assistance programs
      4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
   c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
   d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
      1. Abide by the terms of the statement
      2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
   e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
   f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
      1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
      2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
   g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

Pittman Elementary School (701 E. Park Street, Stockton, CA 95202)

Roosevelt Elementary School (776 S. Broadway St., Stockton, CA 95205)

Taylor Elementary School (1101 Lever Blvd., Stockton, CA 95206)

Check [ ] if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Stockton Unified School District

Name of Program: School Improvement Grant Program

Printed Name and Title of Authorized Representative: Steve Vaczovsky, Interim Superintendent

Signature: Steve Vaczovsky Date: 6/1/2010

Lobbying

Certification regarding lobbying for federal grants in excess of $100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (*CFR*) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;

c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Stockton Unified School District

Name of Program: School Improvement Grant Program

Printed Name/Title of Authorized Representative: Steve Vaczovsky, Interim Superintendent

Signature: Steve Vaczovsky Date: 6/1/2010

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended,

ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

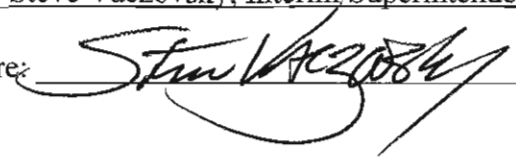
1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Stockton Unified School District

Name of Program: School Improvement Grant Program

Printed Name and Title of Authorized Representative:

Steve Vaczovsky, Interim Superintendent

Signature:  Date: 6/1/2010

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544
Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

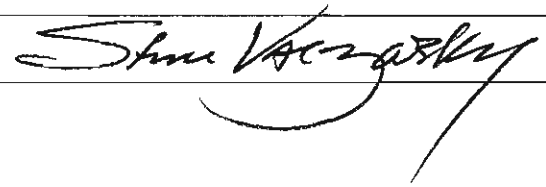
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Stockton Unified School District
Authorized Executive:	Steve Vaczovsky, Interim Superintendent
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☑ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☑ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

DRAFT

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Pittman Elementary	39-68676-0111336	063801011780	x				x			x		4,445,360
Roosevelt Elementary	39-68676-6042758	063801006431	x						x	x		3,541,979
Taylor Elementary	39-68676-6042774	063801006434	x			x				x		3,521,098

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Roosevelt Elementary Tier: I or II (circle one)

Intervention Model: □ Turnaround □ Restart □ Closure ☑ Transformation

Total FTE required: ___1__LEA __5___ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
YEAR ONE						
RPR GS	District will hire Director of Program Improvement to oversee implementation of turnaround model	TBD		$93,344 21,443		Superintendent
PD	District will assemble Quality Instruction Support Team to provide intense intervention to Taylor Elementary	August 2010		80,932 25,682		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	September 2010		119,967 26,562		Education Services and Curriculum Department
GS	District will hire a .50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	September 2010		34,129 13,903		Human Resources and Principal
SS	District will hire a .50 Budget Analyst to develop a student-	September 2010		34,129 13,903		Human Resources and Principal

	based budgeting model and maximize SIG and other school resources					
RP	Roosevelt's principal will not be replaced since she has served at the site for just one year and has 5 years experience as a principal					Superintendent
IP	Contract for and implement School Quality Review	November 2010		52,500		Superintendent
PD SD	Continue to fund Numeracy Specialist services	Yearlong			$101,662 QEIA	Curriculum & Instruction Dept.
PD SD	Continue to fund Literacy Specialist services	Yearlong			$85,508 .25 Title I-ARRA .25 Title I-Reg. .25 EL-Bilingual .25 SCE Bilingual	Curriculum & Instruction Dept.
SD PD IP	Continue to fund and receive services of the Assistant Principal (1.0)	Yearlong			$112,354 .5 QEIA .5 Title I	Principal (Renee Sweeden) and Asst. Supt. for Elem. Ed. (Kirk Nicholas)
IP	Continue 2 Bilingual aides at .3.5 FTE	Yearlong			$33,069 EL-Bilingual	Principal and Language Devel. Office
ILT	Continue 4 class-size reduction teachers at 1.0 FTE	Yearlong			$390,239 QEIA	Principal Renee Sweeden
ILT	Extend the school day by one hour on MWTHF	July 26, 2010	$266,869			Elem. Ed. And Human

						Resources
PD IP SD	Develop and implement Staff Professional Development and Collaboration	July 21, 2010 (ongoing)	$66,658			Curriculum & Instruction and Principal
RPR ES PD SD	Recruit and hire Transformation Program Manager	Fall 2010	$128,578			Human Resources and Elem. Ed.
RPR SCO SD	Recruit and hire School Counselor	Fall 2010	$100,875			Student Support Services
SCO	Contract for Valley Community (mental health) Counseling 5 days a week)	Fall 2010	$25,000			Principal and Counselor
PD	Purchase Instructional Materials	Fall 2010	$5,000			Principal
IRR RPR	Provide Teacher Incentives (pending negotiations)	Various	$45,000			Human Resources
RPR SD TA	Recruit and hire Technology & Data Coordinator	Fall 2010	$101,638			Director of Curriculum Robert Sahli
FCE	Hold Parent Institute for Quality Education for our parents	Fall quarter 2010	$5,000			Director of Parent Empowerment Janet Rivera
FCE RPR	Recruit and hire Parent Liaison/Activity Coordinator	Fall 2010	$73,987			Human Resources and Principal
RPR IP	Recruit and hire Bilingual Specialist	Fall 2010	$105,623			Language Devel Office

TA ES PD	Contract with and begin using outside consultant – Action Learning Systems	July 26, 2010 and ongoing	$150,000			Curriculum & Instruction
RPR ILT IP	Recruit and hire After School Tutoring Coordinator	July 26, 2010	$4,500			Principal
ILT	Begin After School Tutoring Program	August, 2010	$27,500			Principal
IP PD	Implement Great Valley Writing Project	July 26, 2010	$2,550			Curriculum Dept.
ILT IP	Continue Step-Up After School Program with Academic Hour and Enrichment Activities	Fall 2010 – Summer 2011			$150,000 ASES (After School Education and Safety)	Student Support Services
SCO	Implement Walker-McConnell Survey (emotional intelligence and school readiness)	Fall 2010	$1,200			Early Childhood Educ and Research and Accountability Office
YEAR TWO						
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD	Quality Instruction Support Team to provide intense intervention to Taylor Elementary	Ongoing		$108,747		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	Ongoing		$149,459		Education Services and Curriculum Department
GS	.50 FTE Operations Manager to coordinate and facilitate	Ongoing		$48,992		Human Resources and Principal

	prioritization of services to SIG schools					
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD SD	Numeracy Specialist (.4) services	Ongoing			$50,831 Title I – Reg.	Curriculum & Instruction
PD SD	Literacy Specialist (1.0) services	Ongoing			$85,508 . 25 Title I-ARRA .25 Title I-Reg. .25 EL-Bilingual .25 SCE Bilingual	Curriculum & Instruction
SD PD IP	Assistant Principal (1.0)	Ongoing			$112,354 .5 QEIA .5 Title I	Principal and Asst Supt Elem Educ
IP	2 Bilingual aides at .3.5 FTE	Ongoing			$33,069 EL-Bilingual	Principal and Language Development Office
ILT	4 class-size reduction teachers at 1.0	Ongoing			$390,239 QEIA	Principal
ILT	Extended school day	Ongoing	$272,206			Asst. Supt. Elem. Ed.
PD IP SD	Staff Professional Development and Collaboration	Ongoing	$67,991			Curriculum & Instruction and Principal
RPR	Transformation Program Manager	Ongoing	$131,149			Elem. Educ.
RPR/SCP/SD	School Counselor	Ongoing	$102,893			
SCO	Renew contract for services from Valley Community Counseling (5 days a week)	Fall 2011	$25,500			Principal

PD	Purchase Instructional Materials	Fall 2011	$5,100			Principal
IRR RPR	Teacher Incentives	Fall 2011	$45,900			Human Resources
RPR SD TA	Technology & Data Coordinator	Ongoing	$103,038			Director of Curriculum
FCE	Hold Parent Institute for Quality Education for our parents	Fall quarter 2011	$5,100			Director of Parent Empowerment
FCE	Parent Liaison/Activity Coordinator	Ongoing	$75,467			Principal
IP	Bilingual Specialist	Ongoing	$107,736			Language Devel Office and Principal
TA ES PD	Renew contract with Action Learning Systems	Fall 2011	153,000			Principal and Elem. Ed.
ILT IP	After School Tutoring Coordinator	Ongoing	4,590			Principal
ILT	Begin After School Tutoring Program	Fall 2011	$28,050			Principal
IP PD	Implement Great Valley Writing Project	Fall 2011	$2,601			Curriculum Dept.
ILT IP	Continue Step-Up After School Program with Academic Hour and Enrichment Activities	Fall 2011 – Summer 2012			$150,000 ASES (After School Education and Safety)	Student Support Services
SCO	Implement Walker-McConnell Survey (emotional intelligence and school readiness)	Fall 2011	$1,224			Early Childhood Educ and Research and Accountability Office

YEAR THREE						
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD	Quality Instruction Support Team to provide intense intervention to Taylor Elementary	Ongoing		$108,747		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	Ongoing		$149,459		Education Services and Curriculum Department
GS	.50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	Ongoing		$48,992		Human Resources and Principal
SS	.50 FTE Budget Analyst to develop a student-based budgeting model and maximize SIG and other school resources	Ongoing		$48,992		Human Resources and Principal
PD SD	Numeracy Specialist (.4) services	Ongoing			$50,831 Title I – Reg.	Curriculum & Instruction
PD SD	Literacy Specialist (1.0) services	Ongoing			$85,508 .25 Title I-ARRA .25 Title I-Reg. .25 EL-Bilingual .25 SCE Bilingual	Curriculum & Instruction
SD PD IP	Assistant Principal (1.0)	Ongoing			$112,354 .5 QEIA .5 Title I	Principal and Asst Supt Elem Educ
IP	2 Bilingual aides at .3.5	Ongoing			$33,069 EL-Bilingual	Principal and Language Development Office

ILT	4 class-sized reduction teachers at 1.0	Ongoing			$390,239 QEIA	Principal
ILT	Extended school day	Ongoing	$277,650			Asst. Supt. Elem. Ed.
PD IP SD	Develop and implement Staff Professional Development and Collaboration	Fall 2012 (ongoing)	$69,351			Curriculum & Instruction and Principal
ES PD SD	Transformation Program Manager	Ongoing	$132,772			Elem. Educ.
SCO SD	School Counselor	Ongoing	$104,951			Student Support Services
SCO	Renew contract with Valley Community Counseling (5 days a week)	Fall 2012	$26,010			Principal
PD	Purchase Instructional Materials	Fall 2012	$5,202			Principal
IRR RPR	Teacher Incentives	Various	$53,709			Human Resources
RPR SD TA	Technology & Data Coordinator	Ongoing	$105,744			Curriculum Dept.
FCE	Host Parent Institute for Quality Education for our parents	Fall quarter 2012	$5,202			Director of Parent Empowerment
FCE	Parent Liaison/Activity Coordinator	Ongoing	$76,976			Principal
IP	Bilingual Specialist	Ongoing	109,891			Language Devel Office and Principal
TA	Renew contract with	Fall 2012	$156,060			Principal and

ES PD	Action Learning Systems					Elem. Ed.
RPR ILT IP	After School Tutoring Coordinator	Ongoing	$4,682			Principal
ILT	Begin After School Tutoring Program	Fall 2012	$28,611			Principal
IP PD	Implement Great Valley Writing Project	Fall 2012	$2,653			Curriculum Dept.
ILT IP	Continue Step-Up After School Program with Academic Hour and Enrichment Activities	Fall 2012 – Summer 2013			$150,000 ASES (After School Education and Safety)	Student Support Services
SCO	Implement Walker-McConnell Survey (emotional intelligence and school readiness)	Fall 2012	$1,248			Early Childhood Educ and Research and Accountability Office

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Pittman Elementary Tier: I or II (circle one)

Intervention Model: □ Turnaround ☑ Restart □ Closure □ Transformation

Total FTE required: __1___LEA __8___ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected SIG Costs **School**	**LEA**	Resources	Oversight
YEAR ONE						
RPR GS	District will hire Director of Program Improvement to oversee implementation of turnaround model	TBD		$93,344 21,443		Superintendent
PD	District will assemble Quality Instruction Support Team to provide intense intervention to Taylor Elementary	August 2010		80,932 25,682		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	September 2010		119,967 26,562		Education Services and Curriculum Department
GS	District will hire a .50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	September 2010		34,129 13,903		Human Resources and Principal
SS	District will hire a .50 Budget Analyst to develop a student-based budgeting model and maximize SIG and other school resources	September 2010		34,129 13,903		Human Resources and Principal
IP	Contract for and implement School Quality Review	November 2010		52,500		Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected SIG Costs School	LEA	Resources	Oversight
SO	**Pittman Elementary selected Stockton Unified School District as the Education Management Organization to manage it as a new dependent charter school.**	Spring 2010				Superintendent
SCA	**Submit charter application to CDE. The** State Board of Education (SBE), through the authority established in the California *Education Code* Section 47602, granted **Pittman Charter** the charter school number **1197**	May 6, 2010				Principal
ES	**Enroll any former student who wishes to attend the school**	Ongoing				Principal
	Hire 3 Intervention Teachers - to provide direct instructional services to and accelerate severely struggling students (students identified as needing intensive and extensive academic remediation in reading and mathematics).	Fall 2010-Spring 2011	$304,077		SIG	Human Resources and Principal Adrienne Machado
	Hire Program Manager to assist the overall management of the school related to educational programs, staff development and evaluation, student discipline, co-curricular activities, parent and community relations, preparation of periodic reports.	Fall 2010-Spring 2011	$64,290		$64,290 SBCP and EIA funds	Human Resources, Elementary Educ. and Principal
	Hire School Librarian to promote the enjoyment of reading to increase student achievement, to maintain, assist, and implement instruction as a resource person to teachers and students.	Fall 2010-Spring 2011	$52,869			Human Resources and Curriculum Dept.
	Hire 3 additional Classroom Teachers to implement class size reduction to reduce class sizes from 30 students to 25 students per class.	Fall 2010-Spring 2011	$304,077			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Extend the school day by one hour to provide learning time for all students and additional strategic support for all students to meet individual needs	Fall 2010-Spring 2011	$351,040			Elementary Ed and Human Resources
	Implement additional Staff Professional Development & Collaborative Meetings - to develop meaningful, engaging, and consistent classroom instruction, review and analyze student data, ensure the alignment of curriculum, instructional, and other school structures, and enhance the efforts to address barriers to student achievement.	Fall 2010-Spring 2011	$39,004		$7,500 Title II – SB472 training Intensive Intervention	Curriculum and Instruction
	Increase to full time the **Visual and Performing Arts (VAPA) Teacher –** to provide arts instruction (art and drama) and opportunities to release teachers to plan and collaborate with peers.	Fall 2010-Spring 2011	$50,680		$50,680 District resource – General Purpose	Human Resources and Curriculum Dept.
	Continue with services of the Literacy Specialist – to facilitate and ensure the delivery of intensive academic instruction in the classroom, including intervention to students.	Fall 2010-Spring 2011			$101,359 Title 1-A, Title 1 – ARRA, SBCP, EIA	Curriculum & Instruction and Principal
	Schedule and attend conferences for professional development to enhance and increase student participation in the classroom by providing comprehensible input to all students. Grade-level instructional leaders will receive training that will be shared with all instructional staff through staff development and collaborative relationships.	Fall 2010-Spring 2011			$30,000 Title 1-A,Title 1-ARRA	Curriculum & Instruction and Principal
	Increase to full time the **Physical Education Teacher** to deliver consistent, high-quality physical education	Fall 2010-Spring 2011	$50,680		$50,680 District resource –	Human Resources and Curriculum Dept.

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	instructional programs aimed at student learning and achievement, and to provide opportunities to release teachers to plan and collaborate with peers.				General Purpose	
	Increase to full time the **Music Teacher** to provide music instruction in order to enhance students' study, communication, and cognitive skills useful in every part of the curriculum. The music teacher will also provide opportunities to release teachers to plan and collaborate with peers.	Fall 2010-Spring 2011	$50,680		$50,680 District resource – General Purpose	Human Resources and Curriculum Dept.
	Hire an **Attendance Technician** to increase student attendance through home visits, and support all health and academic needs.	Fall 2010-Spring 2011	$25,546			Human Resources and Principal
	Increase the services of the **School Nurse** to provide direct medical services to students and organize, prioritize and deliver a health service program designed to ensure the health and safety of all students.	Fall 2010-Spring 2011	$32,250		$15,000 District resource – General Purpose	Student Support Services
	Hire the services of a **consultant, Action Learning Systems**, to provide high-quality professional development, leadership support, program implementation and program monitoring.	Fall 2010-Spring 2011	$50,000			Principal and Curriculum & Instruction
	Increase the services of **Valley Community Counseling** to provide intensive and comprehensive mental health services to students and families to keep children and youth physically and emotionally safe and healthy, in school and out of trouble.	Fall 2010-Spring 2011	$25,000		$5,000 Title I	Principal
	Order and implement the **Walker-McConnell Survey**, an assessment/survey to measure	Fall 2010-Spring 2011	$1,200			Principal and Research & Accountability

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	emotional intelligence and school readiness of students.					
	Increase the services of the **Counselor** – to provide counseling and other student support services, as well as lead the coordination of other support services provided by school psychologists, school social workers, and school nurses.	Fall 2010-Spring 2011			$5,000 SBCP and EIA	Student Support Services
	Continue and increase **Parent Conferences/Activities** to ensure active parent involvement in helping students meet their academic goals.	Fall 2010-Spring 2011			$5,000 Title 1-A and Title 1 - ARRA	Principal
	Continue with services of the Numeracy Specialist – to facilitate and ensure the delivery of intensive academic instruction in the classroom, including intervention, to increase student achievement.	Fall 2010-Spring 2011			$101,359 Title 1-A, Title 1 – ARRA, SBCP, EIA	Principal and Curriculum & Instruction
	Continue with the services of 2 Bilingual Instructional Assistants to support classroom instruction for English Learners.	Fall 2010-Spring 2011			$25,000 Title I, EIA	Director of Language Development Sandra Lepe
	Continue Step-Up After School Program with Academic Hour and Enrichment Activities	Fall 2010 – Summer 2011			$141,750 ASES (After School Education and Safety)	Student Support Services
	Continue to employ **Substitute teachers** to provide release time for teachers to collaborate and receive additional professional development.	Fall 2010-Spring 2011			$30,000 Title 1	Principal and Human Resources
YEAR TWO						
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD	Quality Instruction Support Team to provide intense intervention to Taylor	Ongoing		$108,747		Superintendent

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Elementary					Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	Ongoing		$149,459		Education Services and Curriculum Department
GS	.50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	Ongoing		$48,992		Human Resources and Principal
SS	.50 FTE Budget Analyst to develop a student-based budgeting model and maximize SIG and other school resources	Ongoing		$48,992		Human Resources and Principal
	Continue to employ Intervention Teachers to provide direct instructional services to and accelerate severely struggling students (students identified as needing intensive and extensive academic remediation in reading and mathematics).	Fall 2011-Spring 2012	$310,158			Principal
	Continue with the services of a Program Manager to assist the overall management of the school related to educational programs, staff development and evaluation, student discipline, co-curricular activities, parent and community relations, preparation of periodic reports.	Fall 2011-Spring 2012	$65,576		$64,290 SBCP and EIA funds	Principal and Assist Supt Elem Ed
	Continue with School Librarian to promote the enjoyment of reading to increase student achievement, to maintain, assist, and implement instruction as a resource person to teachers and students.	Fall 2011-Spring 2012	$53,927			Curriculum Dept

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Continue to employ additional Classroom Teachers to implement class size reduction to reduce class sizes from 30 students to 25 students per class.	Fall 2011-Spring 2012	$310,158			Principal and Human Resources
	Extend the school day by one hour to provide learning time for all student and additional strategic support for all students to meet individual needs	Fall 2011-Spring 2012	$351,160			Human Resources, Elem Ed, and Principal
	Implement additional Staff Professional Development & Collaborative Meetings - to develop meaningful, engaging, and consistent classroom instruction, review and analyze student data, ensure the alignment of curriculum, instructional, and other school structures, and enhance the efforts to address barriers to student achievement.	Fall 2011-Spring 2012			$39,004 Title I	Curriculum & Instruction and Principal
	Continue with a full-time **Visual and Performing Arts (VAPA) Teacher** – to provide arts instruction (art and drama) and to provide opportunities to release teachers to plan and collaborate with peers.	Fall 2011-Spring 2012	$51,433		$51,433 District resource – General Purpose	Curriculum Dept.
	Continue with services of the Literacy Specialist – to facilitate and ensure the delivery of intensive academic instruction in the classroom, including intervention to students.	Fall 2011-Spring 2012			$101,359 Title 1-A, Title 1 – ARRA, SBCP, EIA	Curriculum & Instruction
	Schedule and attend conferences for professional development to enhance and increase student participation in the classroom by providing comprehensible input to all students. Grade-level instructional leaders will receive training that will be shared with all instructional staff through staff development and collaborative relationships.	Fall 2011-Spring 2012			$29,000 Title 1-A,Title 1-ARRA	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Continue with a full time **Physical Education Teacher** to deliver consistent, high-quality physical education instructional programs aimed at student learning and achievement, and to provide opportunities to release teachers to plan and collaborate with peers.	Fall 2011-Spring 2012	$51,433		$51,433 District resource – General Purpose	Curriculum Dept and Principal
	Continue with a full time **Music Teacher** to provide music instruction in order to enhance students' study, communication, and cognitive skills useful in every part of the curriculum. The music teacher will also provide opportunities to release teachers to plan and collaborate with peers.	Fall 2011-Spring 2012	$51,433		$51,433 District resource – General Purpose	Curriculum Dept and Principal
	Continue to employ an **Attendance Technician** to increase student attendance through home visits, and support all health and academic needs.	Fall 2011-Spring 2012	$26,057			Principal
	School Nurse to provide direct medical services to students and organize, prioritize and deliver a health service program designed to ensure the health and safety of all students.	Fall 2011-Spring 2012	$32,895		$15,000 District resource – General Purpose	Student Support Services
	Continue services of **Action Learning Systems**, to provide high-quality professional development, leadership support, program implementation and program monitoring.	Fall 2011-Spring 2012	$51,000			Curriculum & Instruction, Elem Ed, and Principal
	Continue services of **Valley Community Counseling** to provide intensive and comprehensive mental health services to students and families to keep children and youth physically and emotionally safe and healthy, in school and out of trouble.	Fall 2011-Spring 2012	$25,500		$5,000 Title1	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Implement the **Walker-McConnell Survey**, an assessment/survey to measure emotional intelligence and school readiness of students.	Fall 2011-Spring 2012	$1,224			Research & Accountability
	School Counselor – to provide counseling and other student support services, as well as lead the coordination of other support services provided by school psychologists, school social workers, and school nurses.	Fall 2011-Spring 2012			$10,000 SBCP and EIA	Student Support Services
	Continue and increase **Parent Conferences/Activities** to ensure active parent involvement in helping students meet their academic goals.	Fall 2011-Spring 2012			$5,000 Title 1-A and Title 1 - ARRA	Principal
	Continue with services of the Numeracy Specialist – to facilitate and ensure the delivery of intensive academic instruction in the classroom, including intervention to students to increase student achievement.	Fall 2011-Spring 2012			$101,359 Title 1-A, Title 1 – ARRA, SBCP, EIA	Curriculum & Instruction and Principal
	Continue with the services of 2 Bilingual Instructional Assistants to support classroom instruction for English Learners.	Fall 2011-Spring 2012			$25,000 EIA	Language Devel Office and Principal
	Continue Step-Up After School Program Academic and Enrichment Activities	Fall 2011 – Summer 2012			$141,750 ASES (After School Education and Safety)	Student Support Services
	Continue to employ **Substitute teachers** to provide release time for teachers to collaborate and receive additional professional development.	Fall 2011-Spring 2012			$30,000 Title 1	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
YEAR THREE						
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD	Quality Instruction Support Team to provide intense intervention to Taylor Elementary	Ongoing		$108,747		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	Ongoing		$149,459		Education Services and Curriculum Department
GS	.50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	Ongoing		$48,992		Human Resources and Principal
SS	.50 FTE Budget Analyst to develop a student-based budgeting model and maximize SIG and other school resources	Ongoing		$48,992		Human Resources and Principal
	Continue to employ Intervention Teachers to provide direct instructional services to and accelerate severely struggling students (students identified as needing intensive and extensive academic remediation in reading and mathematics).	Fall 2012-Spring 2013	$316,362			Principal
	Continue with the services of a Program Manager to assist the overall management of the school related to educational programs, staff development and evaluation, student discipline, co-curricular activities, parent and community relations, preparation of periodic reports.	Fall 2012-Spring 2013	$66,887		$64,290 SBCP and EIA funds	Principal and Assist Supt Elem Ed

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Continue with School Librarian to promote the enjoyment of reading to increase student achievement, to maintain, assist, and implement instruction as a resource person to teachers and students.	Fall 2012-Spring 2013	$55,006			Curriculum Department
	Continue to employ additional Classroom Teachers to implement class size reduction to reduce class sizes from 30 students to 25 students per class.	Fall 2012-Spring 2013	$316,362			Principal
	Extend the school day by one hour to provide learning time for all student and additional strategic support for all students to meet individual needs	Fall 2012-Spring 2013	365,222			Curriculum & Instruction Elem. Educ.
	Implement additional Staff Professional Development & Collaborative Meetings - to develop meaningful, engaging, and consistent classroom instruction, review and analyze student data, ensure the alignment of curriculum, instructional, and other school structures, and enhance the efforts to address barriers to student achievement.	Fall 2012-Spring 2013	40,580			Curriculum & Instruction
	Continue with a full-time **Visual and Performing Arts (VAPA) Teacher** – to provide arts instruction (art and drama) and to provide opportunities to release teachers to plan and collaborate with peers.	Fall 2012-Spring 2013	$52,727		$52,727 District resource – General Purpose	Curriculum Department
	Continue with services of the Literacy Specialist – to facilitate and ensure the delivery of intensive academic instruction in the classroom, including intervention to students.	Fall 2012-Spring 2013			$101,359 Title 1-A, Title 1 – ARRA, SBCP, EIA	Curriculum & Instruction Principal
	Schedule and attend conferences for professional development to enhance	Fall 2012-Spring 2013			$29,000 Title 1-A,Title	Curriculum & Instruction

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	and increase student participation in the classroom by providing comprehensible input to all students. Grade-level instructional leaders will receive training that will be shared with all instructional staff through staff development and collaborative relationships.				1-ARRA	Principal
	Continue with a full time **Physical Education Teacher** to deliver consistent, high-quality physical education instructional programs aimed at student learning and achievement, and to provide opportunities to release teachers to plan and collaborate with peers.	Fall 2012-Spring 2013	$52,727		$52,727 District resource – General Purpose	Curriculum Department and Principal
	Continue with a full time **Music Teacher** to provide music instruction in order to enhance students' study, communication, and cognitive skills useful in every part of the curriculum. The music teacher will also provide opportunities to release teachers to plan and collaborate with peers.	Fall 2012-Spring 2013	$52,727		$52,727District resource – General Purpose	Curriculum Department and Principal
	Continue to employ an **Attendance Technician** to increase student attendance through home visits, and support all health and academic needs.	Fall 2012-Spring 2013	$27,578			Principal
	Increase the services of the **School Nurse** to provide direct medical services to students and organize, prioritize and deliver a health service program designed to ensure the health and safety of all students.	Fall 2012-Spring 2013	$33,553		$15,000 District resource – General Purpose	Student Support Services
	Continue services of **Action Learning Systems**, to provide high-quality professional development, leadership support, program implementation and program monitoring.	Fall 2012-Spring 2013	$52,020			Curriculum & Instruction Elem. Ed. and Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	Valley Community Counseling, to provide intensive and comprehensive mental health services to students and families to keep children and youth physically and emotionally safe and healthy, in school and out of trouble.	Fall 2012-Spring 2013	$26,010		$5,000 Title1	Principal
	Hire and implement the **Walker-McConnell Survey**, an assessment/survey to measure emotional intelligence and school readiness of students.	Fall 2012-Spring 2013	$1,248			Principal
	Increase the services of the **Counselor –** to provide counseling and other student support services, as well as lead the coordination of other support services provided by school psychologists, school social workers, and school nurses.	Fall 2012-Spring 2013			$5,000 SBCP and EIA	Student Services
	Continue and increase **Parent Conferences/Activities** to ensure active parent involvement in helping students meet their academic goals.	Fall 2012-Spring 2013			$2,000 Title 1-A and Title 1 - ARRA	Principal
	Continue with services of the Numeracy Specialist – to facilitate and ensure the delivery of intensive academic instruction in the classroom, including intervention to students to increase student achievement.	Fall 2012-Spring 2013			$101,359 Title 1-A, Title 1 – ARRA, SBCP, EIA	Curriculum & Instruction and Principal
	Continue with the services of 2 Bilingual Instructional Assistants to support classroom instruction for English Learners.	Fall 2012-Spring 2013			$25,000 EIA	Language Devel Office and Principal
	Continue Step-Up After School Program with Academic Hour and Enrichment Activities	Fall 2012 – Summer 2013			$141,750 ASES (After School Education and Safety)	Student Support Services
	Continue to employ **Substitute teachers**	Fall 2012-			$30,000	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	to provide release time for teachers to collaborate and receive additional professional development.	Spring 2013			Title 1	

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Taylor Elementary Tier: I or II (circle one)

Intervention Model: ☑ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: __1___LEA ___7__ School _____ Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs **School**	Projected Costs **LEA**	Resources	Oversight
YEAR ONE						
RPR GS	District will hire Director of Program Improvement to oversee implementation of turnaround model	TBD		$93,344 21,443		Superintendent
PD	District will assemble Quality Instruction Support Team to provide intense intervention to Taylor Elementary	August 2010		80,932 25,682		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	September 2010		119,967 26,562		Education Services and Curriculum Department
GS	District will hire a .50 FTE Operations Manager to coordinate and facilitate prioritization of services to	September 2010		34,129 13,903		Human Resources and Principal

	SIG schools					
SS	District will hire a .50 Budget Analyst to develop a student-based budgeting model and maximize SIG and other school resources	September 2010		34,129 13,903		Human Resources and Principal
RP	Taylor's principal will not be replaced since she has served at the site for just one year and is an experienced reform principal with 8 years of service as a principal					Superintendent
SS	Screen existing staff members, rehire no more than 50 percent	May 27, 2010 – July 20, 2010				Principal
GS	Principal meets with Site Leadership Team, Stakeholder Groups, and Turnaround Team to coordinate school change to Taylor Leadership Academy	May 27, 2010 – July 20, 2010				Principal
SS RPR	Select new staff.	June-July 2010				Principal
IP	Contract for and implement School Quality Review	November 2010		52,500		Superintendent
PD SD	Continue to provide Literacy Coach Services 1.0 FTE	Fall 2010 – Summer 2011			$78,408 Title I/EIA	Curriculum & Instruction Principal
PD SD	Continue to provide Numeracy Coach Services 1.0 FTE	Fall 2010 – Summer 2011			$75,897 Title I/EIA	Curriculum & Instruction Principal
IP SCO	Continue to pay for .6 FTE School Counselor to Run	Fall 2010	$31,591		$47,941 EIA/SCE	Student Support

	Student Assistance Program with data-driven Student Success Team process as well as counseling and friendship groups. Increase to full-time using SIG funds	Services provided 2010-2011				Services
GS PD SD	Continue to pay for .5 FTE Physical Education Teacher for 7-8 Prep Release, data analysis and program planning. Increase to full-time using SIG funds.	Fall 2010 – Summer 2011	$50,680		$50,680 General Fund	Curriculum Department
PD SD GS	Continue to pay for .5 FTE Visual and Performing Arts Teacher for 7-8 Prep Release and to provide Regularly Scheduled Collaboration Time for Teachers, to include data analysis and program planning. Increase to full time using SIG funds to provide primary program.	Fall 2010 – Summer 2011	$50,680		$50,680 General Fund	Curriculum Department
SCO GS	Implement Services with SB 65 Consultant to add a comprehensive attendance monitoring system and Support Student Services for families and students	Fall 2010 – Summer 2011			$75,000 Title I	Student Support Services
SCO	Implement Point Break Counseling Services for Gang and Drug Prevention	Fall 2010 – Summer 2011			$25,000 Title I	Student Support Services

SCO	Continue services of Family Center Clerk	Fall 2010 – Summer 2011			MAA - Medicare	Student Support Services
SCO	Continue Nurse Services One Day Per Week	Fall 2010 – Summer 2010			$10,000 Title 1	Student Support Services
RPR	Identify and Hire Before and After School Program Coordinator to Monitor Program	Fall 2010	$4,500			Principal
GS ILT SD	Continue to offer Step-Up After School Program with Academic Hour, interventions, and enrichment activities based on student data	Fall 2010 – Summer 2011			$150,000 ASES (After School Education and Safety)	Student Support Services
IP SD	Purchase and Implement Read 180 classroom packages, interventions, etc., including collection of baseline data for student placement and continuous growth	Fall 2010	21,007			Curriculum & Instruction Research & Accountability
PD IP	Contract with Read 180 consultant and provide Read 180 Implementation Training and Coaching (10 visits per year) utilizing direct observation and data reports	Fall 2010 and Summer 2011	$83,590			Curriculum & Instruction Research & Accountability
IP SD	Purchase Classroom Computers for intensive interventions	Fall/Winter 2010	$98,000			Information Services and Principal

SD IP	Purchase Radio Frequency Response Units (12 sets of 32); train and Implement 3-8 to increase student engagement and implement proactive learning strategies	Fall 2010 Winter 2010	$31,392			Information Services
PD ILT IP SD	Set Up FASTT Math and Online Trainer plus year-long License to implement intensive math intervention available at home and at school	Fall 2010	$9,799			Curriculum & Instruction Research & Accountability
PD	Purchase Yearly Site License for "Go Solve" and Schedule Online Trainer	Fall 2010	$8,599			Information Services
PD IP SD	Purchase Yearly Site License, implement "Fraction Nation" Online Trainer Program to promote use of data and student achievement	Winter 2010	$6,799			Information Services
PD IP SD	Purchase Rosetta Stone for ELD Students to learn English and for English only students and staff to learn a second language. Purchase Site License and Training to coordinate use of student data	Winter 2010 Use throughout school year and Summer 2011	$10,745			Curriculum & Instruction
PD IP SD ILT	Explore Learning – Purchase Site License for Math & Science Gizmos, Institute Training and	Fall 2010	$2,500			Research & Accountability

	Subscription to challenge all students at home and at school and provide data reports					
SD SCO	Hire Webmaster to Upgrade Website and Create Online Magazine to promote positive school/community culture and store student achievement data	Winter 2010	$2,000			Curriculum & Instruction
SCO	Purchase School Tube Premium Branded Channel and Post Video Projects Monthly to show student progress and mastery and promote pride	Implement by Winter 2010	$995			Curriculum & Instruction
PD GS	Institute AVID Training for Teachers K-8 and Provide Membership for School	Fall 2010	$13,940			Principal
SCO	Hire and Host Parent Institute for Quality Education	Winter 2011	$5,000			Principal
SCO ILT	Host Latino Family Literacy Program Elementary, Intermediate (two ten week courses) to promote at-home literacy learning	Fall 2010/Spring 2011	$1,600			Principal and Director of Parent Empowerment
RPR SCO	Contract with Community Educator to Provide Outreach for Parents K-8	Fall 2010	$61,500			Principal Parent/Teacher Organization (PTO)
SCO	Identify and Schedule K-8 Community Event	Fall 2010	$2,500 Facilitators			Principal and PTO

	Facilitators, Purchase Materials and Institute Community Events K-8 & Outreach for Start of School		$7,368 Materials			
SCO	Schedule and Conduct Monthly Recognition Assemblies for Parents, Students and Teachers	Fall 2010 – Summer 2011	$1,000			Principal and PTO
SCO	Purchase Meeting Supplies for SSC, PTO & ELAC Meetings	Fall 2010 – Summer 2011	$100			Principal
SCO	Purchase and Disseminate School Supplies During Home Visits	Fall 2010	$800			Principal
SCO PD	Schedule and Conduct Caring School Community Training, K-8 Trainer	Fall 2010	$2,600			Principal
PD IP SD SCO	Schedule, Plan and Implement five days of Professional Development to include Response to Intervention; Technology Integration; data analysis; and best practices for ELA, ELD, and math. Train in creating a caring school/community with home/school connections	Fall 2010	$52,000			Principal and Curriculum & Instruction and Elem Ed
RPR IP SD	Interview and Hire 1.0 FTE Turnaround Coordinator of Interventions to Oversee and Manage Technology Interventions and Provide	Fall 2010	$128,578			Principal, Turnaround Leadership Team, and Elem Ed

	Additional Management Leadership					
RPR ILT	Institute Before and After School Tutoring with Identified Certificated Teachers	Fall 2010 – Winter 2011	$25,000			Principal and Elem Ed
RPR PD SD	Provide Teacher Incentives by Identifying and Supporting Teachers to Begin National Board Certification (pending negotiation)	Fall 2010 – Summer 2011	$17,208 6 teachers per year @ $2,500 per teacher			Principal and Human Resources
SD IP SCO	Pre-plan to Prepare for Response to Interventions K-8 with Specialist	Fall 2010	$400			Principal and Elem Ed
ILT	Extend School Day by 1 Hour Monday, Wednesday, Thursday, Friday (pending negotiation)	Winter 2011	$198,234			Principal and Elem Ed and Human Resources
PD SD IP	Institute and Continue Regularly Scheduled Staff Professional Development Collaboration, 1 Hour Per Week; All Year, All Teachers to include ongoing data analysis and program adjustment	Fall 2010 – Summer 2011	$46,800			Principal and Curriculum & Instruction and Elem Ed
RPR	Identify and Hire Turnaround Office Clerk to Assist in Overall Management and Data Collection	Fall 2010	$43,614			Principal and Human Resources
RPR GS	Indentify and Hire Parent Liaison Activity Coordinator	Fall 2010	$73,987			Principal and Director of

SCO	to Oversee Structured Activities for Students and Parents					Parent Empowerment
GS	Hire Classified Support for Two Days for Early Registration and Document Updating	Fall 2010	$1,362			Principal and Human Resources
SCO	Manufacture Student/Staff Birthday Cards by Taylor Artists and Purchase Postage to Send Out Monthly	Fall 2010 – Summer 2011	$625			Principal and PTO
	Benefits Object Code 11500		$19,444			
YEAR TWO						
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD	Quality Instruction Support Team to provide intense intervention to Taylor Elementary	Ongoing		$108,747		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	Ongoing		$149,459		Education Services and Curriculum Department
GS	.50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	Ongoing		$48,992		Human Resources and Principal
SS	.50 FTE Budget Analyst to develop a student-based budgeting model and maximize SIG and other school resources	Ongoing		$48,992		Human Resources and Principal
PD SD	Continue to provide Literacy Coach Services 1.0 FTE	Fall 2011 – Summer 2012			$78,698 Title I/EIA and SIG	Curriculum & Instruction Principal

PD SD	Continue to provide Numeracy Coach Services 1.0 FTE	Fall 2011 – Summer 2012			$76,671 Title I/EIA	Curriculum & Instruction Principal
IP SCO	Continue to provide full-time School Counselor to Run Student Assistance Program	Fall 2011 – Summer 2012	$32,223		$48,430 EIA/SCE	Student Support Services
PD SD	Continue to provide full-time PE Teacher for teacher prep release, data analysis, and program planning	Fall 2011 – Summer 2012	$51,693	$51,693		Curriculum Department
PD SD	Continue to provide full-time VAPA Teacher for 7-8 Prep Release and to provide Regularly Scheduled Collaboration Time for Teachers, to include data analysis and program planning. Increase to full time using SIG funds to provide primary program.	Fall 2011 – Summer 2012	$51,693	$51,693		Curriculum Department
SCO	Continue Services with SB 65 Consultant to Support Student Services and Attendance	Fall 2011 – Summer 2012		$75,000	Title I	Student Support Services
SCO	Continue Point Break Counseling Services for Gang and Drug Prevention	Fall 2011 – Summer 2012		$25,000	Title I	Student Support Services
SCO	Continue Family Center Clerk	Fall 2011 – Summer 2012			MAA – Medicare	Student Support Services
SCO	Continue Nurse Services One Day Per Week	Fall 2011 – Summer 2011			$10,000 Title 1	

ILT SD	Continue Step-Up After School Program with Academic Hour, interventions, and enrichment activities based on student data	Fall 2011 – Summer 2012			$150,000 ASES (After School Education and Safety)	Student Support Services
SD	Purchase Read 180 materials	Fall 2011	1,726			Principal
PD	Read 180 Coaching (10 visits per year)	Fall 2011 – Summer 2012	$17,330			Principal
PD ILT SD	Set Up FASTT Math Online Trainer and Year-long License to continue math intervention at home and at school as well as use of data reports	Fall 2011	$9,995			Curriculum & Instruction and Research & Accountability
PD	Purchase Yearly "Go Solve" Site License and schedule online trainer to support continued use of data reporting and program planning	Fall 2011	$8,771			Information Services
PD	Coordinate Fraction Nation Online Trainer – Purchase Yearly Site License to continue program using data reports	Winter 2011	$6,935			Information Services
PD SD	Continue use of Rosetta Stone for ELD Students to learn English and for English only students and staff to learn a second language. Purchase Site	Winter 2011 – Summer 2012	$10,960			Curriculum & Instruction

	License and Training to coordinate use of student data					
PD SD ILT	Explore Learning – Purchase Site License for Math & Science Gizmos available at home and at school. Provide training to continue program and expand	Fall 2011	$2,550			Research & Accountability
SD SCO	Webmaster to Upgrade Website and Maintain Online Magazine to promote positive school/community culture and share student achievement data	Winter 2011	$2,040			Curriculum & Instruction
SCO	Purchase School Tube Premium Branded Channel and Post Video Projects Monthly to show student progress and master as well as to promote pride	Implement by Winter 2011	$1,015			Curriculum & Instruction
PD	Continue AVID Training for Teachers K-8 and Provide Membership for School	Fall 2011	$14,219			Principal
SCO	Host Parent Institute for Quality Education	Winter 2012	$5,100			Principal
SCO ILT	Host Latino Family Literacy Program Elementary, Intermediate (two ten week courses) to promote at-home literacy learning	Fall 2011/ Spring 2012	$1,632			Principal and Director of Parent Empowerment

SCO	Contract for Community Educator to Provide Outreach for Parents K-8	Fall 2011	$62,730			Principal and Parent/Teacher Organization (PTO)
SCO	Identify and Schedule K-8 Community Event Facilitators, Purchase Materials and Institute Community Events K-8 & Outreach for Start of School	Fall 2011	$2,500 Facilitators $7,368 Materials			Leadership Team Members
SCO	Schedule and Conduct Monthly Recognition Assemblies for Parents, Students and Teachers	Fall 2011 – Summer 2012	$1,000			Principal and PTO
SCO	Purchase Meeting Supplies for SSC, PTO & ELAC Meetings	Fall 2011 – Summer 2012	$102			Principal
SCO	Purchase and Disseminate School Supplies During Home Visits	Fall 2011	$816			Principal
SCO PD	Schedule and Conduct Caring School Community Training, K-8 Trainer	Fall 2011	$2,652			Principal
PD SD SCO IP	Schedule, Plan and Implement Five Days of Professional Development, continuing focus on and development of Response to Intervention, Technology integration, data analysis, ELA, ELD and math, and Caring School Community	Fall 2011	$53,040			Principal and Curriculum & Instruction and Elem Ed

RPR IP SD	Continue to provide services of Turnaround Coordinator of Interventions to Oversee and Manage Technology Interventions and Provide Additional Management Leadership	Fall 2011	$131,149			Principal, Turnaround Leadership Team, and Elem Ed
RPR SD	Continue to provide Before and After School Program Coordinator to Monitor Program using data	Fall 2011 – Winter 2012	$4,590			Principal
RPR ILT	Offer Before and After School Tutoring with Identified Certificated Teachers	Fall 2011 – Winter 2012	$25,500			Principal and Elem Ed
RPR PD SD	Provide Teacher Incentives by Identifying and Supporting Teachers to Begin National Board Certification	Fall 2011 – Summer 2012	$17,552			Principal and Human Resources
SD SCO	Continue to prepare for Response to Interventions K-8 with Specialist	Fall 2011	$408			Principal and Elem Ed
ILT	Extend School Day by 1 Hour Monday, Wednesday, Thursday, Friday	Winter 2012	$202,199			Principal, Elem Ed, and Human Resources
PD SD	Continue Regularly Scheduled Staff Professional Development Collaboration, 1 Hour Per Week all year, to include ongoing data analysis and program adjustment; All	Fall 2011 – Summer 2012	$47,736			Principal, Curriculum & Instruction, and Elem Ed

	Teachers					
RPR SD	Continue to provide services of Turnaround Clerk to Assist in Overall Management and Data Collection	Fall 2011	$44,487			Principal
RPR SCO	Continue to provide services of Parent Liaison Activity Coordinator to Oversee Structured Activities for Students and Parents	Fall 2011	$75,467			Principal and Director of Parent Empowerment
SCO	Continue to provide services of Classified Support for Two Days for Early Registration and Document Updating	Fall 2011	$1,390			Principal and Human Resources
	Benefits Object Code 11500		$19,833			
YEAR THREE						
RPR GS	Director of Program Improvement to oversee implementation of turnaround model	Ongoing		$117,083		Superintendent
PD	Quality Instruction Support Team to provide intense intervention to Taylor Elementary	Ongoing		$108,747		Superintendent Education Services
PD	District will provide support for Taylor's principal from a Principal on Special Assignment	Ongoing		$149,459		Education Services and Curriculum Department
GS	.50 FTE Operations Manager to coordinate and facilitate prioritization of services to SIG schools	Ongoing		$48,992		Human Resources and Principal
SS	.50 FTE Budget Analyst to develop a student-based	Ongoing		$48,992		Human Resources and Principal

	budgeting model and maximize SIG and other school resources					
PD SD	Continue to provide Literacy Coach Services 1.0 FTE	Fall 2012 – Summer 2013			28,991 Title I/EIA	Curriculum & Instruction Principal
PD SD	Continue to provide Numeracy Coach Services 1.0 FTE	Fall 2012 – Summer 2013			77,453 Title I/EIA	Curriculum & Instruction Principal
IP SCO	Continue to provide services of full-time School Counselor to Run Student Assistance Program	Fall 2012 – Summer 2013	$41,980		48,924 EIA/SCE	Student Support Services
	Continue to provide services of full-time PE Teacher for 7-8 Prep Release	Fall 2012 – Summer 2013	$52,727		$52,727General Fund	Curriculum Department
	Continue to provide services of full-time VAPA Teacher for 7-8 Prep Release and to provide Regularly Scheduled Collaboration Time for Teachers, to include data analysis and program planning. Increase to full time using SIG funds to provide primary program.	Fall 2012 – Summer 2013	$52,727		$52,727General Fund	Curriculum Department
SCO	Implement Services with SB 65 Consultant to Support Student Services and Attendance	Fall 2012 – Summer 2013			$75,000 Title I	Student Support Services
SCO	Implement Point Break Counseling Services for Gang and Drug Prevention	Fall 2012 – Summer 2013			$25,000 Title I	Student Support Services

SCO	Continue Family Center Clerk	Fall 2012 – Summer 2013			MAA – Medicare	Student Support Services
SCO	Continue Nurse Services One Day Per Week	Fall 2012 – Summer 2012			$10,000 Title 1	Student Support Services
ILT SD	Continue Step-Up After School Program with Academic Hour and Enrichment Activities	Fall 2012 – Summer 2013			$150,000 ASES (After School Education and Safety)	Student Support Services
SD	Purchase Read 180 materials	Fall 2012	$1,760			Principal
PD	Read 180 Coaching (10 visits per year)	Fall 2012 – Summer 2013	$17,676			Principal
PD	Set Up FASTT Math Online Trainer and Year Long License Implementation	Fall 2012	$10,195			Curriculum & Instruction, Research & Accountability
PD ILT SD	Schedule "Go Solve" Online Trainer and Purchase Yearly Site License and continue with intervention at home and at school as well as use of data reports	Fall 2012	$8,896			Information Services
PD	Coordinate Fraction Nation Online Trainer – Purchase Yearly Site License, continue program development	Winter 2012	$7,074			Information Services
PD SD	Continue use of Rosetta Stone for ELD Students to learn English and for English only students and staff to learn a second language.	Winter 2012 – Summer 2013	$11,179			Curriculum & Instruction

	Purchase Site License and Training to coordinate use of student data. Purchase Site License and Training					
PD ILT SD	Explore Learning – Purchase Site License for Math & Science Gizmos to provide at home and at school learning opportunities and data; continue training	Fall 2012	$2,601			Research & Accountability
SD SCO	Webmaster to Upgrade Website and Maintain Online Magazine to promote positive community connections and share student data	Winter 2012	$2,081			Curriculum & Instruction
SCO	Purchase School Tube Premium Branded Channel and Post Video Projects Monthly to promote student pride and show progress and master	Implement by Winter 2012	$1,035			Curriculum & Instruction
PD	Continue AVID Training for Teachers K-8 and Provide Membership for School	Fall 2012	$14,503			Principal
SCO	Host Parent Institute for Quality Education	Winter 2013	$5,202			Principal
SCO ILT	Host Latino Family Literacy Program Elementary, Intermediate (two ten week courses) to promote at home literacy	Fall 2012/Spring 2013	$1,665			Principal and Director of Parent Empowerment

SCO	Contract for Community Educator to Provide Outreach for Parents K-8	Fall 2012	$63,985			Principal and Parent/Teacher Organization (PTO)
SCO	Identify and Schedule K-8 Community Event Facilitators, Purchase Materials and Institute Community Events K-8 & Outreach for Start of School	Fall 2012	$2,500 Facilitators $7,368 Materials			Principal and PTO
SCO	Schedule and Conduct Monthly Recognition Assemblies for Parents, Students and Teachers	Fall 2012 – Summer 2013	$1,040			Principal and PTO
SCO	Purchase Meeting Supplies for SSC, PTO & ELAC Meetings	Fall 2012 – Summer 2013	$100			Principal
SCO	Purchase and Disseminate School Supplies During Home Visits	Fall 2012	$832			Principal
SCO PD	Schedule and Conduct Caring School Community Training, K-8 Trainer	Fall 2012	$2,705			Principal
PD SD SCO IP	Schedule, Plan and Implement Five Days of Professional Development; continue focus on and development of Response to Intervention, technology integration, data analysis, ELA, ELD and math best practices, and Caring School	Fall 2012	$54,101			Principal, Curriculum & Instruction, and Elem Ed

	Community					
RPR IP SD	Continue to provide services of 1.0 FTE Turnaround Coordinator of Interventions to Oversee and Manage Technology Interventions and Provide Additional Management Leadership	Fall 2012	$133,772			Principal and Elem Ed
RPR SD	Continue to provide services of Before and After School Program Coordinator to Monitor Program	Fall 2012 – Winter 2013	$4,682			Principal
RPR ILT	Offer Before and After School Tutoring with Identified Certificated Teachers	Fall 2012 – Winter 2013	$26,010			Principal and Elem Ed
RPR	Provide Teacher Incentives by Identifying and Supporting Teachers to Begin National Board Certification	Fall 2012 – Summer 2013	$17,903 6 teachers			Principal and Human Resources
SD SCO	Continue to pre-plan to Prepare for Response to Interventions K-8 with Specialist	Fall 2012	$416			Principal and Elem Ed
ILT	Extend School Day by 1 Hour Monday, Wednesday, Thursday, Friday	Winter 2013	$206,242			Principal, Elem Ed, and Human Resources
PD SD	Continue Regularly Scheduled Staff Professional Development Collaboration, 1 Hour Per Week; All Year, All Teachers to include	Fall 2012 – Summer 2013	$48,691			Principal and Curriculum & Instruction and Elem Ed

	ongoing data analysis and program adjustment					
RPR SD	Continue to provide services of Turnaround Clerk to Assist in Overall Management and Data Collection	Fall 2012	$45,377			Principal
RPR SCO	Continue to provide services of Parent Liaison Activity Coordinator to Oversee Structured Activities for Students and Parents	Fall 2012	$76,976			Principal and Director of Parent Empowerment
SCO	Continue to provide services of Classified Support for Two Days for Early Registration and Document Updating	Fall 2012	$1,418			Principal and Human Resources
	Benefits Object Code 11500		$20,230			

Letters of Support/Memorandum of Understanding
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SCHOLASTIC
Tom Snyder Productions

May 24, 2010

Taylor Elementary School
Susan Guerrero - Principal
1101 Lever Blvd.
Stockton, CA 95206

Dear Susan:

We are excited about our partnership with Taylor School in Stockton. Taylor is using our research based and research validated intensive math interventions to implement a successful Turnaround Model in your school. The school leadership is familiar with our programs and understands how we can work together to:

- Implement programs that support Response to Intervention
- Support ELL Students through use of structured programs, graphic organizers
- Provide Technology Assisted Support for a range of at-risk learners
- Promote math fluency and automaticity
- Provide built in data collection and reporting systems that are user friendly

All three programs, Fastt Math, Go Solve Word Problems, and Fraction Nation are designed to meet and exceed NCTM standards. Each offers detailed reports focused on student performance, reflecting time on task, specific work assignments, retention rates, and growth.

Complete RTI data is collected to support the guided instruction for each student. These reports are generated by their adaptive, prescriptive nature, giving each student focused individualized instruction on their specific needs regardless of whether the student is classified as GATE, Tier 1, on grade level, or a Tier 3 learner two or more years behind. The easy to follow RTI reports clearly show the teaching staff and administration the students' needs and their progress. The teachers and administrative staff will be able to evaluate progress by detailed student, class, grade and specific student subgroup reports.

All the programs offer bilingual supports for ELL learners. Each offers different levels of structured language support from word by word pronunciation to close captioning and automatic replay of key content to support the learner needs.

In a study conducted with the County Superintendent of Schools in Kern County in May 2007 it was found that the programs' positive impact on high risk learners (ELL, Migrant Ed, Title 1, Title 3 and emergency immigrant) was overwhelming. The reports clearly demonstrated areas of not only continued instructional needs, but also the depth of success with this study.

Each program is designed to develop fluency in regards to its content area and utilizes in-depth research conducted by university researchers. This fluency development will build the student math foundations utilizing a variety of learner tool sets. The adaptive instruction uses instruction based around proven and well documented approaches to learning, graphic organizers, interactive white board and computer instruction, and individualized guided student practice with positive supports built into each computer based activity.

Our professional development team will meet with Taylor Elementary School staff to develop the in-depth knowledge to utilize the tools available in these math programs. Each teacher will gain full understanding of the models learn on model implementations.

We look forward to our partnership in supporting your school.

Sincerely,

Tom Snyder Productions

A Scholastic Education Company

DEVELOPMENTAL STUDIES CENTER
Educating Minds and Hearts™

May 28, 2010

To Whom It May Concern:

Taylor School has chosen Caring School Community as a way to improve the school's climate and culture and we at Developmental Studies Center support their choice. Caring School Community (CSC) program is a nationally recognized, research-based K–6 program that builds classroom and school-wide community.

CSC focuses on strengthening students' connectedness to school—an important element for increasing academic motivation and achievement and for reducing drug use, violence, and delinquency. The U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness. Districts around the country have implemented Caring School Community, including many locally – San Francisco, South San Francisco, Oakland, Antioch, and others.

Years of research highlight the positive effects of this work: increased academic achievement, decreased referrals, less use of alcohol and marijuana, greater sense of the school as a caring community, and more. See research results in the attached brochure on pages 4-7.

We are eager to partner with Taylor School in their implementation and support this grant.

Best wishes,

Ginger Cook, Ph.D.
Manager, State and District Partnerships

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

COLLEGE OF EDUCATION, GREAT VALLEY WRITING PROJECT

Stockton Unified School District, Roosevelt Elementary School
Memorandum of Understanding to Contract with
Great Valley Writing Project

Title: Implementing Effective Approaches to Teaching Writing, Grades K-8

In this professional book study, teachers will write, discuss writing theory and practice, view student samples and discuss how to implement effective writing practices with all students.

Dates: August 1, 2010 through June 1, 2011 with specific dates to be determined.

Cost: Not to exceed $1,500 for 15 hours of professional development workshops over five dates. This fee includes presenter fees, substitute costs, books, supplies and duplication costs for up to 20 participants. The fee is prorated per participant ($75 each). If more than 20 participants attend, the fee is subject to increase.

Topics to be Explored:

- Explore effective approaches to meet needs of all students.
- Read research and discuss instructional practices that support family literacy.
- Build literacy skills for families of at-risk, English Learners and struggling readers and writers.
- Collaborate with experienced teachers to guide instruction.

Title: Effective Family Literacy Instruction

In a demonstration lab setting, teachers will explore effective methods for teaching students and families about developing reading, writing, speaking and listening skills. Teachers will plan, facilitate and reflect on research-based instructional practices that drive and support the writing process, which include strategies that promote student-parent cooperation and support.

Dates: August 1, 2010 through June 1, 2011 with specific dates to be determined.

Cost: Not to exceed $1,100 for six Family Literacy Nights at two hours each. This fee includes presenter fees.

Topics to be Explored:

- Explore effective approaches to meet needs of all students and their families.
- Read research and discuss instructional practices that support family literacy.
- Build literacy skills for families of at-risk, English Learners and struggling readers and writers.
- Collaborate with experienced teachers to guide family literacy programs.

Title: Early Literacy Program, Grades Pre-K – 1

In a demonstration lab setting, teachers will instruct and model effective methods for teaching emergent readers and writers to parents and guardians. Under the guidance of the teachers, parents and guardians will teach their children to develop their reading, writing, speaking and listening skills. Teachers will plan, facilitate and reflect on research-based instructional practices that drive and support the writing process, which include strategies that promote student-parent cooperation and support.

Dates: August 1, 2010 through June 1, 2011 with specific dates to be determined.

Cost: Not to exceed $1,600 for five Early Literacy Program sessions at three hours each. This fee includes presenter fees.

Topics to be Explored:

- Explore effective approaches to meet needs of all students and their families.
- Read research and discuss instructional practices that support family literacy.
- Build literacy skills for families of emergent readers and writers.
- Collaborate with family members to teach early literacy skills in the home.

FOSS Leadership Academy

A K-12 Alliance/WestEd, Lawrence Hall of Science, and Delta Education Collaboration

Memo of Understanding
FOSS Leadership Academy
2010-2011

The FOSS Leadership Academy, sponsored by the Lawrence Hall of Science, Delta Education and WestEd's K-12 Alliance will provide services to Pittman Charter School from July 1, 2010-June 30, 2011.

The services include a professional development program that consists of 9 days with other participants from around the state and 6 days of technical assistance on site. The professional development program builds teacher pedagogical content knowledge for the FOSS K-5 program and leadership skills to sustain implementation at the school site. Technical assistance includes working on school culture, integration of the FOSS units with the English Language Arts program, analyzing student work, implementing notebooks and observing and analyzing teaching practice. The Pittman team for the Academy consists of 3 teachers, 1 teacher on special assignment and the principal.

The services also include a specialized accommodation for Pittman for its middle school program. The middle school is outside of the scope of the Academy work; however, the Academy will provide technical assistance to the middle school teachers in the following ways: 1) donating 3 FOSS instructional units (one per grade) at a cost of approximately $10,000; 2) providing two consultants to perform kit trainings and model lessons as well as facilitate the teachers in a lesson study protocol.

The middle school team includes 3 teachers (one/grade) and the principal. Additional middle school teachers in other content areas are also invited to participate as appropriate.

The FOSS Leadership Academy provides all expenses (travel, room/board) and all program costs for the participants. The Academy team has already participated for two years at an estimated value of $80,000; the estimated value for year three is $50,000. The Middle School Program, including the instructional materials has an estimated value of $25,000. The total contribution (including the first two years is approximately $155,000.

Kathy DiRanna
K12 Alliance Statewide Director
Co-Director FOSS Leadership Academy

CALIFORNIA STATE UNIVERSITY, STANISLAUS

TEACHER EDUCATION

To: **Stockton Unified School District**

From: **Dr. Nancy Jean Smith, Chair and Professor Teacher Education**

Subject: **Commitment and Support for Pittman Professional Development School**

Date: **May 27, 2010**

This letter of support is to verify the close working relationship that has existed between Pittman Elementary Professional Development School and Teacher Education at California State University Stanislaus (CSUS). Our College of Education just this month received NCATE and CCTC Re-Accreditation with many commendations, especially due to our commitment to partnerships in the field. The reviewers visited Pittman Elementary, met with staff, principal, former students who are now teachers, student teachers, cooperating teachers and student teacher supervisors. They had nothing but congratulations for our work with Pittman as our Stockton Professional Development School.

Pittman began as a dream school in 1996, to be built directly behind the university on the Stockton Campus grounds. Today it is in its third year and thriving. We envisioned the school to be a dual immersion K-8 school that would service students from the surrounding neighborhoods only. We knew that would take tremendous effort, and even though the test scores do not reflect all the heart and soul of good work that has taken place at that school, we in Teacher Education at CSUS are committed to helping the principal, teacher, students, families and community to find solutions to the complex socioeconomic issues that are suffered in that neighborhood.

Dr. Nancy Jean Smith has worked closely with the principal, Adrienne Machado, for many years, and continues to support her in any way she needs, lending guidance directly in leadership as well as running various projects with her university Multiple Subject Credential Students. She and her students have worked for years with the parents during parent coffee hour on Tuesday mornings, as well as bringing guest speakers from Mexico and elsewhere to work with students and parents, helping them with cultural and emotional or mental health issues. She has run a Passport to University Project as a Carnegie Scholar with Stanford University for the past three years and currently has applied for sabbatical. She and principal Machado have fashioned that sabbatical for Dr. Smith to shadow Principal Machado for 9 months, helping as her right hand person, and learning administrative needs directly from Principal Machado. The goal of that sabbatical will be to research best practices in school administration and, most importantly, how Teacher Education can better support school principals, teachers, students, parents and community. The principal and Dr. Smith plan to publish and present their findings, but their primary interest is in ensuring academic and social success for students at Pittman Elementary.

The services of Dr. Nancy Jean Smith will consist of a total contribution of $75.000.00 for the nine months she will be collaborating with Principal Machado. In addition, after her sabbatical she will continue to support school needs, as she has for the past eight years, for at least two hours a week, a contribution of $100.00 a week.

May 12, 2010

LETTER OF SUPPORT

TO: Renee Sweeden, Principal
Roosevelt School, Stockton Unified School District

FROM: Cindy Lenners, Vice President
Action Learning Systems

SUJBECT: School Improvement Grant Support Letter

I have reviewed your School Improvement Grant proposal and Action Learning Systems is very excited to take part in supporting this worthwhile project. We have enjoyed a relationship with Roosevelt School and the Stockton Unified School District in the past and believe that relationship was beneficial for your teachers and students. Because we work with teachers from across the state, we believe it has also strengthened conversations with districts throughout California.

The plan that the administration and teachers at Roosevelt, with the support of the district, have put together is tightly aligned to the grant criteria and is reflective of best research-based practices. We are glad to provide your school and district with high-quality professional development, leadership support and monitoring, and through this project, we believe that an even stronger cadre of teachers and an even more dedicated staff will emerge.

Both of our organizations and the students at Roosevelt School will benefit from the implementation of this plan. We wish you great success and we stand ready to assist when the opportunity presents itself.

The Action Learning Systems School Reform Model: Developing System-Wide Coherence to Increase Student Achievement

A system is in place for creating, implementing and monitoring **clear and measurable academic goals** based on student achievement.

- Determine student achievement needs through district and site data analysis.
- Develop or reaffirm one or two academic growth goals for every student based on analyzed data.
- Review and/or revise district and site plans to reflect the newly developed or reaffirmed goals.
- Ensure alignment of the district and site programs, policies, procedures and practices with newly developed or reaffirmed goals.
- Ensure that a governance structure is in place to support the implementation of the newly developed or reaffirmed goals.
- Ensure that a budget is in place to support the implementation of the newly developed or reaffirmed goals.
- Create an on-going process for monitoring, evaluating and holding stakeholders accountable for the implementation of the newly developed or reaffirmed goals.

A system is in place for designing, implementing and monitoring a **Response to Intervention (RtI) model.**

- Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming, including but not limited to English Learners, and Students with Disabilities.
- Identify a school organization, structure and governance system that supports high expectations for all students, including but not limited to English Learners, Students with Disabilities, gifted students and struggling students.
- Create a master schedule that provides access for the RtI Tiers I, II and III, Benchmark, Strategic and Intensive, courses in Math and ELA.
- Determine student placement in the RtI Tiers I, II and III, Benchmark, Strategic and Intensive, courses based on student achievement on multiple measures.
- Create a process for implementing standards-based Individual Education Plans (IEPs) and a process for tracing standards in order to meet grade-level expectations.
- Determine teacher placement in the RtI tiers of Benchmark, Strategic and Intensive courses based on teacher expertise and certification.
- Identify appropriate instructional materials to be used in each of the RtI tiers.
- Ensure all teachers have appropriate professional development and coaching in the instructional materials and effective delivery strategies for each of the RtI tiers.
- Ensure that all administrators have the appropriate professional development and coaching to support site or district implementation each tier's instructional material and effective delivery strategies.
- Create a plan to develop and monitor an effective extended day program that ensures students the opportunities that may be necessary to master the content standards.
- Create an on-going process for monitoring, evaluating and holding stakeholders accountable for the implementation of the RtI model.

A system is in place for providing **leadership professional development** that includes coaching and the expectation of implementation of key focus areas.

- Analyze site and district data to inform the development of leadership professional development agendas. (Topics may include: Creating High Performing Schools; Supporting the Needs of English Learners; Becoming a Data Driven Organization; The Implementation of RtI; Direct Interactive Instruction; Instructional Materials Professional Development)
- Identify the key focus areas, the alignments necessary to implement the focus areas, the expectations for implementation, and the opportunities that each leader will need to implement the focus areas.
- Ensure that all district or site leaders are able to attend the professional development days.
- Develop a coaching model, 6-8 coaching days, to support district or site leaders in the implementation of key focus areas.
- Create an on-going process for monitoring and evaluating the implementation of the key focus areas identified.

A system is in place for implementing **standards-based instruction** with a focus on the use of approved, standards-based instructional materials, which includes the expectation of implementation of non-negotiable program components.

- Document that instructional materials professional development has been offered and document that teachers have attended appropriate professional development.
- Ensure teachers have, and appropriately use, standards-aligned instructional materials.
- Provide on-going instructional assistance and support for teachers in delivery of their instructional materials (e.g., use of content experts and instructional coaches) including demonstration lessons, co-planning, co-teaching and feedback.
- Provide teacher collaboration by grade level (K-6) and department (7-12) to discuss student achievement results and modify instruction based on student achievement needs.
- Identify pacing with the must-do and may-do instructional components for all classes.

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The Action Learning Systems School Reform Model
Developing System-Wide Coherence to Increase Student Achievement

- Implement a monitoring system (e.g. Action Walks) to ensure implementation of instructional materials.
- Confirm standards-based objectives are explicitly addressed and fill gaps appropriately.
- Strategic support classes are coherently aligned with the daily lessons of core classrooms.
- Create an on-going process for monitoring, evaluating and holding stakeholders accountable for the implementation of standards-based instruction, using standards-based instructional materials.

A system is in place for delivering standards-based instruction through the implementation of **Direct Interactive Instruction.**

- Identify and implement Direct Interactive Instruction, a research-based strategy to increase student engagement and raise student achievement.
- Provide professional development on: standards and objectives, lesson structure, feedback and correctives and proactive classroom management.
- Provide on-going instructional assistance and support for teachers in delivery of Direct Interactive Instruction (e.g., use of content experts and instructional coaches) including demonstration lessons, co-planning, co-teaching and feedback.
- Identify must-do and may-do instructional components for Direct Interactive Instruction.
- Create an on-going process for monitoring (e.g. Action Walks) evaluating and holding stakeholders accountable for the implementation of Direct Interactive Instruction.

A system is in place for implementing **data-driven decision-making** that includes coaching and the expectation of using data to modify and adjust instruction.

- Develop content-specific assessment blueprints that reflect an alignment of written curriculum, standards, and the instructional program.
- Identify appropriate assessments to administer to measure student progress, including: tests, essays, portfolios, projects, etc.
- Use student achievement data results to monitor the site or district action plans, including the use of resources.
- State, benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement.
- Create, implement and monitor the use of a data protocol for analyzing student achievement results.
- Provide an electronic data warehouse tool for teachers to use to disaggregate student academic achievement data by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.
- Identify areas of concern, by cluster, standard, and objective look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data.
- Report student performance data to all stakeholders; provide feedback to students; provide feedback to parents.
- Create an on-going process for monitoring, evaluating and holding stakeholders accountable for the implementation of data-driven decision-making.

A system is in place to **engage families and the community in the academic program** offered by the site or district.

- The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.
- Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. Students have access to a system of personal support services, activities and opportunities at the school and within the community.
- Provide activities and events to engage the community and business in partnering to help increase student achievement.
- Communicate with parents regarding information about the school's achievement results, and the status of the school in relation to target populations and disaggregated data.
- Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs.
- Specific professional development and supports are provided to parents of English Learners (EL), Students with Disabilities, gifted students, low performing students, and others.
- Provide specific professional development related to standards-based instruction and data analysis to parents of English Learners, special education, gifted students, low performing students and others.
- Create an on-going process for monitoring, evaluating and holding stakeholders accountable for the implementation of engaging families and the community in the academic program.

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Action *Learning* Systems, Inc.

Letter of Support

School Improvement Grant
Support Letter

May 17, 2010

To:
Adrienne Machado
Pittman Charter School, Stockton Unified School District

After reviewing your School Improvement Grant proposal, Action Learning Systems is excited to agree to take part in supporting this project. Your focus on bilingual education and plan to improve achievement for all students is the same focus of Action Learning Systems.

Our previous relationship with many schools in the Stockton Unified School District and your administration provided a positive experience for your teachers and students. We are proud to provide your school with continued high-quality professional development in the coming years, including a focus on Academic Vocabulary and Student Engagement.

This project is complementary of Action Learning Systems' work. As a provider of English Learner Professional Development, we have a firm understanding of the needs of English Learners and the experience in helping teachers scaffold instruction for all students. We believe that both our organizations will benefit from the implementation of this grant.

We wish you great success and we stand ready to assist when the opportunity presents itself.

Cynthia L Lenners

Cindy Lenners
Vice President, Action Learning Systems

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Letter of Support

UNIVERSITY OF THE
PACIFIC
School of International Studies

Steve Vaczovsky
Interim Superintendent
Stockton Unified School District
701 N. Madison Street
Stockton, CA 95202

Re: Teaching for Engagement in Stockton Schools: Addressing the Achievement Gap in the Stockton Unified School District

Dear Superintendent Vaczovsky;

CISP
206 Knoles Hall
3601 Pacific Avenue
Stockton, CA 95211
Tel 209.946.2280
Fax 209.946.2453

Together, the Stockton Unified School District and the University of the Pacific have proposed to the California Postsecondary Education Commission a four-year professional development plan to strengthen teaching and learning in selected SUSD schools, including Pittman and Roosevelt Elementary Schools. The project, "Teaching for Engagement in Stockton Schools," is based in substantial part on a pilot project conducted in Pittman during 2009-10. The project seeks to: expand the academically rigorous participation of students who are educationally passive or disengaged from instruction and learning processes; create inclusive school and classroom cultures characterized by mutual respect, collaboration, problem-solving and teamwork; increase use and consistency of engagement elements and procedures in the classroom; and build teachers' subject matter and pedagogical knowledge and expertise in disciplinary subjects.

Beginning in the fall 2010, lead teachers, instructional supervisors and site administrators from Pittman and Roosevelt would participate in an equity-focused professional development institute. The teachers among the group would receive multiple instructional coaching sessions in their classrooms during the year. These participants would become partners in conducting the balance of the four-year program. Additional teachers from each school would participate in institutes scheduled at the beginning of 2011-12 and 2012-13, and selected instructors would be included in a final program focused on the application of equity principles in collaborative small group instruction in January 2013. The project will prepare and support exemplary teachers in each school to extend the professional development to those who do not participate directly in the institutes and the follow-up coaching.

The project will result in instructional changes that include consistently high expectations, student accountability, engaged students, sharing of academic authority, and development of critical thinkers, as well as improved mastery of discipline-specific knowledge and implementation of teaching methods. The result will be increases in classroom participation and academic success, use of academic content-based vocabulary and concepts, abilities to think conceptually, and use of higher order processes.

Yours sincerely,

Ronald Herring
Executive Director

SCHOOL IMPROVEMENT GRANT
MEMORANDUM OF UNDERSTANDING

Stockton Unified School District (SUSD) is strongly committed to working with the three district Tier I elementary schools applying for School Improvement Grant (SIG) funding—Pittman, Roosevelt, and Taylor. SUSD supports the plan for implementation as well as the identified goals and objectives.

SUSD will work to support and strengthen the principals and staff at these schools as they implement their intervention models, enhance their existing resources, restructure their services, and develop schools that respond to the needs of children, families, the community, and the school district.

- SUSD will dedicate additional Central Office resources, including but not limited to staff such as the Assistant Superintendent of Elementary Education, to manage SIG for the entire length of the grant.
- SUSD will be responsible for sharing information about the design, implementation, evaluation and sustainability of the SIG projects with the Governing Board, school personnel, parents, students, partners and community members.
- SUSD has participated in and will continue to participate in the development and implementation of the intervention models at each of the three schools.
- SUSD is committed to implementing with fidelity all evidence-based programs and services included in the grant proposal.
- SUSD will facilitate an ongoing assessment of the impact of program implementation, to include the collection and reporting of all necessary data.
- SUSD will meet its LEA responsibilities as outlined above and provide fiscal oversight and administrative management for this grant project.

Stockton Unified School District

Steve Vaczovsky, Interim Superintendent

Date: 6/1/2010

Attachments

- **Governing Board Meeting Agendas and Minutes**
  - January 12, 2010 Approval of Dual Immersion Magnet Program at Pittman Elementary
  - March 9, 2010 First public hearing re SIG
  - March 23, 2010 Second public hearing
  - April 13, 2010 Approval of intervention models
  - April 15, 2010 Approval of Pittman Charter

- **Calendar of SIG School-site Meetings**

- **School Site Meeting Agendas, Minutes, and Meeting Promotional Material**
  - Pittman
  - Roosevelt
  - Taylor

- **Pittman Charter**

- **Copy of federal School Leadership Grant Narrative**

- **Nine Instructional Strategies (Roosevelt Elementary)**

SUBJECT: Approval of a K-8 Magnet Dual Immersion Program at Richard A. Pittman Elementary School Commencing with the Start of the 2010-2011 School Year

INTRODUCTION:

Richard A. Pittman Elementary School's goal is to create an educational magnet school of choice based on the successful, research-based model of Dual Immersion. The program will provide kindergarten through eighth grade students with an exemplary bilingual, biliterate and bicultural educational experience focused on high academic achievement, lifelong learning, self-motivation, and responsible citizenry. The school will strive to ensure that students value diversity, gain global perspectives, and develop community spirit; all supported by parents, staff, and the community. The implementation of this model will require careful consideration in planning so that faculty and all school personnel are well informed and can clearly articulate and support the goals and program model. Preparation for implementation will require that teachers are able to design creative, interesting, standards based lessons that are integrated with various subject matters. Everyone working at Pittman will understand the importance of how daily interactions create a community in which a variety of learning styles are valued. Within this community of diverse learners, every member will be valued as a critical component to creating an environment where thinking, inquiring, growing, and sharing guide students and teachers to achieve Pittman's goals. The program will begin with kindergarten and first grade for the 2010-2011 school year and one grade will be added each year after that until the program is fully implemented, K-8 . The program will eventually have two dual immersion classrooms at each grade K-3 level and one classroom for each grade 4-8 level which will be a magnet program, a school within a school.

ANALYSIS:

Studies have shown that students, who are able to function linguistically at high academic levels in more than one language, are cognitively advantaged in problem solving and communication skills. Likewise, students have been found to show improved overall school performance and higher level thinking skills. Knowing a second language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities, and expanding the brain's ability to acquire even more languages. A competitive edge for today's students in our current global market requires the understanding of human differences and linguistic variations. Bilingual individuals intrinsically comprehend these differences and know how to get along with others that are not like them linguistically and ethnically.

Funding Source:

Resource Required	Amount	Funding Source
Project GLAD-Guided Language Acquisition by Design Training for K-1 teachers	$1025 each for 10 teachers over the course of the implementation $12,500 for year one, $33,750 over the course of the implementation K-8	Economic Impact Aid, Title I or Title II
Spanish Language Instructional Materials	$5500 per grade level	Instructional Materials Fund

RECOMMENDATION:

It is recommended that the Governing Board approve the creation of a K-8 magnet dual immersion program at Richard A. Pittman Elementary commencing with the start of the 2010-2011 school year.

Prepared by: Adrienne Machado, Principal, Richard A. Pittman Elementary School

Reviewed by: Mr. Dan Wright, Director, Elementary Education
Dr. Kirk Nicholas, Assistant Superintendent, Elementary Education

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

January 26, 2010

CLOSED SESSION
Board Chambers

PUBLIC SESSION
Boardroom

6:00 p.m. Call Meeting to Order

A. Roll Call

Gloria Allen, Jose Morales, Vice President Colleen Boardman, President Beverly Fitch McCarthy, William Ross, Daniel Castillo, Sal Ramirez, Superintendent Steve Vaczovsky

B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda.

C. Oral Suggestions and Comments From the Community

Anne McCaughey, STA – Response to today's article in the record newspaper. Ms. McCaughey wanted to let the Board know that any proposed cuts to salary and/or working conditions are mandatory subject to bargaining. The lost of any teacher 9192) means they are not going to have business as usual. This district must work with the unions and we do have to bargain these cuts.

Angel Picon, CSEA 821 – Commented that the district is in a tough economic and financial situation. He also stated that bargaining units have contracts with S.U.S.D and he knows that they have to face those consequences. He feels it is best for all bargaining units to sit down with the district and discuss issues before they discuss solutions.

Mr. Picon reported there was an emailed letter sent to CSEA members regarding health benefits. He commented that the letter was confusing and asked for clarification of the letter.

6:04 p.m. D. Adjourn to Closed Session
7:45 p.m. Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

PUBLIC MINUTES

			Action Authorized by Board
	1.0	**Closed Session**	
A	1.1	Public Employee Appointments – **Certificated** (§54957) *Leave of Absence* (Teacher, Elementary) *Resignation* (Special Education Teacher; Elementary Music Teacher) *Retirement* (Teacher, Elementary; Literacy Specialist) *Ratification* (Elementary Music Teacher; Teacher, Secondary; Substitutes; Coaches)	Approved Certificated Public Employee by a vote of 7-0 (attached).

			Action Authorized by Board
A	1.2	Public Employee Appointments – **Classified** (§54957) *Resignation* (Substitute) *Rescind Employment Offer* (Facilities Planning Technician) *Deceased* (Food Service Assistant II) *Ratification* (Painter, Facilities Planning Technician, Substitutes)	Approved Classified Public Employee Appointments by a vote of 7-0 (attached).
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
I	1.4	Public Employee Discipline, Dismissal, Release, Nonreelection, Compulsory Leave, Reassignment *Certificated:* K-12 Administrators *Classified:*	Discussion only.
I	1.5	Conference with Labor Negotiator (§54957.6) *Agency Negotiator:* Lily Cervantes, Steve Vaczovsky, Robert Thompson *Employee Organization:* All Bargaining Units	Information only.
A	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* San Joaquin Superior Court, Case No. 39-2009-002284525-CU-PO-STK *Name of Case Unspecified:*	Direction given to legal counsel to settle pending litigation by a vote of 7-0.
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* Three Potential Cases *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	**1ST Case** –Approved settlement by a vote of 7-0. **2nd Case** – Gave attorney authority to present counter-proposal by a vote of 7-0. **3rd Case** – Discussion only.
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
A	1.9	In district Expulsion Cases: M-100	Approved in district expulsion cases by a vote of 7-0.

			Action Authorized by Board
A	1.10	In district Expulsion Cases Held in Suspension: M-92, M-95, M-99, M-101	Approved in district expulsion cases held in suspension by a vote of 7-0.
	1.11	Out of district Expulsion Cases:	
	1.12	Out of district Expulsion Cases Held in Suspension:	
A	1.13	Approval of Closed Session Minutes: January 12, 2010	Approved closed session minutes by a vote of 7-0.

2.0 Organization

2.1 Welcome to Members of the Community/Announcements

2.2 Roll Call:
Gloria Allen, Jose Morales, Vice President Colleen Boardman, President Beverly Fitch McCarthy, William Ross, Daniel Castillo, Sal Ramirez

2.3 Pledge of Allegiance to the Flag

Van Buren Sea Cadets – Color Guard will Lead the Pledge

Ms. Marsha Powell, Sea Cadet Coordinator, gave a report on the Van Buren Sea Cadet Program. This program is sponsored by the United States Congress and the Navy League. This program gives students focus and helps them determine what they would like for a career. Ms. Ione Ringen, Principal, has been very supportive with the program and feels it is important to continue this program for her students. The program is also offer to students during the summer for various age groups. The Sea Cadet motto states "It is for the cadet's".

2.4 Announcement of Action Taken in Closed Session

2.5 Introduction of Student Representative
School: Stockton Early College Academy
Principal: Michael Hall
Student: Andrew Ngai

Principal Michael Hall introduced SECA student representative Andrew Ngai.

Mr. Andrew Ngai spoke regarding the many activities and achievements which have taken place at Stockton Early College Academy.

2.5.1.1 Student Representative Recognition – President McCarthy

President McCarthy presented Mr. Andrew Ngai with a certificate of appreciation.

			Action Authorized by Board
A	2.6	Approval of Order of Agenda	Approved order of agenda with the exception that agenda item 10.3 was moved to an action item by a vote of 7-0.
A	2.7	Approval of Consent Items **C/A*	Approved consent items.
A	2.8	Approval of Public Minutes: January 12, 2010	Approved minutes dated January 12, 2010 by a vote of 7-0.

3.0 Recognition and Awards

4.0 Presentation and Discussion

4.1 Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee:

Ms. Gloria Allen reported that the Curriculum and Student Outcomes Subcommittee met on Monday, January 5, 2010 from 5:00p.m. – 6:30p.m. Dan Castillo and Jose Morales were part of this meeting Primary Gears Program, Pittman Dual Immersion Program, District Assistance Intervention Team and Single Plan for Student Achievement was discussed The committee spoke on several programs and handouts were issued to each member on the committee. Extra copies of the handouts can be obtained through Linda Luna or Kirk Nicholas. Minutes of the meeting can be provided by Linda Luna.

4.2 Report from Jose Morales, Chair of Personnel Subcommittee:

Mr. Jose Morales announced the Personnel Subcommittee plans to meet on Tuesday, February 9, 2010.

4.3 Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee: — No report.

4.4 Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee: — No report.

4.5 Report from Sal Ramirez, Chair of Superintendent Search Committee

Mr. Sal Ramirez gave a report of the Superintendent Search Committee meeting held on Wednesday, January 20th (Handout). They discussed several issues relevant to the search and have decided to make the following recommendations to the full Board at the next Board meeting.

- Mr. Gary Dei Rossi from the San Joaquin County Office of Education and Dr. Wendell Chun a consultant with the California School Boards Assoc. will assist the Board in conducting the

search. The Stockton Unified Human Resources department will also aid in the process.

- CSBA will help with some of the initial stages in the hiring process. Mr. Chun will conduct four community forums at the comprehensive high schools in order to obtain public input. He will also meet with individual Board Members, Union Rep., parent groups, and any other interested individuals. He will use this input to develop a leadership profile. In addition, Dr. Chun will assist in the recruitment of candidates.
- The County Office of Ed. with assistance from the Stockton Unified Human Resources department will complete the rest of the hiring process.

- The committee will also recommend that the Board approve a search for qualified candidates within California. They would like to hire a person with extensive knowledge of the California educational system, it's laws and regulations. They expect to have a wide pool of applicants given the prestige associated with being the superintendent of a large urban school district like Stockton Unified.
- SJCOE will screen the applicants and present to the Board all the applicants whom they recommend for an interview. The Board will interview these applicants and select the prospective superintendent.
- The committee will recommend a thorough background check of the finalists. This background check will include a visit to the community of the prospective superintendent candidate.
- The new superintendent should be hired by the latter part of June. The exact date will be determined at our next committee meeting this Thursday, January 28th.
- The Board will be asked to approve a timeline that includes the above mentioned recommendation.

The preceding list of recommendations is not an exhaustive list. It merely presents some of the highlights of the main issues discussed at our committee meeting. The complete list will be included in our timeline once it is finalized at our next meeting.

4.6 Van Buren Sea Cadets Color Guard Presentation – Marsha Powell

Mr. Steve Vaczovsky reported that a clear timeline has been established for the Budget process. He reiterated there were community meetings held at the four comprehensive high schools to give parents and community groups an opportunity to give input. We also gave an opportunity to central office staff and principals to tell us

what was important to them.

On Friday, January 22, 2010 we posted a list of Proposed 2010-11 Budget Reductions for Board consideration on the S.U.S.D. website. The Superintendent proposed to the Board to entertain only requests or items to remove something from the A list into the B list and identify that same motion items of equal or greater value to move from the B to A list. There will be refinements made to this report as time goes on. The district has to meet the March 15th notice for certificated employees and the 45-day notice for classified employees. Mr. Willis is preparing the 2nd Interim Financial Report for February 9th Board meeting.

Mr. Jason Willis gave a presentation on the 2010-2011 Budget Update Deliberations for Budget Reductions. The following issues were discussed.

Budget Development Process: Review of Major Events to Date
- Regular Board Meeting Updates
- Board Study Session
- Clear Timeline & Deliverables

Budget Development Process: Gathering Feedback from District Stakeholders
- Parent and Community Meetings
- Principal and School Surveys
- Bargaining Unit Feedback

Potential and Optional Budget Reductions for 2010-111 Fiscal Year
- Estimated, Net Cost Savings
- Items Not Included: State & Federal Programs and Union negotiable items.
- Final Target for Budget Savings

Board Deliberation and Decision: Proposed Process
- Removing and Replacing Items on List A
- Real-Time Changes
- Timely Decisions

Budget Development Process" Upcoming, Major Events
- Issuance of March 15th Letters and 45-day Notice
- 2nd Interim Financial Report
- Governor's May Revise

Cash Flow: Basics and State Deferrals
Cash flow is a significant aspect of managing a school district's fiscal solvency.

Cash Flow: Options to Address Challenge
The governor's proposal – if passed - would make permanent the 25% apportionment deferral for school districts. Several options are available to mitigate this:
- Inter-fund borrowing

- Tax and revenue anticipation note (TRAN)

(A copy of the PowerPoint presentation is attached)

4.7 Televising Board Meetings Update – Clem Lee

Mr. Clem Lee reported that he has met with Comcast regarding televising Board Meetings. Comcast has no interest in televising the Board Meetings, but they are interested in broadcasting the meetings. The cost for taping the meeting would be $150.00 an hour.

Beverly McCarthy asked what would be the lapse time from taping the meeting. Mr. Lee stated it would come down to dollars and cents depending on what broadcasting services the district is requesting.

Sal Ramirez asked if we can broadcast the meeting on the internet or can we have S.U.S.D. student's video tape the meeting. Mr. Lee said he would research how much it would cost to broadcast on the internet.

Mr. Lee will report more information regarding this request at the next Board meeting.

5.0 Public Hearing

5.1 Consider Adoption of Resolution No. 09-26, Approving the Mitigated Negative Declaration for the Franklin High School Master Plan

6.0 Correspondence

6.1 Written

6.2 Oral

SUGGESTIONS AND COMMENTS FROM MEMBERS OF THE COMMUNITY

Anne McCaughey, STA – Announced she is wearing black and yellow to represent civil defense of public education which is under attack and in crisis. Ms. McCaughey stated that changes in wages or working conditions are subject to bargaining if the units so chooses and unilateral changes may not be made. She also stated the proposed cuts on the web show 31 student teacher ratios for kinder through 3rd grades. Ms. McCaughey commented that unions protect working and learning conditions for teachers and students. She also added that union contracts promote best educational practices and demand safety for all children. Ms. McCaughey asked District administrators, parents and community members to join all education unions to demand that the governor and the legislator prioritize, create or find adequate funding for quality education. She also challenged everyone to Google March 4 on the internet and join CTA

and thousands of other groups state wide to demand quality public education and a better future for our children.

Lori Gray, STA - Announced she is an advocate for teachers and is here to inform the S.U.S.D. Board of the status of our referred Teacher Assistants. Ms. Gray is in question with Linda Luna and Jason Willis regarding their PAR (Para Assistant Review) entitlement with the California Dept of Education. She informed Mr. Steve Vaczovsky, Interim Superintendent, that on numerous occasions she had asked for full disclosure of the PAR entitlements from the CDE and she has not received it. Ms. Gray also reported they have eighteen K-8 referred teachers and eight 9-12 referred teachers that were referred to the PAR process. She stated that in September 2009, S.U.S.D. panel hired a consulting teacher for elementary and the teacher was not released from her consulting position until January 4th. Per STA contract SCT is limited to ten teachers. Currently there are 16 teachers that are not being serviced through PAR.

Gina Hall, Principal, Rio Calaveras – Ms. Hall reported there was a power outage at her school site (Rio Calaveras Elementary School) on Monday, January 25th. She expressed her gratitude and thanked the following people for their services and dedication: Steve Vaczovsky, Tabitha Hoak, Monique, Charlie, Steve Breakfield, Information Services, Mary Bankston, support staff, Student Services, Crystal Cantu, Campus Safety Monitor, after school staff, noon duty staff, Cafeteria staff, student and parents.

Yanik Ruley, Principal – Mr. Ruley expressed his concerns on Class Size Reduction. Mr. Ruley stated there is a sliding scale for Class Size Reduction. He is working on plans for his site to include 23-1 for Class Size Reduction. He is concerned that the kindergarten level are the most difficult children to teach so he hopes there will be some flexibility in the kinder level. Mr. Ruley asked the Board to please consider EL Students to have the smallest class size as possible.

Kathryn Byers, Principal, Nightingale – Ms. Byers reported on two positive events in our community. Nightingale School was adopted by the Progressive Community Church located on B Street. Under the direction of Pastor Rodney Scott church members provided a new pair of shoes for students who asked for a pair of shoes for winter.

203 pairs of shoes were provided. She thanked Ms. Colleen Boardman for attending the event. Nightingale School partnered with Channel 10 News Coats for Kids Program in connection with the Salvation Army. This program donated 2,190 coats for the community. On Friday, Nightingale Teachers unpacked, sorted and laid out each coat for the event scheduled on Saturday, January 23, 2010. Community members were given the opportunity to receive a coat. All of the coats were given away. She gave special thanks to Katy Burns, Lorie Newburger, Rebecca Delacruz, Barbara Tibbs, Joe Casenero, Carla Gonzales, Rachel Ramirez, Bill Ross, Sal Ramirez,

Gloria Allen, community, and the Business Partnerships for their support.

Marilyn Brown, CSEA 318 – Ms. Brown reported that she has been with the district for 37 years and has seen years of budget issues. She asked the board to look at eliminating the new positions that are being created during this budget crisis.

Lucy Rodriguez-Rovach, Parent/Staff - She expressed her excitement for the Dual Immersion Program at Pittman School. She is asking that the program be open to all S.U.S.D. students and asked the Board to consider approving the program for Pittman.

Sara Cazares, Parent - Mr. Cazares spoke on behalf of the Franklin IB program. Ms. Cazares helped coordinate the Alumni Brunch for Franklin Alumni graduates and Franklin students. There were over 60 Franklin alumni graduates who came back to help orient seniors at Franklin. There was such a diverse group of alumni graduates. They met with Franklin seniors to explain what it takes to succeed in college. She also announced Franklin High School will be hosting a crab feed on Saturday, March 6th.

Debra Caldeira, Administrative Assist., Valenzuela – Ms. Caldeira expressed her concerns regarding the elimination of bussing for Valenzuela School students.

7.0 Governing Board

7.1 Oral Suggestions and Comments from Members of the Governing Board *(approximately 20 minutes)*

Dan Castillo – Thanked Mr. Bill Parks for the invitation to the Stagg School Site Council Meeting. Mr. Castillo would like to look at creative ways to try and keep bussing for Magnet School students. He also expressed the importance of using Robert's Rules of Order at all Board Meetings.

Bill Ross – Thanked Ms. Kathryne Byers and her staff for reaching out to the community. Mr. Ross asked for a response from Steve Vaczovsky regarding the PAR report given by Lori Gray. Mr. Ross stated that the district needs to be very transparent. Mr. Ross stated that the Board and the district has been very cautious when hiring for positions. He expressed we need to have a compliance office. The district has not spent money that has not been approved or reviewed. Mr. Ross recommended that the Board look into a cut in pay for the administration and make it large enough to make an impact. We are dealing with tough budget issues but we have good leadership in place.

Colleen Boardman – Thanked the high school principals who make a point to get the student representative to the board meetings. It is so uplifting and inspirational to have our student reps be a part of the board meeting and it also reminds us all why we are here.

Jose Morales – No comment.

Gloria Allen – Thanked Kathryn Byers for her dedication. Ms. Allen also thanked Marilyn Brown for following her dream to recreate the gardens at Taft School. Ms. Allen thanked everyone for attending the Board meetings during the difficult times and for their support in working together.

Sal Ramirez – Mr. Ramirez expressed his concerns on how the restructuring of the magnet programs at Valenzuela and Nightingale school were handled. Mr. Ramirez stated there were 15 million dollars in categorical funds that were not spent. He asked for a report to explain how the funds were spent. Mr. Ramirez thanked Ms. Kathryn Byers for her services and dedication.

Beverly McCarthy – Ms. McCarthy read an article from the Stockton Record. Ms. McCarthy also reported on the following

- Christie Kelley and Dillon Delvo were chosen as part of the peace people.
- Ms. McCarthy asked Ms. Linda Luna for a book on Grammerama.
- Kay Ruhstaller, Executive Director, Family Resource and Referral Center
  San Joaquin Regional Business Leaders
  Summit on Early Childhood Education
  Held on April 29, 2010 in Fresno, CA. from 11:00a.m.-2:00p.m.
- Mandatory Sexual Harassment Training Program for all Management.
- Budget – Ms. McCarthy recommends that managers making over $100,000.00 take a 10% wage reduction in order to save jobs. Any management making under that amount would take a 5% wage reduction. She also asked that unions look at freezing salaries for a year. She would also like to consider work furlough days and a shorter school year.
- Ms. McCarthy asked for a report on the $94,000.00 stipends paid to selected management personnel.
- Perry-Smith LLP agreed to attend a workshop to orient the Board of Trustees to help them understand their audit report. Ms. McCarthy asked that the orientation be set up in March.

			Action Authorized by Board
		• Ms. McCarthy would like to revisit what time school begins in the morning. She feels students are required to be at school too early in the morning. • Ms. McCarthy would like to know how a non-management confidential employee can be on the Superintendent's Executive Cabinet	
A	7.2	Adoption of Resolution No. 09-36 Ordering that an Election Be Held to Determine Whether or Not Daniel Castillo shall be Recalled	Adopted Resolution No. 09-36 with amendments.
M/S		Ross, McCarthy	
Ayes		Allen, Ramirez, Morales, Boardman, McCarthy, Ross, Castillo MOTION CARRIED. Approved the **amended** agenda item requesting **not** to approve Resolution No. 09-36 ordering a date for the Recall Election of board member Daniel Castillo and to refer the matter back to the S.J.C. Registrar of Voters with a letter requesting that he select June 8, 2010 consolidating the Recall Election with the Statewide Direct Primary Election by a vote of 7-0	
C/A	7.3	Authorization to Pay a Total of $128,781.17 to the Law Firm of Kronick, Moskovitz, Tiedemann & Girard for Legal Services Rendered through November 25, 2009	Authorized payment.

8.0 Interim Superintendent

8.1 Interim Superintendent's Report

Mr. Steve Vaczovsky reported the following:

- Tamara Evans, School Nurse, will receive an award from the California School Nurses Organization.
- 11 school sites did not have power last week. An Ed Connect message was sent out to parents informing them of the power outage. Mr. Vaczovsky thanked the S.U.S.D. Facilities department for their hard work. Mr. Vaczovsky also thanked Mr. Biedermann for his efforts with the power outage at Edison High School.
- Dr. Ron Small, Principal, Marshall School, has conducted a fund raiser for Haiti. $900.00 has been collected. The funds will be transferred to the American Red Cross for distribution.
- Special thanks to Kathryn Byers for her dedication at Nightingale School.
- The Voting Board Training will be held on Thursday, January 28th for the Superintendent's staff. Ms. Beverly McCarthy and Ms. Gloria Allen will be invited to the next training once the

			Action Authorized by Board
		program has been implemented.	
A	8.2	Consideration of Cost of Holding Special and Regular Board Meetings in February at the Comprehensive High Schools (one meeting at each location)	Approved the following three meeting dates to be held at the comprehensive high schools by a vote of 6-1 • February 2. 2010 • February 9, 2010 • February 16, 2010
M/S		Castillo, Allen	
Ayes		Allen, Ramirez, Morales, Boardman, McCarthy, Ross	
Noes		Castillo	
		MOTION CARRIED.	
C/A	8.3	Acceptance of Donations to the Stockton Unified School District	Accepted donations and directed the Superintendent to write letters of acknowledgement (attached).
C/A	8.4	Adoption of Resolution No. 09-27 Proclaiming February 2010 as African American History Month	Approved Resolution No. 09-27.
C/A	8.5	Adoption of Resolution No. 09-28 Proclaiming March 2010 as Women's History Month	Approved Resolution No. 09-28.
C/A	8.6	Adoption of Resolution No. 09-29 Proclaiming March 2010 as Arts Education Month	Approved Resolution No. 09-29.
C/A	8.7	Adoption of Resolution No. 09-30 Proclaiming March 2 through March 6, 2010 as the Week of the School Administrator	Approved Resolution No. 09-30.
C/A	8.8	Adoption of Resolution No. 09-31 Proclaiming March 31, 2010 as Cesar Chavez day of Service and Learning	Approved Resolution No. 09-31.
	9.0	**Education**	
A	9.1	Approval of a K-8 Magnet Dual Immersion Program at Richard A. Pittman Elementary School Commencing with the Start of the 2010-2011 School Year	Approved the K-8 Magnet Dual Immersion Program at Pittman Elementary by a vote of 7-0.
M/S		Castillo, Allen	
Ayes		Allen, Ramirez, Morales, Boardman, McCarthy, Ross, Castillo	
		MOTION CARRIED.	
C/A	9.2	Adoption of Resolution No. 09-33 Approving Elementary Single Plans for Student Achievement for December 2009 to December 2010	Approved Resolution No. 09-33.
C/A	9.3	Adoption of Resolution No. 09-34 Approving the Program Improvement, Year 1, Elementary Single Plans for Student Achievement for December 2009 to December 2011	Approved Resolution No. 09-34.

			Action Authorized by Board
C/A	9.4	Approve Supplemental Educational Services Providers to Service District Students at the Parent/Guardian Request	Approved.
C/A	9.5	Approval of Williams Uniform Complaint Quarterly Form Dated January 15, 2010	Approved.
C/A	9.6	Consider Approval of a Field Trip by Forty (40) Students of the 2010 Graduating Senior Class of Weber Institute to Disneyland Grad Nite Festivities in Anaheim, California, on May 27-28, 2010	Approved.
C/A	9.7	Consider Approval of the Attendance of Eight (8) Edison High School Students in the Deaf and Hard of Hearing Program (DHOH) to tour Año Nuevo State Reserve in Pescadero, San Mateo County, California, on February 17, 2010	Approved.
C/A	9.8	Approval of a One Day Discovery Voyage Trip by 7th Grade Science Classes from McKinley School	Approved.
C/A	9.9	Approval of K-8 Staff Development for English Learners and Compliance Officers for English Learner Program Positions	Approved.
C/A	9.10	Consider Approval of Agreement to Furnish Consultant Services	Approved consultant agreements not to exceed:
	9.10.1	Valley Community Counseling Services, Stockton, CA. - Hamilton, Urbani, & Fong IB Elementary School	$2,000
	9.10.2	Grace Dearborn, Conscious Teaching LLC, Fairfax, CA. - Federal Transition to Teaching Grant Support Teachers	$3.000
	9.10.3	Tom Byars, Certified Olweus Trainer, Olweus Bullying Prevention Program, Visalia, CA. - Madison Elementary Staff and Students	$2,200
	9.10.4	Pyramid Educational Consultants, Inc., Newark, Delaware - Special Education personnel and others working with special education students	$10,000
	9.10.5	Autism and Behavior Training Associates, Woodland, CA. - Special Education personnel and others working with special education students	$12,000

			Action Authorized by Board
	10.0 Business and Finance		
A	10.1	Consider Adoption of Resolution No. 09-26, Approving the Mitigated Negative Declaration for the Franklin High School Improvements Project at the Conclusion of the Public Hearing on this Matter	Approved Resolution No. 09-26 by a vote of 7-0.
M/S		Ross, Morales	
Ayes		Allen, Ramirez, Morales, Boardman, McCarthy, Ross, Castillo MOTION CARRIED.	
C/A	10.2	Adoption of Resolution No. 09-32 Authorizing the Purchase of a Relocatable Building From Another Public Agency	Approved Resolution No. 09-32.
A	10.3	Consider Awarding Contracts, Approving Change Orders and Authorizing the Filing of Notice of Completion – Edison High School Athletic Improvements, Phase I, Increment I	Approved by a vote of 7-0.
M/S		Morales, Allen	
Ayes		Allen, Ramirez, Morales, Boardman, McCarthy, Ross, Castillo MOTION CARRIED.	
C/A	10.4	Approval of Staff's Recommendation and Authorize Preliminary Response to the Proposition 39 Request Offer from Aspire Public Schools Pursuant to Education Code 47614	Approved.
C/A	10.5	Approval of Staff's Recommendation and Authorize Preliminary Response to the Proposition 39 Request Offer from Stockton Collegiate International Elementary School Pursuant to Education Code 47614	Approved.
C/A	10.6	Approval of Staff's Recommendation and Authorize Preliminary Response to the Proposition 39 Request Offer from Stockton Collegiate International Secondary School Pursuant to Education Code 47614	Approved.
C/A	10.7	Consider Approval of the Monthly Financial Report for the Month of December 2009	Approved the Monthly Financial Report for the month of December 2009.

11.0 Public Employee/Open Session (§54957)

Action Authorized by Board

12.0 Recess to Closed Session (if necessary)

13.0 Adjournment

Adjourned at 10:42 p.m.

Stephen F. Vaczovsky, Interim Superintendent/Secretary
Governing Board, Stockton Unified School District

A Indicates Action Item
C/A Indicates Consent Action Item (see reverse for details)
I Indicates Information Item

1.0 Closed Session

Page

A 1.1 Public Employee Appointments – **Certificated** (§54957)

1.1.1 Leave of Absence

Lisa Telli	07-01-10/06-30-11
Teacher, Elementary (Grade 7) – Elmwood School – Extend Child Rearing Leave	

1.1.2 Resignation – Regular Employees

Joan Bertilacchi	01-11-10
Special Education Teacher – Stagg High School – Unpaid Leave	
Harold Willenborg	01-13-10
Elementary Music Teacher – Elmwood School – Compulsory Leave	

1.1.3 Resignation - Temporary Employees

1.1.4 Retirement

Janice Hardin	05-28-10
Teacher, Elementary (Kindergarten) – Fremont School	
J. Earle Fox	05-28-10
Teacher, Elementary (Grade 5) – El Dorado School	
Leslie Mattesich	05-28-10
Teacher Elementary (Grade 5) – Madison School	
Betty Weatherby	05-28-10
Teacher Elementary (Grade 2) – Taylor School	
Clara Wilbon	05-28-10
Literacy Specialist – Spanos School	

1.1.5 Job Abandonment/Breach of Contract

1.1.6 Special Assignment

1.1.7 Rescind Employment Offer

1.1.8 Deceased

1.1.9 Ratification, Regular Employees

April Braun	01-19-10
Teacher, Secondary (English) – Franklin High School	

1.1.10 Ratification, Temporary Employees

Joseph Mazzaferro	01-19-10
Elementary Music Teacher – Curriculum	
Tiji Thomas	01-19-10
Teacher, Secondary (Chemistry/General Science) – Franklin High School	

1.1.11 Ratification, Regular Employees, Change from Temporary to Probationary, Effective

1.1.12 Ratification, 45-day Consultant

1.1.13 Ratification, Substitute Teachers

See Attachment A

1.1.14 Ratification, Teacher, Adult Education

1.1.15 Ratification, Home Instruction

1.1.16 Ratification, Summer School Employment

1.1.17 Ratification, Administrative

1.1.18 Ratification, Coaches

Attachment B

A 1.2 Public Employee Appointments – **Classified** (§54957)

1.2.1 Leave of Absence

1.2.2 Resignation

Patricia Brooks	10-30-09
Classified Substitute	

1.2.3 Retirement

1.2.4 Job Abandonment

1.2.5 Rescind Employment Offer

Blaine Vernon Facilities Planning Technician-Facilities and Planning Division	01-13-10

1.2.6 Deceased

Lillian E. Thurston Food Service Assistant II – Kennedy School	01-12-10

1.2.7 Ratification, Regular Employees

Steve Russell Painter – Facilities Services Department	01-27-10
Charles Uhlmeyer Facilities Planning Technician – Facilities and Planning Division	01-27-10

1.2.8 Ratification, Administrative

1.2.9 Ratification, Substitutes

Emily Cook After School Site Program Facilitator	01-27-10
Stephanie Frazier Noon Duty Supervisor	01-27-10
Maria Juarez De Moreno Noon Duty Supervisor	01-27-10
James McLain Library Media Assistant	01-27-10
Blia Xiong Office Assistant	01-27-10
Ashli Small Noon Duty Supervisor	01-27-10

1.2.10 Ratification, Walk on Coaches

See Attachment C

1.3 Public Employee Performance Evaluation
Certificated:
Classified:

1 1.4 Public Employee Discipline, Dismissal, Release, Nonreelection, Compulsory Leave, Reassignment

Certificated: K-12 Administrators

Classified:

Closed Session Agenda
January 26, 2010 Board Meeting

Attachment A

Substitute Teachers

NAME	EFFECTIVE DATE
Ichan Calabro	1-27-10
Susan DeMotte	1-27-10
Simpson Risso	1-27-10
Ambre Shoneff	1-27-10
Lia Vang	1-27-10
Marie West	1-27-10

COACHING – CERTIFICATED
BOARD AGENDA January 26, 2010

Attachment B

FRANKLIN HIGH SCHOOL

NAME	SPORT	SEASON
Brett Toliver	Basketball – Varsity – Boys	Resigned

Board Meeting Back Up
January 26, 2010
RESIGNATIONS

Name	Title	Site	Effective Date	Reason
Bertilacchi, Joan	Special Education Teacher	Unpaid Leave	01/11/10	Lack of credential.
Willenborg, Harold	Elementary Music Teacher	Compulsory Leave	01/13/10	Legal issues.

The Governing Board accepted the following donations and directed the interim superintendent to write letter of acknowledgement.

Donor	School/Program	Donation	Designation
San Joaquin Delta College 5151 Pacific Ave. Stockton, CA. 95207	King Elementary School	120 Turkeys and 120 Christmas Trees	King Elementary School
San Joaquin Lions Club P.O. Box 692168 Stockton, CA. 95269-2168	Cesar Chavez High School	$400.00	Cesar Chavez High School Mariachi Club
Mr. Jacob Gunter Horace Mann Insurance 5250 Claremont Ave., Suite 237 Stockton, CA. 95207	McKinley Elementary School Perfect Attendance	Two bikes and two helmets valued at $300.00	McKinley School two randomly selected students
Detective Craig Takeda 22 E. Weber Avenue Stockton, CA. 95202-2317	McKinley Elementary School Perfect Attendance Incentive Student Awards	50 backpacks with supplies valued at $500.00	McKinley School qualified students
Richard W. Piper Kathleen Alexander Piper 5756 Carribean Cir. Stockton, CA. 95210	Franklin High School National Honor Society	$40.00	Franklin High School National Honor Society (Anne Piper)
Vicente A. Lopez Teresa F. Lopez 3835 Lanyard Dr, Stockton, CA. 95206	Franklin High School National Honor Society	$40.00	Franklin High School National Honor Society (Menciablia)

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

March 9, 2010

CLOSED SESSION
Board Chambers

PUBLIC SESSION
Boardroom

6:00 p.m.	Call Meeting to Order A. Roll Call B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda. C. Oral Suggestions and Comments From the Community D. Adjourn to Closed Session
7:00 p.m.	Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

AGENDA

1.0 Closed Session

			Page
A	1.1	**Public Employee Appointment - Certificated (§54957)** *Leave of Absence* (Teacher, Elementary) *Resignation* (Teacher, Elementary; Teacher, Secondary; Administrator on Special Assignment; Principal) *Ratification* (Teacher, Secondary; Substitutes; Coaches)	2149
A	1.2	**Public Employee Appointment - Classified (§54957)** *Resignation* (Special Education Assistant/SMH, Classified Substitutes) *Ratification* (Head Custodian, Personnel Analyst (Classified Employment), After School Site Program Facilitator, Snack Bar Operator, Student Data Technician, Food Service Assistant II, Maintenance Custodian, Food Service Operations Supervisor, Custodian, Substitutes)	2150
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
A	1.4	Public Employee Discipline, Dismissal, Release, Nonreelection, Compulsory Leave, Reassignment *Certificated:* *Classified:* *Bus Operator*	2152

			Page
	1.5	Conference with Labor Negotiator (§54957.6) *Agency Negotiator: L. Cervantes* *Employee Organization:*	
	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* *Name of Case:* *Name of Case Unspecified:*	
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* **One Potential Case** *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	2152
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
A	1.9	In district Expulsion Cases: M-114, M-119, M-125, M-133, M-141, M-149	2152-53
A	1.10	In district Expulsion Cases Held in Suspension: M-120, M-124, M-128, M-135, M-138, M-142, M-143, M-147, M-148, M-177	2153
	1.11	Out of district Expulsion Cases:	
A	1.12	Out of district Expulsion Cases Held in Suspension: MM-23	2153
A	1.13	Approval of Closed Session Minutes: February 23 and March 2, 2010	2153

2.0 Organization

2.1 Welcome to Members of the Community/Announcements

2.2 Roll Call

2.3 Pledge of Allegiance to the Flag

2.4 Announcement of Action Taken in Closed Session

2.5 Introduction of Student Representative
School: Stagg High School
Paul Rebultan;
Principal: Bill Parks

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A	2.7	Approval of Order of Agenda *Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.*	
A	2.8	Approval of Consent Items **(C)A*	
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3.0 Recognition and Awards

3.1 SECA Academic Decathlon Team

3.2 Rio Calaveras, Recipient of Title One Award

4.0 Presentation and Discussion

4.1 Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee:

4.2 Report from Jose Morales, Chair of Personnel Subcommittee:

4.3 Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee:

4.4 Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee:

4.5 Report from Sal Ramirez, Chair of Superintendent's Search Subcommittee:

4.6 Report from Gloria Allen, Chair of Minority Recruitment Subcommittee:

4.7 Report from Beverly McCarthy, 3x3 Committee

4.8 Report from Bill Ross, Chair of Legal Fees AD HOC Committee

4.9 Report from Interim Superintendent and Chief Financial Officer – Budget Update Presentation

4.10 Report from Interim Superintendent on Race to the Top

5.0 Public Hearing

5.1 Race to the Top – First Hearing 2237

6.0 Correspondence

6.1 Written

6.2 Oral

SUGGESTIONS AND COMMENTS FROM MEMBERS OF THE COMMUNITY *(At the beginning of the meeting persons wishing to speak will complete a card available at the door and submit to the Board secretary. Comments are limited to three minutes.)*

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C/A	9.3	Approval of Cesar Chavez High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement for the 2010-2011 School Year	2254
C/A	9.4	Approval of Edison High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement for the 2010-2011 School Year	2256
C/A	9.5	Approval of Weber Institute's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement for the 2010-2011 School Year	2258
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C/A	9.9	Consider Approval of a Field Trip by Seventeen Students of the Honors Show Choir Class of Cesar Chavez High School to the 2010 Heritage Music Festival in Anaheim, California, on May 7-9, 2010	2272
C/A	9.10	Consider Approval of a Field Trip by Twenty Student Council Representatives of Chavez High School to the California Association of Student Leaders' 16th Annual State Conference "Passport – Leadership Takes You Places," in Irvine, California, on April 17-19 , 2010	2273
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C/A	9.13	Approval of a Three Day Outdoor Educational Trip to Marin Headlands Institute for Kohl School Seventh and Eighth Grade Students on April 26-28, 2010	2276
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10.0 Business and Finance

A	10.1	Resolution No. 09-40 Approving Notice of Exemption for the Nightingale and Van Buren Portable Replacement Projects	2282
A	10.2	Consider Approval of Positive Certification of Financial Stability, Second Interim Report and Budget Revisions for 2009-10 (FY 2010)	2284

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C/A	10.3	Approval of Agreement to Furnish Consultant Service Tyler Technologies, Inc, Dallas, Texas (On-Site Training)	2285
I	10.4	Purchase Order Board Report for the Month of February 2010	2288

11.0 Public Employee/Open Session (§54957)

12.0 Recess to Closed Session (if necessary)

13.0 Adjournment

Dated: March 5, 2010

Posted 4:30 p.m.
Stockton, California

A Indicates Action Item
C/A Indicates Consent Action Item (see reverse for details)
I Indicates Information Item

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

March 9, 2010

CLOSED SESSION
Board Chambers

PUBLIC SESSION
Boardroom

6:00 p.m.	Call Meeting to Order
	A. Roll Call
Present:	Gloria Allen, Sal Ramirez, Jose Morales, Colleen Boardman, Beverly McCarthy, William Ross, Dan Castillo, Steve Vaczovsky
	B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda.
	C. Oral Suggestions and Comments From the Community Ms. Claudia Moreno, CSEA, thanked everyone for their participation in the demonstration march of March 4. She reported it was a great demonstration; CSEA was lobbying in Sacramento today and determining what the next steps were to be. A petition regarding the penalties for the non-passage of the state budget in a timely manner and the return to a simple majority vote rather than a 2/3 vote will be circulated shortly. Ms. Moreno asked for our support.
6:05 p.m.	D. Adjourn to Closed Session
7:00 p.m.	Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

PUBLIC MINUTES

			Action Authorized by Board
	1.0	**Closed Session**	
A	1.1	**Public Employee Appointment - Certificated (§54957)** *Leave of Absence* (Teacher, Elementary) *Resignation* (Teacher, Elementary; Teacher, Secondary; Administrator on Special Assignment; Principal) *Ratification* (Teacher, Secondary; Substitutes; Coaches)	Approved certificated public employee appointments by a vote of 7-0 with the exception that the principal resignation under item 1.1.2 was removed (attached).
A	1.2	**Public Employee Appointment - Classified (§54957)** *Resignation* (Special Education Assistant/SMH, Classified Substitutes) *Ratification* (Head Custodian, Personnel Analyst (Classified Employment), After School Site Program Facilitator, Snack Bar Operator, Student Data Technician, Food Service Assistant II, Maintenance Custodian, Food Service Operations Supervisor, Custodian, Substitutes)	Approved classified public employee appointments by a vote of 7-0 (attached)

			Action Authorized by Board
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
A	1.4	Public Employee Discipline, Dismissal, Release, Nonreelection, Compulsory Leave, Reassignment *Certificated:* *Classified:* *Bus Operator*	Direction given to begin termination of employee by a vote of 7-0 (attached.)
	1.5	Conference with Labor Negotiator (§54957.6) *Agency Negotiator: L. Cervantes* *Employee Organization:*	
	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* *Name of Case Unspecified:*	
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* **One Potential Case** *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	Direction given to legal counsel to pursue settlement by a vote of 7-0 (attached.)
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
A	1.9	In district Expulsion Cases: M-114, M-119, M-125, M-133, M-141, M-149	Approved in-district expulsion cases by a vote of 7-0.
A	1.10	In district Expulsion Cases Held in Suspension: M-120, M-124, M-128, M-135, M-138, M-142, M-143, M-147, M-148, M-177	Approved in-district expulsion cases held in suspension by a vote of 7-0.
	1.11	Out of district Expulsion Cases:	
A	1.12	Out of district Expulsion Cases Held in Suspension: MM-23	Approved out of district expulsion case by a vote of 7-0.
A	1.13	Approval of Closed Session Minutes: February 23 and March 2, 2010	Approved closed session minutes of February 23 and March 2, 2010.

			Action Authorized by Board
	2.0	**Organization**	
	2.1	Welcome to Members of the Community/Announcements	
Present	2.2	Roll Call Gloria Allen, Sal Ramirez, Jose Morales, Colleen Boardman, Beverly McCarthy, William Ross, Dan Castillo, Steve Vaczovsky	
	2.3	Pledge of Allegiance to the Flag	
	2.4	Announcement of Action Taken in Closed Session	
	2.5	Introduction of Student Representative Stagg Principal Bill Parks introduced student representative Paul Rebultan who spoke of current activities and accomplishments taking place at Stagg High School.	
	2.6	2.5.1.1 President Beverly Fitch McCarthy presented student representative Paul Rebultan with a certificate of appreciation.	
A	2.7	Approval of Order of Agenda *Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.*	Approved order of agenda with the exception that Item 7.3 was tabled, Item 9.2 was tabled and Item 9.15 was moved to follow item 4.10.
M/S		Morales/Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	2.8	Approval of Consent Items **(C)A*	Approved consent items by a vote of 7-0.
M/S		Allen/Boardman	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	2.9	Approval of Public Minutes: February 23 and March 2, 2010	Approved public minutes of February 23 and March 2, 2010.
M/S		Morales/Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	

		Action Authorized by Board
3.0	**Recognition and Awards**	
3.1	SECA Academic Decathlon Team Certificates of appreciation were presented to: Angelynn Jose for a Bronze Medal in Mathematics, Daryl Palafox for a Bronze Medal in Mathematics; Delia Davila for a Bronze Medal in Interview; Emily Wilburn for Bronze Medals in Art and Language/Literature; Jasmine Singh for a Bronze Medal in Mathematics; Rebecca Palmer for a Silver Medal in Written Super Quiz, a Bronze Medal in Language/Literature; Rita Yellapragada for a Silver Medal in Speech; Sarah Palmer for a Gold Medal in Language/Literature, a Silver Medal in Music, and a Bronze Medal in Art. Interim Superintendent Vaczovsky introduced Rhonda Calabrese, the new Director of Classified, Human Resources Department.	
3.2	Rio Calaveras, Recipient of Title One Award A Certificate of Recognition was given to Rio Calaveras for being one of 200 recipients of the 2009-2010 Title I Academic Achievement Award from the California State Department of Education. Criteria for this honor has become more rigorous in recent years with the school needing to make significant progress toward proficiency among all students as well as having to double the achievement targets set for its socioeconomically disadvantaged students for two consecutive years. Ms. Gina Hall, Principal shared this honor with former principal Ms. Barbara Miller.	
4.0	**Presentation and Discussion**	
4.1	Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee: The last meeting was held on February 18, 2010 and the minutes will be made available on the SUSD Website. The Curriculum Committee and the STA Ad Hoc Committee will be meeting on the March 17 to discuss the math surveys.	No report.
4.2	Report from Jose Morales, Chair of Personnel Subcommittee:	No report.
4.3	Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee:	No report.
4.4	Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee:	No report.
4.5	Report from Sal Ramirez, Chair of Superintendent's Search Subcommittee:	No report.

		Action Authorized by Board
4.6	Report from Gloria Allen, Chair of Minority Recruitment Subcommittee: Ms. Allen reported a meeting was held February 22 and the minutes will be published on the SUSD Website. The next meeting is scheduled for March 22, 2010.	No report.
4.7	Report from Beverly McCarthy, 3x3 Committee Ms. McCarthy reported that the 3x3 Committee consists of three members from the City of Stockton and three members from the Board. There was a great turnout. The main issue of the meeting was the Health Academy on the University Campus site. The big question is where to find the money to renovate the building. Mr. Morales announced there will be Study Session regarding Fiscal Year 2010-2011 budget, particularly the community development fund, at the Special City Council public hearing tomorrow night at 5:30 p.m. in the City Hall at which time it maybe decided who will take charge of the Health Academy. Mr. Morales asked for representatives of the district to be at that meeting to encourage the City to consider awarding that project to the Stockton Unified School District.	
4.8	Report from Bill Ross, Chair of Legal Fees AD HOC Committee Meeting scheduled for Thursday, March 11, 2010 at 5:00 p.m. in the Boardroom, 701 N. Madison Street, Stockton.	No report.
4.9	Report from Interim Superintendent and Chief Financial Officer – Budget Update Presentation A PowerPoint presentation regarding the 2009-2010 2nd Interim Summary Financial Report was given by Mr. Jason Willis, Chief Financial Officer. Staff recommended a positive certification for the Board to approve. An explanation of the revenue shortfalls facing the district in 2011-12 and the use of one-time revenue for ongoing expenses. Categorical carryover was also discussed.	
4.10	Report from Interim Superintendent on Race to the Top A PowerPoint presentation on Race to the Top was presented on the following points: • Legislative requirements: public hearings • School improvement grants • Timelines for implementation • Definitions of Persistently Low Performing • Definition of the Four Intervention Models: o Closure o Restart o Transformation o Turnaround	

Action Authorized by Board

5.0 Public Hearing

5.1 Race to the Top – First Hearing

The public hearing opened at 8:47 p.m.
The public hearing closed at 9:46 p.m.

Jocelyn Andersen, staff member, Fremont School, asked for more time to grow and gain strength before making any major changes to the site.

Monica Alvarado, Parent, Fremont School, expressed concern over the possible shifting of staff at Fremont. Please consider keeping the staff and administration together.

Marlesse Cavazos, Principal, and Darlene Reynoso, staff member, Fremont School, spoke about many of the changes that have taken place at Fremont over the past four years, the reconfiguration of the school into two schools, the challenges and the successes. Ms. Cavazos and her staff are asking that the district not reconfigure their school. They feel they have worked hard and are now in a position to meeting the needs of the community and the students they serve.

Lily Punao, teacher, Pittman School, expressed the gross injustice of dismantling Pittman school at a time when the school is on the rise. Scores have been raised by 14 pts; students of poverty have been given a quality education in the sciences in conjunction with Foss Leadership Science Academy. Ms. Punao asks that Pittman be given a chance to mature.

Shawna Jones, parent, Pittman School, asked the Board to re-evaluate the situation and take the time to make the right decision.

Beth Campodonico, teacher, Pittman School, believes that a simple transplant of teachers to another site will not automatically raise the proficiency ratios. Ms. Campodonico inquired as to who would be representing the district and voicing our concerns on Thursday.

Anne McCaughey, STA, expressed her opinion that the model which best meets our district's needs would be the Transformation Model. It addresses four specific areas. 1) develop and increase teacher and school leader effectiveness; 2) comprehensive instructional reform strategies; 3) increasing learning time and creating community-oriented schools; and 4) provide operational flexibility and sustained support. We already have community-oriented schools in place; collaboration in good faith. Student performance to teacher evaluation does not mean test scores to teachers.

Wayne Burke Baker, parent, Lopez Magnet Program, voiced his appreciation of the type and excellence of the education his children are receiving at the Lopez Magnet school due to the dedicated staff.

Action Authorized by Board

He asked that the district take these services into consideration before making any changes at this site.

Thomas Henry, teacher, Pittman School, spoke on behalf of Pittman staff and students.

Melany Lang, parent, Fremont School, expressed her concern over teaching without adequate basic supplies and using SFA, not endorsed by the State. Ms. Lang admitted there are many changes that need to be made; however, will it really make a difference if teachers are moved to another site?

Ellen Old, incoming STA president, asked why the district is accepting these dictates by the Federal Government even though the government is providing no help. Ms. Old suggested we push back, demand the law be amended. She encouraged the district to organize with other districts to revolt.

Eric Cover, teacher, expressed his concern that if teachers are to be replaced; they are replaced by teachers who are better, more experienced than those who are being replaced.

Jessica Woodward, parent, expressed appreciation of Henry School and the difference it has made to her child in such a short amount of time. Ms. Woodward asked the district to reconsider and allow Henry School the chance to continue doing what works.

Kelly Weaver, teacher, Fremont School, spoke about the climate at Fremont/Lopez School and the dedication of parents, students and staff. Students are encouraged and becoming concerned about meeting goals (7th graders).

Doreen Weber, psychologist, Pittman, expounded on the qualities of Ms. Adrienne Machado. Ms. Machado continually inspires her staff and encourages all staff to think outside the box. Staff openly admires and respects Ms. Machado. Ms. Weber requests the board reconsider the status of Pittman School.

Stanley Thomas, peacekeeper, spoke openly of the admiration and respect he has for the staff at Pittman School. They have been role models for him and have inspired him to work harder than ever. Children at Pittman experience many serious situations and the way the staff has encouraged its students and parents has been inspirational. Mr. Thomas "saluted" the staff at Pittman several times.

Rhonda Allen, Henry PTSA, requested the board answer questions before taking action the next board meeting. The PTSA is now 100members strong and would like the opportunity to express their concerns.

6.0 Correspondence

6.1 Written

Action Authorized by Board

6.2 Oral

Cecilia Mendez, parent/community member, thanked everyone for their email responses. Ms. Mendez expressed her appreciation of Janet Rivera, Anita Kelly for volunteering services. She asked the board to be fair. There has been a lot of work done by everyone. She asked the board to support the schools, the principals and the superintendent.

David Varela, parent, SSC Peyton School, thanked Mrs. McCarthy for pulling item 7.3 from the agenda.

Deloris Foster, CSEA, requested an official copy of the options concerning the seven schools listed as consistently low performing. Ms. Foster also requested information from school sites due last week concerning the budget cuts. Ms. Foster would like copies of documentation on where the cuts will be coming from.

7.0 Governing Board

7.1 Oral Suggestions and Comments from Members of the Governing Board

GLORIA ALLEN
Ms. Allen expressed her appreciation for all the people who spoke and the comments from staff. She thanked Ms. McCaughey for coming forward with her recommendation.

SAL RAMIREZ
Mr. Ramirez expressed his concern over the current dilemma; describing it as a nightmare destroying our schools. He feels the district needs to take the time to do it right. Doing it this way is destructive. The district already went through SFA. He expressed shock that we are now going to go through it again. Was thinking SUSD all the districts in the area are pulling against us for being the worst. There is no rush; we should stop, give it some time. Getting a new leader things will be a little better. This is just destructive.

JOSE MORALES – no comment.

COLLEEN BOARDMAN – no comment.

WILLIAM ROSS
All the things I heard tonight about Fremont are true. It is also true about Pittman. Pittman became the overflow school which became a real nightmare. They went through SFA for almost a year. To go and make changes without first finding out all the issues they have had to deal with is wrong. We cannot change schools without knowing what is going on there. We have to spend the time at each one of these schools before we spend the money. First develop a model, understand their situation, then

			Action Authorized by Board
		make the proposed changes. We have to fix things now. We can't wait. The district needs to spend time; make plans that make sense, fix it; and do it right. Forget the state. Our obligation is to the kids! We need to do this yesterday! **DAN CASTILLO** Mr. Castillo thanked the trustees for assisting in pulling the 7.3 action item. He reminded everyone of the need to be aware that in 2011-2012 we will have to take a look at this again for the whole district. The following years concern him. The state and federal governments have thrown this at us and we have to do something about it. We are open for ideas and input. We have to come up with solutions. Mr. Castillo expressed his appreciation and thanks for day in and day out services staff provides. **BEVERLY MCCARTHY** Ms. McCarthy was impressed with the involvement from staff, students and the community at the Black Thursday event held on March 4th. Ms. McCarthy asked Dr. Kirk Nicholas for the 40 Point program which he will submit to her on March 10th. Ms. McCarthy encouraged the Principals' to continue visiting classrooms and communicate more with students. Ms. McCarthy is hoping and striving for teamwork with students, faculty, administration, support staff and parents to save jobs. Every bit of money that can be located can go to reducing class size, increasing the number of K-3 classes and retaining teachers and counselors. This was the reason Ms. McCarthy suggested a 10% pay cut for management earning over $100,000. and a 5% pay cut for management earning under $100,000 with hopes that it would keep more teachers and reduce class size. Ms. McCarthy stated it was not due to personal motives but for monetary reasons to help our students. The reason for revisiting the graduation ceremony policy is because Ms. McCarthy did not realize is was a policy and thought it was an experiment. That is the reason why the item was placed on the agenda.	
A	7.2	2010 California School Boards Association (CSBA) Delegate Assembly Election Ballot	Selected candidates for delegate assembly election ballot.
M/S		Morales/Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	7.3	Consider Furlough Days/ Percent Salary Reduction for Management /Administrative Staff Who Are Not Members	Item tabled.

			Action Authorized by Board
		of a Bargaining Unit Equal to 10% For Those Paid Over $100,000 and 5% For Those Paid Under $100,000 for the 2010-2011 School Year	
M/S		Morales/Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
C/A	7.4	Consider Approval to Award High School Diplomas to Persons Interned During World War II	Approved.
	8.0	**Interim Superintendent**	
	8.1	Interim Superintendent's Report	No report.
C/A	8.2	Authorization to Explore Relocation Options for Stockton Early College Academy, the Professional Development Center, and the District Office	Approved.
C/A	8.3	Acceptance of Donations to the Stockton Unified School District	Accepted donations and directed the interim superintendent to write letters of acknowledgement.
	9.0	**Education**	
A	9.1	Approval of the Renewal of Rosa Parks Academy: An Aspire Public School	Approved renewal of Rosa Parks Academy.
M/S		Boardman/Morales	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	9.2	Reconsideration of the Criteria for Students to Participate in Graduation Ceremonies for the Graduating Class of 2011	Item Tabled.
M/S		Morales/Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
C/A	9.3	Approval of Cesar Chavez High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement for the 2010-2011 School Year	Approved.
C/A	9.4	Approval of Edison High School's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the	Approved.

			Action Authorized by Board
		SUSD/STA Agreement for the 2010-2011 School Year	
C/A	9.5	Approval of Weber Institute's Request to Increase Minutes in the School Day through the Contract Waiver Process and Article 27 Contract Exception for Article 6.1.1.1 of the SUSD/STA Agreement for the 2010-2011 School Year	Approved.
C/A	9.6	Reclassification of Driver's Education/Health Course from a Graduation Requirement to an Elective Course Beginning with the Graduation Class of 2010	Approved.
C/A	9.7	Approval of Memorandum of Understanding between Stockton Unified School District Special Education Local Plan Area (SELPA) and San Joaquin County Office of Education (SJCOE)	Approved.
C/A	9.8	Consider Approval of a Field Trip by Twenty-Seven Students of the Intermediate and Advance Mariachi Classes of Cesar Chavez High School to the 2010 La Frontera International Mariachi Conference in Tucson, Arizona, on April 20-24, 2010	Approved.
C/A	9.9	Consider Approval of a Field Trip by Seventeen Students of the Honors Show Choir Class of Cesar Chavez High School to the 2010 Heritage Music Festival in Anaheim, California, on May 7- 9, 2010	Approved.
C/A	9.10	Consider Approval of a Field Trip by Twenty Student Council Representatives of Chavez High School to the California Association of Student Leaders' 16th Annual State Conference "Passport – Leadership Takes You Places," in Irvine, California, on April 17-19 , 2010	Approved.
C/A	9.11	Consider Approval of a Field Trip by 25 Students of the 2010 Graduating Senior Class of Edward C. Merlo Institute of Environmental Technology to Disneyland Grad Nite Festivities in Anaheim, California, on May 20, 2010	Approved.
C/A	9.12	Approval of Thirty-five (35) Students from the Franklin High School JROTC Department and Thirty-five (35) Students from the Edison High School JROTC Department to Attend a Leadership Camp from April 5 - 8, 2010	Approved.
C/A	9.13	Approval of a Three Day Outdoor Educational Trip to Marin Headlands Institute for Kohl School Seventh and Eighth Grade Students on April 26-28, 2010	Approved.
C/A	9.14	Consider Approval of Agreement to Furnish Consultant	Approved consultant agreement not to exceed

			Action Authorized by Board
		Services DataWorks, Fowler, California	$9,000.
I	9.15	Cal SAFE Program A presentation was given by Debra Keller, Administrator of Early Childhood Education and Julie Penn, Assistant Superintendent, Student Support Services on the California School Age Families Education Program. This program serves expectant and parenting students (females and males) and their babies. Call-Safe provides the following support services: Educational programs leading to a high school diploma Case management Child care and development centers Monthly educational workshops Childbirth education referrals Health services Starting in 2010-2011, child care services will be provided by an outside agency in collaboration with SUSD. Mr. Castillo inquired as to the affect this change will have on district employees. It will affect three teachers who will be moved from CalSAFE program into the pre-school program. Mr. Ross inquired into the age of the students enrolled – all are under the age of 18.	
		10.0 Business and Finance	
A	10.1	Resolution No. 09-40 Approving Notice of Exemption for the Nightingale and Van Buren Portable Replacement Projects	Approved Resolution No. 09-40.
M/S		Morales/Boardman	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	10.2	Consider Approval of Positive Certification of Financial Stability, Second Interim Report and Budget Revisions for 2009-10 (FY 2010)	Approved Positive Certification of Second Interim Report for 2009-2010 (FY 2010)
M/S		Allen/Morales	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
C/A	10.3	Approval of Agreement to Furnish Consultant Service Tyler Technologies, Inc, Dallas, Texas (On-Site Training)	Approved.
I	10.4	Purchase Order Board Report for the Month of February	

	Action Authorized by Board
2010	

11.0 Public Employee/Open Session (§54957)

12.0 Recess to Closed Session (if necessary)

13.0 Adjournment

Adjourned at 10:25 p.m.

Stephen F. Vaczovsky, Interim Superintendent/Secretary
Governing Board, Stockton Unified School District

A Indicates Action Item
C/A Indicates Consent Action Item (see reverse for details)
I Indicates Information Item

1.0 Closed Session — Page

A 1.1 Public Employee Appointments – **Certificated** (§54957)

1.1.1 Leave of Absence

Julia Auld Teacher, Elementary (Grade 2) – Fremont School – Unpaid Child Rearing Leave	07-01-10/06-30-11
Luisa Maria Villalobos Teacher, Elementary – Extend Unpaid Child Rearing Leave	07-01-10/06-30-10

1.1.2 Resignation – Regular Employees

Diane Arguijo Administrator on Special Assignment – Franklin High School	06-30-10
Brady DeLaurenti Teacher, Elementary (Grades 7 and 8) – Van Buren School	05-28-10
Laura Duren Teacher, Secondary (English) – Edison High School	05-28-10
Dany Mao Teacher, Elementary (Grade 8) – Nightingale School	05-28-10

1.1.3 Resignation – Temporary Employees

1.1.4 Retirement

1.1.5 Job Abandonment/Breach of Contract

1.1.6 Special Assignment

1.1.7 Rescind Employment Offer

1.1.8 Deceased

1.1.9 Ratification, Regular Employees

1.1.10 Ratification, Temporary Employees

James Aguirre Teacher, Secondary (Math) – Franklin High School	03-03-10

1.1.11 Ratification, Regular Employees, Change from Temporary to Probationary, Effective

1.1.12 Ratification, 45-day Consultant

1.1.13 Ratification, Substitute Teachers

See Attachment A

1.1.14 Ratification, Teacher, Adult Education

1.1.15 Ratification, Home Instruction

1.1.16 Ratification, Summer School Employment

1.1.17 Ratification, Administrative

1.1.18 Ratification, Coaches

See Attachment B

A 1.2 Public Employee Appointments – **Classified** (§54957)

1.2.1 Leave of Absence

1.2.2 Resignation

Aisha Conteh Special Education Assistant – Severely Mentally Handicapped – Grant School	03-01-10
Pamela Kay Jackson Classified Substitute	02-23-10
Salvador Ordaz Classified Substitute	02-25-10
Willie Wallace Classified Substitute	02-22-10

1.2.3 Retirement

1.2.4 Job Abandonment

1.2.5 Rescind Employment Offer

1.2.6 Deceased

1.2.7 Ratification, Regular Employees

Sean Bennett Head Custodian – Pulliam School	03-10-10
Brenda Blythe Personnel Analyst (Classified Employment) – Human Resources	03-10-10
Christina Cobian After School Site Program Facilitator – Bush School	03-10-10
Erika Cotta Personnel Analyst (Classified Employment) – Human Resources	03-10-10
Melissa Cruz Snack Bar Operator – Stagg High School	03-10-10
Nicole Gines Student Data Technician – School for Adults	03-10-10
Myra Gomez Food Service Assistant II – Nightingale School	03-10-10
Jessica Herrera After School Site Program Facilitator – Grunsky School	03-10-10
Efigenia Izquierdo Maintenance Custodian – Chavez High School	03-10-10
Mario Juan Maintenance Custodian – Stagg High School	03-10-10
Angelina Morlock After School Site Program Facilitator – Elmwood School	03-10-10
Nakiah Stewart After School Site Program Facilitator – McKinley School	03-10-10
Raynetta Townsend Crosby Food Service Operations Supervisor – Child Nutrition/Food Services	03-10-10
Diego Vera Custodian – School for Adults – Return to Prior Position	03-01-10
Lois Watham Food Service Assistant II – Roosevelt School	03-10-10

1.2.8 Ratification, Administrative

1.2.9 Ratification, Substitutes

Jocelyn Arcaina Campus Safety Assistant	03-10-10
Derek Blythe After School Site Program Facilitator, Instructional Assistant, Campus Safety Assistant	03-10-10
Andrew Harris, III Noon Duty Supervisor	03-10-10
Jolene Michaels Payroll Technician	03-10-10
Florfina Olay Special Education Assistant Learning & Communicatively Handicapped, Severely Mentally Handicapped	03-10-10
Juanito Ribera Baez Noon Duty Supervisor	03-10-10
Filimon Roman Noon Duty Supervisor	03-10-10

1.2.10 Ratification, Walk on Coaches

See Attachment C

1.3 Public Employee Performance Evaluation
Certificated:
Classified:

A	1.4	Public Employee Discipline, Dismissal, Release, Nonreelection, Compulsory Leave, Reassignment *Certificated:* *Classified: Bus Operator*

Closed Session Agenda
March 9, 2010 Board Meeting

Attachment A

Substitute Teachers

NAME	EFFECTIVE DATE
West Cahill	3-10-10
Rebecca Curtis	3-10-10
Kellie Fetherlin	3-10-10
Diana Kimbrough	3-10-10
Francisco Mora	3-10-10
Katrina Scott	3-10-10
Dennis Soeur	3-10-10
Rodger Taylor	3-10-10
Curtis Terra	3-10-10
Michael Trachiotis	3-10-10
Trinity Tracy	3-10-10
Danielle Woodward	3-10-10

Substitute Administrator

NAME	EFFECTIVE DATE
Mingo Greco	3-10-10

COACHING – CERTIFICATED
BOARD AGENDA March 9, 2010

Attachment B

CHAVEZ HIGH SCHOOL

NAME	SPORT	SEASON
Christopher Brown	Basketball – Freshmen	11-10-09/02-19-10

COACHING – CLASSIFIED WALK-ON COACHES
BOARD AGENDA March 9, 2010

Attachment C

EDISON HIGH SCHOOL

NAME	SPORT	SEASON
Aaron Peoples	Baseball – Sophomore	02-10-10/05-15-10
Brian Gonzales	Baseball – Freshmen	02-10-10/05-15-10

STAGG HIGH SCHOOL

NAME	SPORT	SEASON
Eric Hankins	Track – Varsity Asst. – Boys	02-10-10/05-15-10

The Governing Board accepted the following donations and directed the superintendent to write letters of acknowledgement.

Donor	School/Program	Donation	Designation
Boys & Girls Club of Stockton 303 Olympic Cr. Stockton, CA. 95205	Franklin High School	$100.00	Franklin High School B.S.U. Club (Daniel Williford)
Andre L. Phillips 4444 Feather River Dr., Apt. #104 Stocktom, CA. 95219	Franklin High School	$100.00	Franklin High School B.S.U. Club (Daimsha Hillery)
Ruth C Thompson Sunshine Day Care 2928 Juliet Rd. Stockton, CA. 95205	Franklin High School	$250.00	Franklin High School B.S.U. Club (Reginald Thompson II)
Tressa Carpenter 529 N. F Street Stockton, CA. 95205	Franklin High School	$250.00	Franklin High School B.S.U. Club
Vicki D. Lopez 1581 N. Tully Rd. Turlock, CA. 95380-3009	Franklin High School	$200.00	Franklin High School B.S.U. Club (Reginald Thompson, Daimsha Hillery, Isaiah Terry, Lakisha Keller)
BMW of North America	Weber Institute	2005 BMW 5 series	Automotive Technology Program
Weber Institute Automobile Shop (General Motors Corporation)	Chavez High School	2004 Saturn ION Automobile	Automotive Technology Program

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

March 23, 2010

CLOSED SESSION
Fremont Library

PUBLIC SESSION
Cafeteria
Fremont School
2021 E. Flora Street
Stockton, CA 95205

6:00 p.m.	Call Meeting to Order A. Roll Call B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda. C. Oral Suggestions and Comments From the Community D. Adjourn to Closed Session
7:00 p.m.	Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

AGENDA

			Page
	1.0	**Closed Session**	
A	1.1	Public Employee Appointment - **Certificated** (§54957) *Leave of Absence* (Teacher, Elementary; Teacher, Secondary) *Resignation* (Teacher, Elementary; Substitutes) *Retirement* (Teacher, Elementary) *Ratification* (Teacher, Elementary; Special Education Teacher; Elementary Counselor)	2322
A	1.2	Public Employee Appointment - **Classified** (§54957) *Leave of Absence* (Preschool Assistant) *Rescind Employment Offer* (Food Service Assistant II) *Ratification, Regular Employees (Child Assistant, Welder/Fabricator)*	2323
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
I	1.4	Conference with Labor Negotiator (§54957.6) *Agency Negotiator: Lily. Cervantes, Steve Vaczovsky, Robert Thompson* *Employee Organization: All Labor Units*	2323

			Page
A	1.5	Public Employee Discipline, Dismissal, Release, Non-reelection, Compulsory Leave, Reassignment *Certificated:* *Classified:* School Administrative Assistant	2323
A	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* **West Bay Builders v. Stockton Unified School Dist.** *Name of Case Unspecified:*	2323
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* **One potential case** *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	2324
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
D	1.9	In district Expulsion Cases: M-146, M-152, M-161	2324
D	1.10	In district Expulsion Cases Held in Suspension: M-144, M-145, M-156, M-180, M-183, M-184, M-186, M-189, M-190	2324
	1.11	Out of district Expulsion Cases:	
	1.12	Out of district Expulsion Cases Held in Suspension:	
A	1.13	Approval of Closed Session Minutes: March 9, 2010	2324

2.0 Organization

2.1 Welcome to Members of the Community/Announcements

2.2 Roll Call

2.3 Pledge of Allegiance to the Flag

2.4 Announcement of Action Taken in Closed Session

2.5 Introduction of Student Representative
School: *Merlo Institute*
Jacqueline Acosta / Lucerito Valencia
Principal: Patricia Hague

2.6 2.5.1.1 Student Representative Recognition – President McCarthy

			Page
A	2.7	Approval of Order of Agenda *Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.*	
A	2.8	Approval of Consent Items **C/A*	
A	2.9	Approval of Public Minutes: March 9, 2010	2374

3.0 Recognition and Awards

4.0 Presentation and Discussion

4.1 Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee:

4.2 Report from Jose Morales, Chair of Personnel Subcommittee:

4.3 Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee:

4.4 Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee:

4.5 Report from Sal Ramirez, Chair of Superintendent's Search Subcommittee:

4.6 Report from Gloria Allen, Chair of Minority Recruitment Subcommittee:

4.7 Report from Bill Ross, Chair of Legal Fees AD HOC Committee

4.8 Report from Beverly McCarthy, 3x3 Meeting

4.9 Report from Ted Leland, Chair of Measure C and Measure Q Combined Citizens' Oversight Committee

4.10 Project ChildSafe Presentation – Jim West, Chief

4.11 2008-09 Independent Audit Report - Perry Smith LLC

4.12 Report from Interim Superintendent and Chief Financial Officer – Budget Update Presentation

5.0 Public Hearing

5.1 Public Hearing: Annual Service Plan and Annual Budget Plan as part of Stockton Unified School District's Special Education Local Plan Area (SELPA) Local Plan 2394

5.2 Public Hearing for the Establishment of Edu.Phoria Charter School

5.3 Second Public Hearing: Race to the Top 2395

6.0 Correspondence

6.1 Written

			Page
	6.2	Oral SUGGESTIONS AND COMMENTS FROM MEMBERS OF THE COMMUNITY *(At the beginning of the meeting persons wishing to speak will complete a card available at the door and submit to the Board secretary. Comments are limited to three minutes.)*	
	7.0	**Governing Board**	
	7.1	Oral Suggestions and Comments from Members of the Governing Board	
A	7.2	Approval of Leadership Profile for Superintendent's Search	2398
	8.0	**Interim Superintendent**	
	8.1	Interim Superintendent's Report	
C/A	8.2	Acceptance of Donations to the Stockton Unified School District	2402
	9.0	**Education**	
A	9.1	Consider Adoption of the Annual Service Plan and Annual Budget Plan as part of Stockton Unified School District's Special Education Local Plan Area (SELPA) Local Plan	2404
A	9.2	Consider Approval of Authorization for Staff to Implement a Charter School Intervention Model at Pittman School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2420
A	9.3	Consider Approval of Authorization for Staff to Implement a Turnaround Intervention Model at Taylor Elementary School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2422
A	9.4	Consider Approval of Authorization for Staff to Implement a Turnaround Intervention Model at Nightingale School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2424

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A	9.5	Consider Approval of Authorization for Staff to Implement a Transformation Intervention Model at Roosevelt School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2426
A	9.6	Create and Open a New Magnet Program: Primary Years Academy of International Education Magnet Program (PYP Candidate Status)	2428
C/A	9.7	Consider Approval for the San Joaquin County Office of Education to Provide Two Days of Professional Development to the Teaching Staff of Amos Alonzo Stagg High School in May 2010	2430
C/A	9.8	Consider Approval of a Field Trip by Seventy-Five Students from the Marching Band of Chavez High School to Participate in the Disney Performing Arts Program at the Disneyland Resort in Los Angeles, California, from March 30 through April 2, 2010	2431
C/A	9.9	Consider Approval of a Field Trip by Forty-Five (45) Students of the Art and History Clubs of Franklin High School to Visit the Museum of Modern Art and Alcatraz Island in San Francisco, California, on April 17, 2010	2432
C/A	9.10	Consider Approval of a Field Trip by Aircraft for Ten (10) Students of Merlo Institute of Environmental Technology to Participate in the State SkillsUSA Competition in San Diego, California, from April 8-11, 2010	2433
C/A	9.11	Consider Approval of a Field Trip by Ten (10) Students of Edward C. Merlo Institute of Environmental Technology to Attend a Diploma Plus Exposition, in Boston, Massachusetts, from April 27, 2010 to May 1, 2010	2434
C/A	9.12	Approval of the Hazelton Elementary School Academic Center for the Talented (ACT) Team's Field Trip to Headlands Institute	2435
C/A	9.13	Consider Approval of Agreement to Furnish Consultant Services	
C/A	9.13.1	DataWorks, Fowler, California – Edison High School	2436
C/A	9.13.2	Technology Learning, Philip Magner, T^3 Regional Instructor, TI, Modesto, California - IBML	2439

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10.0 Business and Finance

A	10.1	Consider Approval of Bargaining Units that will Participate in 2010-11 PARS Supplementary Retirement Incentive Program	2446
A	10.2	Consider Approval to Terminate Agreement with California Financial Services (CFS) for Facility Consulting Services	2448
C/A	10.3	Authorization to Pay Invoices of Gilliam Professional Group and Lang, Hanson, O'Malley and Miller Lobbying Firms	2449
C/A	10.4	Consider Approval of Applications for Career-Technical Education (CTE) Facility Grants	2450
C/A	10.5	Report to the Community and the Board of Education from the Measure C and Measure Q Combined Citizens' Oversight Committee	2452
C/A	10.6	Consider Approval of the Monthly Financial Report for the Month of February 2010	2461

11.0 Student Discipline

C/A 11.1 In district Expulsion Cases:

M-146, M-152, M-161

C/A 11.2 In district Expulsion Cases Held in Suspension:

M-144, M-145, M-156, M-180, M-183, M-184, M-186, M-189, M-190

12.0 Public Employee/Open Session (§54957)

13.0 Recess to Closed Session (if necessary)

14.0 Adjournment

Dated: March 19, 2010

Posted 4:30 p.m.
Stockton, California

A Indicates Action Item
C/A Indicates Consent Action Item (see reverse for details)
I Indicates Information Item
D Indicates Discussion Item

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

March 23, 2010

CLOSED SESSION
Fremont Library

PUBLIC SESSION
Cafeteria
Fremont School
2021 E. Flora Street
Stockton, CA 95205

6:00 p.m. Call Meeting to Order

A. Roll Call

Present: Gloria Allen, Sal Ramirez, Jose Morales, Colleen Boardman, Beverly McCarthy, William Ross, Dan Castillo, Steve Vaczovsky

B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda.

C. Oral Suggestions and Comments From the Community
Marilyn Brown, CSEA 318 and Deloris Foster, CSEA 318 –Expressed their concerns regarding the Paraprofessional Assistants that may be laid off from employment. (Marie Espinoza, Marie Rodriguez, Nancy Flynn, Consuelo Siminthal, Delia, Lydia Monesis, Irene Maldonado). Ms. Brown asked why the School Site Council would vote to eliminate these positions. She stated it was illegal and will plan to investigate for further information.

6:18 p.m. D. Adjourn to Closed Session
7:00 p.m. Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

PUBLIC MINUTES

	1.0	**Closed Session**	**Action Authorized by Board**
A	1.1	Public Employee Appointment - **Certificated** (§54957) *Leave of Absence* (Teacher, Elementary; Teacher, Secondary) *Resignation* (Teacher, Elementary; Substitutes) *Retirement* (Teacher, Elementary) *Ratification* (Teacher, Elementary; Special Education Teacher; Elementary Counselor)	Approved certificated public employee appointments by a vote of 7-0 (attached).
A	1.2	Public Employee Appointment - **Classified** (§54957) *Leave of Absence* (Preschool Assistant) *Rescind Employment Offer* (Food Service Assistant II) *Ratification, Regular Employees (Child Assistant, Welder/Fabricator)*	Approved classified public employee appointments by a vote of 7-0 (attached).

			Action Authorized by Board
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
I	1.4	Conference with Labor Negotiator (§54957.6) *Agency Negotiator: Lily. Cervantes, Steve Vaczovsky, Robert Thompson* *Employee Organization: All Labor Units*	Information only.
A	1.5	Public Employee Discipline, Dismissal, Release, Non-reelection, Compulsory Leave, Reassignment *Certificated:* *Classified:* School Administrative Assistant	Approved by a vote of 6-1 (attached)
A	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* **West Bay Builders v. Stockton Unified School Dist.** *Name of Case Unspecified:*	Direction given to legal counsel. Approved by a vote of 7-0 (attached)
A	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* **One potential case** *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	Discussion only.
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
D	1.9	In district Expulsion Cases: M-146, M-152, M-161	Discussion only.
D	1.10	In district Expulsion Cases Held in Suspension: M-144, M-145, M-156, M-180, M-183, M-184, M-186, M-189, M-190	Discussion only.
	1.11	Out of district Expulsion Cases:	
	1.12	Out of district Expulsion Cases Held in Suspension:	
A	1.13	Approval of Closed Session Minutes: March 9, 2010	Approved closed session minutes of March 9, 2010.

			Action Authorized by Board
	2.0	**Organization**	
	2.1	Welcome to Members of the Community/Announcements	
	2.2	Roll Call	
	2.3	Pledge of Allegiance to the Flag	
	2.4	Announcement of Action Taken in Closed Session	
	2.5	Introduction of Student Representative *School:* *Merlo Institute* Jacqueline Acosta *Principal*: Patricia Hague Merlo Principal Patricia Hague introduced student representative Jacqueline Acosta who spoke of current activities an accomplishments taking place at Merlo Institute.	
	2.6	2.5.1.1 Student Representative Recognition – President McCarthy	
A	2.7	Approval of Order of Agenda *Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.* Approved order of agenda with the exception that item 4.9 be moved up to section 3.0, item 5.3 moved up to 4.9 and item 10.3 be changed to an action item. Items 9.2, 9.3, 9.4 and 9.5 were postponed indefinitely by a vote of 5-2.	
M/S		Castillo, Morales	
Ayes		Allen, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman, Castillo MOTION CARRIED.	
		Item 9.6 was postponed indefinitely by a vote of 6-1.	
M/S		Ross, McCarthy	
Ayes		Allen, Castillo, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman MOTION CARRIED.	
A	2.8	Approval of Consent Items **C/A*	Approved consent items by a vote of 7-0.
M/S		Boardman, Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	

			Action Authorized by Board
A	2.9	Approval of Public Minutes: March 9, 2010	Approved public minutes of March 9, 2010.
M/S		Morales, Boardman	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
	3.0	**Recognition and Awards** Mr. Steve Vaczovsky recognized and congratulated the custodial staff at Fremont School for their hard work in preparation of the March 23rd Board meeting. Ms. Marlesse Cavazos, Principal, Fremont School, introduced the Bulldog Drummers who performed a musical drum routine. The Bulldog Drummers are students of Fremont School and are instructed by Dr. Paul Dondero.	
	4.0	**Presentation and Discussion**	
	4.1	Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee:	Ms. Allen reported that the committee met with STA on March 17th and a new meeting has been scheduled for April 24th at 8:00a.m.
	4.2	Report from Jose Morales, Chair of Personnel Subcommittee:	No report.
	4.3	Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee:	No report.
	4.4	Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee:	Mr. Castillo announced there will be a Safety and Student Conduct Committee meeting on March 25th in the Boardroom at 5:00 p.m.
	4.5	Report from Sal Ramirez, Chair of Superintendent's Search Subcommittee:	No report.
	4.6	Report from Gloria Allen, Chair of Minority Recruitment Subcommittee: Ms. Allen announced she had a good meeting. Ms. Allen thanked Bonnie Mansfield for providing a great report. She also thanked Scott Traub for providing the survey. Ms. Allen thanked Robert Thompson for providing information regarding SUSD's hiring process. She also announced if anyone was interested in receiving a copy of the meeting notice they are to contact the Superintendent's office and the staff will add them to the email list.	

		Action Authorized by Board
4.7	Report from Bill Ross, Chair of Legal Fees AD HOC Committee: Mr. Ross announced that the committee met on Thurs., March 11th. He requested that a copy of the meeting minutes be sent to him. Mt. Ross reported there was discussion about hiring staff to replace attorneys. The committee plans to present a few recommendations to the board in the near future. The committee will meet again soon.	
4.8	Report from Beverly McCarthy, 3x3 Meeting	No report.
4.9	Report from Ted Leland, Chair of Measure C and Measure Q Combined Citizens' Oversight Committee	Mr. Ted Leland presented a report from the Measure C and Measure Q Combined Citizens' Oversight Committee
4.10	Project ChildSafe Presentation – Jim West, Chief Chief West gave a presentation on the Project ChildSafe program. This program is sponsored by the U.S. Department of Justice. The program is designed to help parents and children prevent firearm accidents. Anyone who owns a firearm and would like to make it more safe and secure in their home can pick up a free firearm lock from the SUSD Police Department or contact Jim West, Chief	
4.11	2008-09 Independent Audit Report - Perry Smith LLC Mr. Matt Nathaway and Mr. Steve Westcoat of Perry Smith LLC presented the 2008-09 Independent Audit Report to the Board and the community.	
4.12	Report from Interim Superintendent and Chief Financial Officer – Budget Update Presentation	No report.
5.0	**Public Hearing**	
5.1	Public Hearing: Annual Service Plan and Annual Budget Plan as part of Stockton Unified School District's Special Education Local Plan Area (SELPA) Local Plan	Open: 9:07 p.m. Closed: 9:08 p.m.
5.2	Public Hearing for the Establishment of Edu.Phoria Charter School	Open: 9:08 p.m. Closed: 9:08 p.m.
5.3	Second Public Hearing: Race to the Top	Open: 7:35 p.m. Closed: 8:43 p.m.
6.0	**Correspondence**	
6.1	Written	

Action Authorized by Board

6.2 Oral

SUGGESTIONS AND COMMENTS FROM MEMBERS OF THE COMMUNITY

Renee Sweeden, Principal, Tracy Brannon, Gorely Badillo, Parent - Roosevelt - Ms. Sweeden and Ms. Brannon expressed their concerns regarding the transformation model for their school site. Ms. Sweeden commented that her staff and parents are in support of the new model. Ms. Brannon spoke on behalf of Roosevelt Teachers. She also stated that the details need to be worked out before making serious decisions. Ms. Badillo thanked the Interim Superintendent for visiting Roosevelt school. She presented a petition on behalf of Roosevelt parents. They request to apply for an exemption from the turnaround intervention model in order to keep all of their teachers.

Alexis Salas, 8th Grd. Student – Ms. Salas spoke about the goals she has achieved while attending Fremont School. She thanked the staff and Ms. Cavazos for helping her learn that she is in charge of her own brain and she is going for green.

Joann Eggert, Teacher, Fremont – Ms. Eggert spoke about her students' commitment to their education and how they achieved their learning goals. Ms. Eggert listed her expectations for the following:

Students : Do their best.
Try new things without fear.
Ask for help when needed
Be respectful to all.

Parent: Encourage their children to do their homework.
Ensure their children get plenty of sleep.
Shorten TV time.
Read every night.
Have their children in school every day.
Call for any concerns.

Teacher/Self: To know the standards required for my students
Be prepare each day
Have clear objective as to what I want to accomplish.
Understand each student individuals needs
Open communication with parents and staff

Admin.: To provide me with the tools needed to implement curriculum.
To communicate expectations clearly and provide support.

District: To start each school year with a complete teaching staff.

Gary Colburn, Harrison - Expressed his concerns regarding the change model for Harrison School. Mr. Colburn explained many contributors that may have caused the instability of Harrison's low achieving scores.

Action Authorized by Board

Mary Flenoy-Kelly, Community - Ms. Mary Flenoy Kelly thanked the Board for postponing items 9.2, 9.3, 9.4, and 9.5 until additional information is available. Her first concern is that the bar be raised for student achievement. Ms. Kelly would like answers to the following questions regarding the Turnaround Intervention Models;

- What was the criteria and process used for assigning the schools for charter schools?
- How are your defining the staff does it include Classified and Certificated employees?
- What is the staff redistribution plan?
- What staff development and support systems will the district put in place for the teachers' that are left behind?
- What support system will be put in place for Principals' that are going to be faced with a different situation?
- Why would the district adopt a model that does not tie student progress to evaluations? How would you hold people accountable?
- How are you going to support the principals'? What training will they receive? What will happen to principals being displaced?

Susan Guerrero, Principal, Peggy Pugh, Staff, Taylor – Ms. Guerrero and Ms. Pugh voiced their concerns for a reform. There are many challenges and they are prepared to meet those challenges. The support and opportunity that is presented with "Race to the Top" for schools like Taylor is something the community is excited to embrace. There is a need for change and the turnaround model is a necessity for Taylor school.

Anne McCaughey, STA President - Thanked the Board for postponing the turnaround models. Ms. McCaughey stated that together with CTA, STA's research indicates that the opportunity for inclusive discussion and thoughtful action is warranted. The state department of education has yet to clearly define many of the requirements embedded in the models. The State department has not clarified a timeline. Ms. McCaughey introduced Ms. Allen Old, (New) STA President as of July 1, 2010.

Lucimelda Kovach, Amanda Lamer, Staff, Pittman - Thanked the Board for their support with the implementation of the Charter Intervention model for Pittman School. If the intervention model is implemented it would be embraced by the staff and parents.

Gina Hall, USA President – Thanked the Board for postponing the turnaround models. We need to do a thorough needs assessment with all parties involved. It will take three weeks to find out the criteria for the following; a) Which schools will be chosen to reform. b) What criteria will we used to choose which model to reform all four schools.

Action Authorized by Board

Claudia Moreno, CSEA 821 - Ms. Moreno challenged SUSD staff, Administration and all stakeholders to work together to improve student achievement.

Brenda Lopez, Parent, Liseth Campos, Teacher, Georgina Muro, Teacher, Julie Giese, Teacher, Luvina McGee, Parent, Jose Espinoza, Parent, John Harris, Lorie Limberger, Teacher, Susanne Villalobos, Teacher, Maria Barron, Parent, Nightingale – Expressed their concerns and oppose the Turnaround Implementation Model for Nightingale school. They have had their share of turnover and they do not need more changes.

Gene Acevedo, COMA – Mr. Acevedo extended an invitation to SUSD staff and students to attend the annual Cinco de Mayo celebration held on Monday, May 3, 2010.

Paul Dondero, Teacher, Fremont – Mr. Dondero expressed the need to have music and arts implemented in the curriculum for at risk students.

7.0 Governing Board

7.1 Oral Suggestions and Comments from Members of the Governing Board

Gloria Allen – Ms. Allen thanked Susanne Guerrero and her staff for their support with the possible implementation of the turnaround intervention model at Nightingale School. Ms. Allen announced she and Mr. Jason Willis plan to visit a Oakland Unified school sites. She extended an invitation to anyone interested in attending. Ms. Allen will work hard with the Board to bring about change to S.U.S.D.

Colleen Boardman – No comment.

Sal Ramirez – Mr. Ramirez stated that the planning of the Turnaround Intervention Model was poor and outrageous. He feels there needs to be more interaction with the stakeholders for more input and the planning of new programs need to improve. He recommended that the district wait until the new Superintendent is hired so that he/she would listen to our needs and respond with accountability and responsibility. Mr. Ramirez stated he resents the stigma against teachers, principals, and staff.

Jose Morales – Mr. Morales agreed with Mr. Ross, Mr. Ramirez and Mr. Castillo in terms of acting quickly to bring change to schools. He would like to bring back items 9.2, 9.3, 9.4, 9.5 to the agenda in two to three weeks for review and discussion.

			Action Authorized by Board
		William Ross – Mr. Ross commended everyone in their desire to make SUSD schools better. He recommended that administration meet with staff, parents and the community to plan out and discuss new programs prior to making final decisions. Dan Castillo – Mr. Castillo explained the importance to deal with each agenda item for discussion and implementation. He announced if there are sites who wish to bring the turnaround implementation models back for discussion they are welcome to make the request. Mr. Castillo was honored to be part of the All District Showcase held at the Stockton Arena. Mr. Castillo was touched by the transformation of the Walton Center and thanked everyone for their hard work and dedication with the much needed work done at Walton. Beverly McCarthy – Ms. McCarthy found that the Public Hearing was extremely helpful. It allowed her to listen to the needs of our teachers She suspects that agenda items 9.2, 9.3, 9.4 and 9.5 may come back to a future Board agenda. Ms. McCarthy echoed Mr. Castillo's comments regarding the transformation of Walton Center.	
A	7.2	Approval of Leadership Profile for Superintendent's Search	Mr. Chun presented the Leadership Profile for Superintendent Search to the Board and the Community.
M/S		McCarthy, Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross	
		MOTION CARRIED.	

8.0 Interim Superintendent

8.1 Interim Superintendent's Report

Mr. Steve Vaczovsky, Interim Superintendent reported he met with the Asian Pacific Islander American Public Affairs Council on March 13, 2010. He thanked Janet Rivera for volunteering her time to translate at several meetings. Mr. Vaczovsky spoke about the delay of the Primary Year Academic of International Education Magnet Program (PYP) and will ask for direction from the Board. He clarified his role with regards to the Turnaround Intervention Models presented to the Board. His responsibility is to give the Board and the community the maximum opportunities and options available. We have a moral and ethical obligation to improve our schools so Mr. Vaczovsky will need to get a response from the Board as a whole. In reference to the comment made by Mr. Ramirez requesting to wait until a permanent Superintendent is in place is not feasible. Mr. Vaczovsky stated we should not be waiting to put these programs in place we need to move forward.

			Action Authorized by Board
C/A	8.2	Acceptance of Donations to the Stockton Unified School District	Approved donations and directed the interim superintendent to write letters of acknowledgement.
	9.0	**Education**	
A	9.1	Consider Adoption of the Annual Service Plan and Annual Budget Plan as part of Stockton Unified School District's Special Education Local Plan Area (SELPA) Local Plan	
M/S		Ross, Morales	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	9.2	Consider Approval of Authorization for Staff to Implement a Charter School Intervention Model at Pittman School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	Postponed indefinitely by a vote of 5-2.
M/S		Castillo, Morales	
Ayes		Allen, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman, Castillo MOTION CARRIED.	
A	9.3	Consider Approval of Authorization for Staff to Implement a Turnaround Intervention Model at Taylor Elementary School For the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	Postponed indefinitely by a vote of 5-2.
M/S		Castillo, Morales	
Ayes		Allen, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman, Castillo MOTION CARRIED.	

			Action Authorized by Board
A	9.4	Consider Approval of Authorization for Staff to Implement a Turnaround Intervention Model at Nightingale School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	Postponed indefinitely by a vote of 5-2.
M/S		Castillo, Morales	
Ayes		Allen, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman, Castillo	
		MOTION CARRIED.	
A	9.5	Consider Approval of Authorization for Staff to Implement a Transformation Intervention Model at Roosevelt School for The 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	Postponed indefinitely by a vote of 5-2.
M/S		Castillo, Morales	
Ayes		Allen, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman, Castillo	
		MOTION CARRIED.	
A	9.6	Create and Open a New Magnet Program: Primary Years Academy of International Education Magnet Program (PYP Candidate Status)	Postponed indefinitely by a vote of 6-1.
M/S		Ramirez, Ross	
Ayes		Allen, Castillo, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman	
		MOTION CARRIED.	
C/A	9.7	Consider Approval for the San Joaquin County Office of Education to Provide Two Days of Professional Development To the Teaching Staff of Amos Alonzo Stagg High School in May 2010	Approved.
C/A	9.8	Consider Approval of a Field Trip by Seventy-Five Students from the Marching Band of Chavez High School to Participate in the Disney Performing Arts Program at the Disneyland Resort in Los Angeles, California, from March 30 through April 2, 2010	Approved.

			Action Authorized by Board
C/A	9.9	Consider Approval of a Field Trip by Forty-Five (45) Students of the Art and History Clubs of Franklin High School to Visit the Museum of Modern Art and Alcatraz Island in San Francisco, California, on April 17, 2010	Approved.
C/A	9.10	Consider Approval of a Field Trip by Aircraft for Ten (10) Students of Merlo Institute of Environmental Technology to Participate in the State SkillsUSA Competition in San Diego, California, from April 8-11, 2010	Approved.
C/A	9.11	Consider Approval of a Field Trip by Ten (10) Students of Edward C. Merlo Institute of Environmental Technology to Attend a Diploma Plus Exposition, in Boston, Massachusetts, from April 27, 2010 to May 1, 2010	Approved.
C/A	9.12	Approval of the Hazelton Elementary School Academic Center for the Talented (ACT) Team's Field Trip to Headlands Institute	Approved.
C/A	9.13	Consider Approval of Agreement to Furnish Consultant Services	
C/A	9.13.1	DataWorks, Fowler, California – Edison High School	Approved consultant agreement not to exceed $11,000.
C/A	9.13.2	Technology Learning, Philip Magner, T^3 Regional Instructor, TI, Modesto, California - IBML	Approved consultant agreement not to exceed $3,000.
	10.0	**Business and Finance**	
A	10.1	Consider Approval of Bargaining Units that will Participate in 2010-11 PARS Supplementary Retirement Incentive Program	This item was amended to include all bargaining units to participate in the 2010-11 PARS Supplementary Retirement Incentive Program by a vote of 7-0.
M/S		Morales, Allen	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	10.2	Consider Approval to Terminate Agreement with California Financial Services (CFS) for Facility Consulting Services	
M/S		Ross, McCarthy	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	

			Action Authorized by Board
A	10.3	Authorization to Pay Invoices of Gilliam Professional Group and Lang, Hanson, O'Malley and Miller Lobbying Firms	
M/S		McCarthy, Morales	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
C/A	10.4	Consider Approval of Applications for Career-Technical Education (CTE) Facility Grants	Approved.
C/A	10.5	Report to the Community and the Board of Education from the Measure C and Measure Q Combined Citizens' Oversight Committee	Approved.
C/A	10.6	Consider Approval of the Monthly Financial Report for the Month of February 2010	Approved.
	11.0	**Student Discipline**	
C/A	11.1	In district Expulsion Cases: M-146, M-152, M-161	Approved.
C/A	11.2	In district Expulsion Cases Held in Suspension: M-144, M-145, M-156, M-180, M-183, M-184, M-186, M-189, M-190	Approved.
	12.0	**Public Employee/Open Session** (§54957)	
	13.0	**Recess to Closed Session** (if necessary)	
	14.0	**Adjournment**	
		Adjourned at 10:59 p.m.	

Stephen F. Vaczovsky, Interim Superintendent/Secretary
Governing Board, Stockton Unified School District

A	Indicates Action Item
C/A	Indicates Consent Action Item (see reverse for details)
I	Indicates Information Item
D	Indicates Discussion Item

1.0 Closed Session

A 1.1 Public Employee Appointments – **Certificated** (§54957)

1.1.1 Leave of Absence

Virginia Espalin Teacher, Elementary (Grade 2) – El Dorado School – Personal Leave	
Annamarie Kramer Teacher, Secondary – Extending Unpaid Child Rearing Leave	
Valori Lee Teacher, Elementary – Extending Unpaid Educational Leave	

1.1.2 Resignation – Regular Employees

Andrea Coffey Teacher, Elementary – Reemployment List	
Mary P. Whitted Principal, Elementary – Adams School	1-31-10

1.1.3 Resignation – Temporary Employees

Kieanna Bush-Jordan Substitute	
Laura Soares Substitute	
Jennifer Silva Substitute	

1.1.4 Retirement

Rita Dooley Teacher, Elementary – Retire From 39-month Disability	

1.1.5 Job Abandonment/Breach of Contract

1.1.6 Special Assignment

1.1.7 Rescind Employment Offer

1.1.8 Deceased

1.1.9 Ratification, Regular Employees

Alexander Cordova Special Education Teacher – Stagg High School	
Isabel Olivas Elementary Counselor – Nightingale School – Recall from layoff	
Minh Tran-Le Teacher, Elementary (Grade 6) – Hazelton School – Recall from Layoff	

1.1.10 Ratification, Temporary Employees

1.1.11 Ratification, Regular Employees, Change from Temporary to Probationary, Effective

1.1.12 Ratification, 45-day Consultant

1.1.13 Ratification, Substitute Teachers

1.1.14 Ratification, Teacher, Adult Education

1.1.15 Ratification, Home Instruction

1.1.16 Ratification, Summer School Employment

1.1.17 Ratification, Administrative

1.1.18 Ratification, Coaches

A 1.2 Public Employee Appointments – **Classified** (§54957)

1.2.1 Leave of Absence

Jazmin Duarte Preschool Assistant, Grunsky School	04-01-10/10-1-10

1.2.2 Resignation

1.2.3 Retirement

1.2.4 Job Abandonment

1.2.5 Rescind Employment Offer

Lois Watham Food Service Assistant II, Roosevelt School	03/09/10

1.2.6 Deceased

1.2.7 Ratification, Regular Employees

Aaron Cambridge Child Assistant – Marshall School	03/24/10
Sarwes Waran Welder/Fabricator, Facilities Services	03/24/10

1.2.8 Ratification, Administrative

1.2.9 Ratification, Substitutes

1.2.10 Ratification, Walk on Coaches

1.3 Public Employee Performance Evaluation
Certificated:
Classified:

I 1.4 Conference with Labor Negotiator (§54957.6)
Agency Negotiator: Lily Cervantes, Steve Vaczovsky, Robert Thompson
Employee Organization: All Labor Units

A 1.5 Public Employee Discipline, Dismissal, Release, Nonreelection, Compulsory Leave, Reassignment

Certificated:

Classified: School Administrative Assistant

Board Meeting Back Up
March 23, 2010
RESIGNATIONS

Name	Title	Site	Effective Date	Reason
Bush-Jordan, Kieanna	Substitute Teacher		02-17-10	Seeking full-time employment
Coffey, Andrea	Teacher Elementary		03-09-10	Resign from reemployment list – other employment
Soares, Laura	Substitute Teacher		03-04-10	No reason given
Silva, Jennifer	Substitute Teacher		04-19-10	Moving out of country

The Governing Board accepted the following donations and directed the superintendent to write letters of acknowledgment.

Donor	School/Program	Donation	Designation
Corn Products International 1021 Industrial Drive Stockton, CA 95206 Attn: Margit McPhillips	McKinley School	$2500	Field trips, technology, literacy
Steve Fisher, Agent Horace Mann 5250 Claremont Avenue, #238 Stockton, CA. 95207	Roosevelt School	Two Bikes valued at $100.00	Roosevelt School Students

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

April 13, 2010

CLOSED SESSION

PUBLIC SESSION
Boardroom

6:05 p.m. Call Meeting to Order

A. Roll Call

Present: Gloria Allen, Sal Ramirez, Jose Morales, Colleen Boardman, Beverly Fitch McCarthy, William Ross, Daniel Castillo

B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda.
Ms. McCarthy expressed her excitement and pleasure over the implementation of the electronic voting system being used for the first time tonight

C. Oral Suggestions and Comments From the Community
ANGEL PICON, CSEA representative - Mr. Picon and Principal Laurie Leffler requested support from the board to deny a resignation previously submitted by an individual who wished to rescind his resignation and remain at Washington School.

STAN THOMAS, SB810 Advocate – Mr. Thomas spoke in support of California Healthcare and suggested that since this has been passed; the district could save a great deal of money by eliminating health care benefits for its employees; possibly employing more teachers with the savings incurred by the elimination of district health insurance costs.

6:15 p.m. D. Adjourn to Closed Session
7:20 p.m. Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

PUBLIC MINUTES

			Action Taken by the Board
	1.0	**Closed Session**	
A	1.1	Public Employee Appointment - **Certificated** (§54957) *Leave of Absence* *Resignation* (Principal, Elementary) *Retirement* (Teacher, Elementary) *Deceased* (Substitute) *Ratification* (Teacher, Secondary; School Nurse; Home Instruction)	Approved certificated public employee appointments by a vote of 7-0 with the exception of 1.1.2, resignation of principal, which passed by a vote of 6-0 with 1 abstention (attached.)

			Action Taken by the Board
A	1.2	Public Employee Appointment – **Classified** (§54957) *Retirement* (Food Service Assistant 1, Delivery Driver) *Resignation* (Library Media Assistant, Classified Substitute) *Ratification, Regular Employees (*Building Division Manager, Mechanical Division Manager, Personnel Analyst, Certificated/Credentials, Special Education Assistant-LCH, Classified Substitutes*)*	Approved classified public employee appointments by a vote of 7-0 with the exception of item 1.2.2, resignation of library media assist, which failed by a vote of 4-1 with 2 abstentions (attached.)
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
	1.4	Conference with Labor Negotiator (§54957.6) *Agency Negotiator: L. Cervantes* *Employee Organization:*	
	1.5	Public Employee Discipline, Dismissal, Release, Non-reelection, Compulsory Leave, Reassignment *Certificated:* *Classified:*	
A	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* **West Bay Builders v. Stockton Unified School Dist.** *Name of Case Unspecified:*	Direction given to legal counsel to discuss a settlement agreement by a vote of 7-0 (attached.)
	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
D	1.9	In district Expulsion Cases: M-153, M-155, M-163, M-168, M-170, M-174, M-178	Discussion only.
D	1.10	In district Expulsion Cases Held in Suspension: M-151, M-158, M-165, M-166, M-167, M-169, M-171, M-172, M-176, M-179, M-200, M-202, M-208, M-211, M-215, M-220, M-221, M-236	Discussion only.
D	1.11	Out of district Expulsion Cases: MM-24	Discussion only.
	1.12	Out of district Expulsion Cases Held in Suspension:	

			Action Taken by the Board
A	1.13	Approval of Closed Session Minutes: March 23, 2010	Approved closed session minutes of March 23, 2010.
	2.0	**Organization**	
	2.1	Welcome to Members of the Community/Announcements	
	2.2	Roll Call Gloria Allen, Sal Ramirez, Jose Morales, Colleen Boardman, Beverly Fitch McCarthy, William Ross, Daniel Castillo	
	2.3	Pledge of Allegiance to the Flag	
	2.4	Announcement of Action Taken in Closed Session	
	2.5	Introduction of Student Representative *School:* *IBML* Daniel Yanez *Principal*: Shawnterra Thomas Ms. Tomlin, Counselor at IBML, introduced Student Representative Daniel Yanez who spoke of current activities taking place at IBML Institute.	
	2.6	2.5.1.1 Student Representative Recognition – President McCarthy President McCarthy presented a certificate of appreciation to Daniel Yanez for representing the student body at IBML.	
A **M/S** **Ayes** **Noes** **Abst.**	2.7	Approval of Order of Agenda Castillo/Morales Allen, Boardman, McCarthy, Morales, Ramirez Castillo Ross MOTION CARRIED.	Approved order of the agenda with the exception that Item 9.8 was moved to action and the following items were moved to directly follow Item 7.1: 7.4, 9.2, 9.8, 9.6, 9.1, 9.2.1, 9.3, 9.5 then 9.7 by a vote of 5-1-1.
A	2.8	Approval of Consent Items **C/A*	Approved consent items by a vote of 7-0.
A	2.9	Approval of Public Minutes: March 23, 2010	Approved public minutes of March 23, 2010.
	3.0	**Recognition and Awards**	
	4.0	**Presentation and Discussion**	
	4.1	Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee: The meeting tentatively scheduled for April was cancelled due to testing. A meeting will be scheduled sometime in May.	No report.
	4.2	Report from Jose Morales, Chair of Personnel Subcommittee:	No report.

		Action Taken by the Board
4.3	Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee:	No report.
4.4	Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee: A meeting was held March 24. Discussed were ERCM staff training; the response to the bomb threat which that took place February 26; the routine study on the SUSD Police Department; and gang problems in our schools.	
4.5	Report from Sal Ramirez, Chair of Superintendent's Search Subcommittee: A meeting to compile a compensation packet and review candidates is forthcoming. Everything is on track and should be completed by mid-July.	
4.6	Report from Gloria Allen, Chair of Minority Recruitment Subcommittee:	No report.
4.7	Report from Bill Ross, Chair of Legal Fees AD HOC Committee	No report.
4.8	Report from Beverly McCarthy, 3x3 Meeting	No report.
4.9	Report from Interim Superintendent and Chief Financial Officer – Budget Update Presentation Mr. Willis gave a brief presentation on the current status of the budget. He mentioned that the projected outcome for the May Revise is mixed. It will have a large impact on the 2010-11 budget and will possibly affect the certification level of our district's budget. Mr. Willis also gave a brief outline of the possible savings of returning SFA materials and how the district might be able to use items which cannot be returned. $4.7 million was spent on SFA for training and materials and consumables. $1.6 million was used for books. $954 thousand was used for consumables.	
4.10	Update from Nicholas Hatten Mr. Hatton reported on the many various activities in which he played a major part in coordinating between political dignitaries, sites and administration over the past year. Through his efforts, along with Ms. Mansfield, our Grant Developer, a grant which was previously denied has now been approved. Mr. Hatton's has proven to be invaluable to the district in gaining access to people that would otherwise be nearly impossible to obtain. Mr. Castillo requested a written report of Mr. Hatten's activities.	

	Action Taken by the Board
5.0 Public Hearing	
5.1 Public Hearing for the Establishment of Pittman Charter School	Opened: 8:05 p.m. Closed: 8:20 p.m.
Amanda Lamar, staff; Billy Wright, parent; Audelia Jasso, parent; Lucimelda Kovach; Adrienne Machado, principal; all spoke in support of the establishment of the Pittman Charter School. Beth Campodonico spoke of her support of the Charter but also voiced concern regarding the laws establishing a charter and the rights of teachers.	
6.0 Correspondence	
6.1 Written	
6.2 Oral	
Susan Guerrero, Taylor principal, spoke of her school's readiness to make the change and asked the Board to support the Turnaround model.	
Claudia Moreno, **CSEA**, spoke of the positive changes in the schools but cautioned the district to remember the importance of accountability including fiscal accountability regarding RTTT.	
Claudia Moreno, **Edison H S**, invited all to a Community Leadership Forum to be held at Edison on April 20 at 5:00 p.m. They will be coming together to create a new vision for Edison and a new mission statement.	
Rev. Bob Hailey, community member, commented that the most important element of teaching is teachers. He is also concerned about the lack of counselors. Rev. Hailey suggested we should not be in such a hurry to change.	
Marilyn Brown, CSEA, spoke of her anger regarding the upcoming layoff of her members; employees who work directly with students.	
Deloris Foster, CSEA, commented on the fact that many of CSEA employees who will be losing their jobs have no place to "bump" into.	
Ellen Old, teacher, asked why the radical change when we have not received any federal money? What is the likelihood of receiving this money? What are the terms of the grant? Grants go away and have lots of strings. It is her opinion that the transformation model would be the least disruptive and uses existing staff.	
Elder John Harris, PACT, spoke in support of the new Turnaround model at Nightingale.	
Elsa Carpenter, Brandy Roxas, Susana Espinoza, Tony Huynh, Jim Kral, Christina Moreno, SECA parents; Bailey Salemme, SECA student, all spoke of their concern over the rumors that the District would be closing SECA. All spoke of their students' success since attending SECA and their heartfelt	

	Action Taken by the Board
support of the program and Principal Hall, and the feeling of safety by all SECA students. The main concern is the program will be continued as is without interference. Marvin Bolin, spoke of his support for the Charter as long as it stays within the district. Rachelle Mimms, Leah Nyberg, Stockton Skills staff, Christina Dart and Cecilia Rosales, parents, spoke of the addition of the PYB students at Skills site and the affect it would have on the safety of the children caused by the increased numbers of students and increase in traffic dropping off and picking up students. It was also mentioned that this plan was put into place without any formal notification to the staff at Stockton Skills. Renee Sweeden, Roosevelt principal, asked the Board to support the Transformation model at Roosevelt. Ms. Sweeden and her staff are ready and willing to take this on. Her only concern is the evaluation process is equitable for her teachers. Brandy DeAlba, Roosevelt teacher, asked the Board to be fair to schools before they vote. Roosevelt has at risk students. All sites have vastly different needs. Roosevelt is ready for the reform, but Ms. DeAlba asked that sites are allowed input. Brenda Lopéz, Linda McCollum, Sandra Martinez, Leticia Munguía, Dolores Barraza, Ivan Alberto, Maria Chavez, Veronica Hernandez, Blanca Lopez, Luis Lopez, Luvinia Magee, Leobardo Gomez, parents; Pastor Dwight Williams, New Bethel Baptist Church, all spoke in support of establishing a Charter School at Nightingale. Liseth Campos, Georgina Muro, Sandra S. Martinez, Talia Orgeta, Vanessa Salcedo, Julie Giese, and Laura S. Copeland, Nightingale teachers, spoke in support of a Charter School at Nightingale. Clarence Thomasson, Community First, asked the Board to give sites a chance to do what is needed for their students to succeed. The Edu.Phoria charter doesn't want to compete with anything in the District; they are just guarding our children's success. Peggy Pugh, staff member, spoke regarding the Turnaround Intervention Model for Taylor School.	

7.0 Governing Board

7.1 Oral Suggestions and Comments from Members of the Governing Board

GLORIA ALLEN – no comment.

SAL RAMIREZ: Mr. Ramirez expressed his distress at not being made aware of the problems taking place at SECA.

JOSE MORALES – no comment.

	Action Taken by the Board
COLLEEN BOARDMAN – no comment. **BILL ROSS**: Mr. Ross thanked parents and teachers for coming forward to express to the Board issues they are having at the sites. He appreciates the opportunity to hear their point of view before making final decisions that will ultimately affect employees and students. Buy-in from everyone involved is of great importance. Mr. Ross is not comfortable with the idea of a charter school at a grammar school. He feels there is not enough time for proper planning. There appears to be a lack of confidence in the leadership and how we got to those choices. The District needs policies to run charter schools. This cannot happen overnight. We need to come to an agreement on what is and what is not working. **DAN CASTILLO**: Commodore, PYP, SECA, Charter Schools; those are all choices for district students. Choices where our kids can fit and excel. If this board and this community doesn't make some kind of choices for our schools that need help; then some outside charter schools or outside programs are going to come in. There is talk of about four or five charter schools getting started here. Some kind of good decisions and some changes have to be made because the District is not working very well or as we planned. Change is here. Mr. Castillo hopes this board and this community, with our teachers and our staff, and our members will be in the forefront of that change for California, for the District and for our students. If the District doesn't change, and doesn't participate in that change, someone else will make changes for us. That might be charter schools that are not controlled by this district. He wants to be sure we understand that we as a board sometimes have to make hard choices on occasion. **BEVERLY FITCH MCCARTHY**: To the SECA family, dependent charter schools have guidelines to follow the same as the rest of us. If you don't want to do something, you can come to us with a waiver. Keep that in mind. • UOP Pioneering in Diversity – April 30th at 9:00 am to 12:00 noon, being held at Progressive Community Church, 2820 S B Street, Stockton, CA • There is a petition to gather 1 million signatures in California for improving school funding – parcel taxes to 55% - Ms. McCarthy is requesting the district look into that. • Ms. McCarthy would like a report on schools and recycling in the future. • 2010 Golden Bell Awards proclaiming exemplary K12 programs in Career Tech; English/Language Arts/Reading, History/Social Studies, Math, Science and VAPA English Language Acquisition, Early Childhood Education, Professional Development and Teacher Recruitment/Retention. Ms.	

			Action Taken by the Board
		McCarthy would like a nomination in each category. Her goal is to have visible representation in Sacramento. Nominations may be submitted to Ms. Boardman, Ms. Allen or the Interim Superintendent.	
A	7.2	Adoption of the 2010-2011 Tentative Student Attendance (Modified/Traditional) Instructional Calendar	Item was pulled from the agenda.
A	7.3	Revision of Board Policy 1270 Community Relations, Naming of Facility	Motion failed by a vote of 3-4.
M/S		Allen/McCarthy	
Ayes		Boardman, McCarthy, Ross	
Noes		Allen, Castillo, Morales, Ramirez	
		MOTION FAILED.	
A	7.4	Creation of an Ad Hoc Committee to Oversee a New Audit	Tabled creation of an Ad Hoc Committee.
M/S		Ramirez/Allen to open item for discussion	
M/S		Castillo/Morales to table item	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez	
Noes		Ross	
		MOTION CARRIED.	
C/A	7.5	Approval of the Purchase of a Portable Sound System	Approved purchase.
C/A	7.6	Authorization to Pay a Total of $53,674.33 to the Law Firm of Kronick, Moskovitz, Tiedemann & Girard for Legal Services Rendered through February 25, 2010	Authorized payment.
D	7.7	Review and Discuss Resolution No.09-10 of the Stockton Unified School District **(passed by Board on September 29, 2009)** in Support of a Senate Bill 810 California Single Payer Health Care Plan	Discussion only.
	8.0	**Interim Superintendent**	
	8.1	Interim Superintendent's Report	
C/A	8.2	Adoption of Resolution No. 09-55 Designating the Month of May 2010 as National Asian Pacific Heritage Month	Approved Resolution No. 09-55.
C/A	8.3	Adoption of Resolution No. 09-50 Designating May 12, 2010 as the Day of the Teacher	Approved Resolution No. 09-50.
C/A	8.4	Adoption of Resolution No. 09-51 Designating the Week of May 16-22, 2010 as Classified School Employees Week	Approved Resolution No. 09-51.
C/A	8.5	Adoption of Resolution No. 09-52 Designating the Month of May 2010 for the Celebration of Cinco de Mayo	Approved Resolution No. 09-52.

			Action Taken by the Board
C/A	8.6	Acceptance of Donations to the Stockton Unified School District	Approved donations and directed the interim superintendent to write letters of acknowledgement.
	9.0	**Education**	
A	9.1	Create and Open a New Magnet Program: Primary Years Academy of International Education Magnet Program (PYP Candidate Status)	Approved the opening of a K-5 Primary Years Academy.
M/S		Allen/Boardman – to keep K-5 program	
Ayes		Allen, Boardman, Castillo, Morales; McCarthy, Ramirez, Ross MOTION CARRIED.	
M/S		Allen/Boardman – to locate program at Stockton Skills campus.	Approved the location of a K-5 Primary Years Academy at Stockton Skills campus.
Ayes		Allen, Boardman, Castillo, Morales	
Noes		McCarthy, Ramirez, Ross MOTION CARRIED.	
D	9.2	Interim Superintendent's Comments on Intervention Models Mr. Vaczovsky made a few comments regarding decision making, change, and the change process. The role of a superintendent – acting, interim or permanent – is to identify important issues in a school district, be they policy issues, budgetary issues, instructional issues, or programmatic issues; research those issues; provide you with **data** regarding the issues; and bring to the Board not only **recommendations,** but also **options**. The choices are the Board's. The bases upon which you make your individual decisions are complex, difficult and often emotionally wrenching. Tonight I bring to you another series of difficult choices -- programmatic issues. That is which of our seven identified persistently low-performing schools will be addressed with the four intervention models from which you may choose, and what to do about the creation and placement of a primary grade feeder program for our International Baccalaureate program. We have visited the schools considered for interventions, talked with parents, staff, and community, consulted with each of the principals, digested the data including the schools' recent performance and leadership history, all in an effort to formulate our recommendations. At the last Board meeting you heard from the community at a public hearing regarding those recommendations. While there was support for three of our recommendations, the other has opposition. We attempted to involve as many people as possible in the process and	

			Action Taken by the Board
		seriously considered all suggestions. Although we are not legally required to make these changes at this time, we most likely will be within the next two years. There are multiple reasons and arguments why you should act tonight just as there are for postponing to act, but it comes down to a question of not what is best for adults, but what is best for kids. I ask you to carefully examine each of the recommendations before you, weighing the options. Make the best decision you can with the information you have, but always make your decision in the best interests of children.	
A	9.2.1.	Approval of Authorization for Staff to Implement a Charter School Intervention Model at Pittman School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding **M/S** Morales/Boardman **Ayes** Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	Approved authorization to implement a Charter School Intervention Model at Pittman School for 2010-2011.
A **M/S** **Ayes**	9.3	Approval of the Establishment of Pittman Charter School Morales, Castillo Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	Tabled item to a special meeting scheduled for Thursday, April 15, 2010 at 6:00 p.m. in the Boardroom.
A	9.4	Approval for Roosevelt School to Develop a Plan for the Implementation of a Transformation Intervention Model for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding **M/S** Morales/Allen **Ayes** Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	Approved the development and implementation of a Transformation Intervention Model for 2010-11 at Roosevelt School.
A	9.5	Approval for Taylor Elementary School to Develop a Plan for the Implementation of a Turnaround Intervention Model for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the	Approved the development and implementation of a Turnaround Intervention Model for 2010-11 at Taylor School.

			Action Taken by the Board
		California Department of Education (CDE) for School Improvement Grant (SIG) Funding	
M/S		Morales/Allen	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	9.6	Consider Approval of Authorization for Staff to Establish a Planning Year (2010-11) to Develop a Charter School Intervention Model at Nightingale School with Implementation of the Model for the 2011-12 school year in Order to Comply with California Legislative Requirements Outlined in SBX5-1.	Authorized staff to establish a Planning Year (2010-2011) to Develop a Charter School Intervention Model at Nightingale.
M/S		Ross/Morales	
Ayes		Allen, McCarthy, Morales, Ramirez, Ross	
Noes		Boardman, Castillo MOTION CARRIED.	
A	9.7	Approval for Nightingale School to Develop a Plan for the Implementation of a Turnaround Intervention Model for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	Approved removal of Item 9.7.
M/S		Boardman/Castillo	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	9.8	Delay Implementation of Intervention Model(s) at Henry, Harrison, and Fremont Elementary Schools until the Fall of the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and Meet Application Requirements for the California Department of Education (CDE) School Improvement Grant (SIG) Funding in the 2011 – 12 School Year	Approved delay.
M/S		Ramirez/Morales	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
C/A	9.9	Adoption of Resolution No. 09-53 Authorizing Acceptance of the 2010-2011 School Year-Memorandum of Understanding between Early Head Start (EHS) and Stockton Unified School District California School Age Family Education Program (Cal-SAFE)	Approved adoption of Resolution No. 09-53.

			Action Taken by the Board
C/A	9.10	Adoption of Resolution No. 09-54 Approving Elementary and High School *Single Plans for Student Achievement* for December 2009 to December 2010	Approved adoption of Resolution No. 09-54.
C/A	9.11	Approval of Revisions to Board Policy (BP) and Administrative Regulation (AR): BP/AR 3516 Emergencies and Disaster Preparedness Plan	Approved revisions to BP and AR 3516.
C/A	9.12	Consider Approval of New 6142.1 Sexual Health and HIV/AIDS Prevention Instruction Board Policy, Administrative Regulation, and Curriculum	Approved BP and AR 6142.1.
C/A	9.13	Approval of Memorandum of Understanding between Stockton Unified School District Teacher Apprentice Program (TAP) and San Joaquin County Office of Education (SJCOE)	Approved.
C/A	9.14	Approval of Kohl Open School's Request to Increase Minutes to the School Day through the Contract Waiver Process and Article 27 Contract Exception for Articles 6.1.1.2, 6.1.2.1, 6.1.2.2, and 6.1.3 of the SUSD/STA Agreement for the 2010-2011 School Year	Approved.
C/A	9.15	Approval of Contract Waiver for the Institute of Business, Management and Law for Daily and Minimum Day Schedules for the 2010-2011 School Year	Approved.
C/A	9.16	Approval of the 32nd Annual John F. Kennedy Track and Field Games at San Joaquin Delta Community College on Saturday, May 1, 2010	Approved.
C/A	9.17	Approval of Sacramento County Office of Education's (SCOE) School Assistance and Intervention Team (SAIT) Seventh Progress Monitoring Reports for Van Buren Elementary School	Approved report.
C/A	9.18	Adoption of New Courses for High School Course Catalog	Adopted new courses.
C/A	9.19	Approval of Agreement to Furnish Consultant Services Cambium Learning (Step Up to Writing), Dallas, Texas - Edison High School	Approved agreement not to exceed: $5,000.
C/A	9.20	Approval of Agreement to Furnish Consultant Services John Hopkins University, (Talented Development High School) Baltimore, Maryland – Edison High School	Approved agreement not to exceed: $11,000
C/A	9.21	Approval of Agreement to Furnish Consultant Services Point Break Adolescent Resources, Stockton, CA	Approved agreement not to exceed: $2,880.
C/A	9.22	Approval of Agreement to Furnish Consulting Services St. Louis Learning Disabilities Association (Sherry Silvey-Consultant) Ballwin, MO	Approved agreement not to exceed: $7,400.

			Action Taken by the Board
	10.0	**Business and Finance**	
A	10.1	Approval of Perry-Smith LLP to Perform the Independent Audit of the District's Financial Records for the Fiscal Years Ending June 30, 2010, 2011 and 2012	Approved.
M/S		Boardman/Allen	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ross	
Noes		Ramirez MOTION CARRIED.	
A	10.2	Adoption of Resolution No. 09-49, Resolution of the Governing Board Authorizing the Borrowing of Funds for Fiscal Year 2010-2011 and the Issuance and Sale of One or More Series of 2010-2011 Tax and Revenue Anticipation Notes Therefore and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes	Approved Resolution No. 09-49.
M/S		Morales/Allen	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
A	10.3	Agreement for Success For All (SFA) Return of Materials for Rebate	Approved.
M/S		Allen/Morales	
Ayes		Allen, Boardman, Castillo, McCarthy, Morales, Ramirez, Ross MOTION CARRIED.	
C/A	10.4	Awarding Contracts; Approving Change Orders and Authorizing the Filing of Notice of Completions	Approved contracts.
I	10.5	Purchase Order Board Report for the Month of March 2010	
	11.0	**Student Discipline**	
C/A	11.1	In district Expulsion Cases: M-153, M-155, M-163, M-168, M-170, M-174, M-178	Approved.
C/A	11.2	In district Expulsion Cases Held in Suspension: M-151, M-158, M-165, M-166, M-167, M-169, M-171, M-172, M-176, M-179, M-200, M-202, M-208, M-211, M-215, M-220, M-221, M-236	Approved.
C/A	11.3	Out of district Expulsion Cases: MM-24	Approved.
C/A	11.4	Out of district Expulsion Cases Held in Suspension:	

	Action Taken by the Board
12.0 Public Employee/Open Session (§54957)	
13.0 Recess to Closed Session (if necessary)	
14.0 Adjournment	
Adjourned at 11:45 p.m.	

Stephen F. Vaczovsky, Interim Superintendent/Secretary
Governing Board, Stockton Unified School District

1.0 Closed Session

A 1.1 Public Employee Appointments – **Certificated** (§54957)

1.1.1 Leave of Absence

1.1.2 Resignation – Regular Employees

Mary P. Whitted Principal – Adams School	01-31-10

1.1.3 Resignation – Temporary Employees

1.1.4 Retirement

Andrea Wright Teacher, Elementary (Grade 3) – Huerta School	05-28-10

1.1.5 Job Abandonment/Breach of Contract

1.1.6 Special Assignment

1.1.7 Rescind Employment Offer

1.1.8 Deceased

Amy Wygant Substitute	03-23-10

1.1.9 Ratification, Regular Employees

1.1.10 Ratification, Temporary Employees

Gregory Carson Teacher, Secondary (Math) – Edison High School	03-22-10
Marie Robles School Nurse – Health Services	04-06-10

1.1.11 Ratification, Regular Employees, Change from Temporary to Probationary, Effective

1.1.12 Ratification, 45-day Consultant

1.1.13 Ratification, Substitute Teachers

See Attachment A

1.1.14 Ratification, Teacher, Adult Education

1.1.15 Ratification, Home Instruction

Juanita Chavez	04-14-10
Mary-Louise Yamuni	04-14-10

1.1.16 Ratification, Summer School Employment

1.1.17 Ratification, Administrative

1.1.18 Ratification, Coaches

A 1.2 Public Employee Appointments – **Classified** (§54957)

1.2.1 Leave of Absence

Anetri Matlock Food Service Assistant I	04-05-10/05-14-10

1.2.2 Resignation

Jennifer Han Classified Substitute	04-13-10
Salvador G. Ordaz Classified Substitute	02-25-10

1.2.3 Retirement

Sara Hardy Food Service Assistant 1 – Franklin School	05-18-10

	John Pina Delivery Driver – Food Service	05-31-10

1.2.4 Job Abandonment

1.2.5 Rescind Employment Offer

1.2.6 Deceased

1.2.7 Ratification, Regular Employees

Charles Leubner Building Division Manager	04-14-10
Ramon Fregoso Head Custodian – Monore School	04-14-10
Tamarah Freligh Personnel Analyst-Certificated/Credentials – Human Resources	04-14-10
Tabatha Hoak Mechanical Division Manager	04-14-10
Danielle Rasor-Turner Special Education Assistant-Learning Communicatively Handicapped – Victory School	04-14-10

1.2.8 Ratification, Administrative

1.2.9 Ratification, Substitutes

Andrea Aguilera Office Assistant	04-14-10
Patricia Athearn Social Service Assistant	04-14-10
Rocio Carrasco Babysitter	04-14-10
Yvette Cordero Instructional Assistant	04-14-10
Dante` Curry Noon Duty Supervisor	04-14-10
Sara De la Cruz Food Service Assistant	04-14-10
Guillermo Fuentes Campus Safety Assistant	04-14-10
Sal Giminez Instructional Assistant	04-14-10
Athena Greenwood Administrative Assistant, Senior Office Assistant	04-14-10
Antonio Hernandez Food Service Assistant	04-14-10
Nouha Jabbour Preschool Assistant, Instructional Assistant	04-14-10
Richard Johnson Preschool Assistant, Library Media Assistant	04-14-10
Talia Lacio Office Assistant	04-14-10
Dannette Lomas Assistant Principal Secretary, High School Secretary	04-14-10
Rosa Magcanam Special Education Assistant-Learning & Communicatively Handicapped and Severely Mentally Handicapped	04-14-10

Jeffery Matuska Noon Duty Supervisor	04-14-10
Rodrigo Mendez Food Service Assistant	04-14-10
Rodrigo Mendez Delivery Driver	04-14-10
Yadhira Nieves Administrative Assistant, Office Assistant, Senior Office Assistant	04-14-10
Bradley Turner Campus Safety Assistant	04-14-10
Felicitas Vargas Food Service Assistant	04-14-10
Robin Vierra Food Service Assistant	04-14-10

1.2.10 Ratification, Walk on Coaches

1.3 Public Employee Performance Evaluation
Certificated:
Classified:

1.4 Conference with Labor Negotiator (§54957.6)
Agency Negotiator:
Employee Organization:

Closed Session Agenda
April 13, 2010 Board Meeting

Attachment A

Substitute Teachers

NAME	EFFECTIVE DATE
Juanita Chavez	4-14-10
Jennifer Espinoza	4-14-10
Jennifer Friend	4-14-10
Sarah Gruzas	4-14-10
Holly Gutierrez	4-14-10
Mary Haynam	4-14-10
Jennifer Hinkle	4-14-10
Iris Huff	4-14-10
Lisa Judd	4-14-10
Kimberly Merseth	4-14-10
Adora Obi	4-14-10
Blair Overby	4-14-10
Kevin Pledger	4-14-10
Sarah Romero	4-14-10
Charline Severson	4-14-10
Derek Schuffenhauer	4-14-10
Supinder Tiwana	4-14-10
Jason Wallis	4-14-10

The Governing Board accepted the following donations and directed the interim superintendent to write letters of acknowledgement.

Donor	School/Program	Donation	Designation
Donors Choice HTTP://WWW.DONORSCHOOSE.ORG	Weber Institute	HP MINI 110 1030NR XP Edition Valued at $349.99	Weber Institute
Donors Choice HTTP://WWW.DONORSCHOOSE.ORG	Weber Institute	(4) Kodak ZX1 Pocket Video Cameras, Blue – Kodak Camcorders; Zx1 Pocket Video Camera, Blue Valued at $599.96	Weber Institute
PG&E Corporation Foundation P.O. Box 7586 Princeton, N.J. 08543-7586	Commodore Stockton Skills School	$137.00	Mrs. Perez, Mrs. Cancilla, Mrs. Balser classrooms.
Randall & Carrie Booth 12156 N. Hibbard Rd. Lodi, CA. 95240	Commodore Stockton Skills School	$50.00	Commodore Stockton Skills School
Discount Billiards Myke Lima & Laurie Watts 3754 Brookview Dr. Stockton, CA. 95219-2022	Curriculum Depart.	$50.00	S.U.S.D Science Fair
Stockton Arts Foundation 6 E. Lindsay St. Stockton, CA. 95202	Curriculum Dept.	$50.00	Music and/or Art Supplies
Timothy Price 2221 Wall St. Stockton, CA. 95206	Early Childhood Education	$250.00	Bus fees for Washington Preschool Field Trip to Micke Grove Zoo
University of Rochester 1325 Mt. Hope Ave., Suite 260 Rochester, New York 14620	Franklin High School	$5,000.00	Franklin High School
Corn Products International 5 Westbrook Corporate Center Westchester, IL 60154	McKinley School	$2,500.00	Grade 3 Classrooms for Field Trips, Entrance Fees and Classroom Supplies
Fritz Chin Photography 2014 Pacific Avenue Stockton, CA. 95204	Montezuma School	$124.00	Montezuma School
Wachovia Bank, N.A. Charlotte, N.C. 28288-1151	Montezuma School	$500.00	Montezuma School
PG&E Corporation Foundation P.O. Box 7586 Princeton, NJ 08543-7586	Rio Calaveras School	$78.00	Donovan Channim Library Book and Donation to Rio Calaveras School

Donor	School/Program	Donation	Designation
Anthony Clario 3890A Bramble Lane Santa Cruz, CA. 95062	Rio Calaveras School	$500.00	Washington D.C. Trip Donation for Daisie Clario
Scholarship America One Scholarship Way P.O. Box 297 St. Peter, MN 56082	Stagg High School	$800.00	Stagg High School
Schiffman Memorial Foundation Catherine Anne Vassar, President P.O. Box 345 4719 Quail Lakes, Ste. G Stockton, CA. 95207	Stagg High School	$10,000.00	Stagg High School Library
Valenzuela PTA 52 W. Benjamin Holt Dr. Stockton, CA. 95207	Valenzuela School	$225.00	Valenzuela School
Valenzuela PTA 52 W. Benjamin Holt Dr. Stockton, CA. 95207	Valenzuela School	$285.00	Mariah Luna and Alexis Jimenez – lost library book. Valenzuela School Early Bird Program
Valenzuela PTA 52 W. Benjamin Holt Dr. Stockton, CA. 95207	Valenzuela School	$270.00	Valenzuela School Early Bird Program
PG&E Corporation Foundation P.O. Box 7586 Princeton, NJ 08543-7586	Wilson School	$75.00	Wilson School
Save Mart Supermarkets P.O. Box 4664 Modesto, CA. 95352-4664	Wilson School	$12.00	Wilson School
George Azevedo State Farm Ins. Company 718 Lincoln Center Stockton, CA. 95207	Wilson School	$25.00	Wilson School
Target Take Charge of Education Mail Stop 2A-O P.O. Box 59214 Minneapolis, MN 55459-0214	Taft School	$58.93	Taft School Student Activity Fund
School PAX P.O. Box 330 Lodi, NJ 07644-0330	Taft School	$10.00	Taft School Student Activity Fund
Manteca Lighting Attention: Chris 921 E. Yosemite Ave. Manteca, CA. 95336	Roosevelt School	$50.00	Roosevelt School Student Activities Fund for Outdoor Education

Donor	School/Program	Donation	Designation
Dennis Shea Shoes 286 Lincoln Center Stockton, CA. 95207	Roosevelt School	$50.00	Roosevelt School Student Activities Fund for Outdoor Education
Prison Guard Union Attention: Frank McNeal 1 Main St. San Quentin, CA. 94964	Roosevelt School	$250.00	Roosevelt School Student Activities Fund for Outdoor Education
NALC 213 P.O. Box 8755 Stockton, CA. 95208	Roosevelt School	$200.00	Roosevelt School Student Activities Fund for Outdoor Education
Vicki McDaniels 549 Vasconcellos Ave. Manteca, CA. 95336	Roosevelt School	$10.00	Roosevelt School Student Activities Fund for Outdoor Education
Jennie Williams 757 Meadow Way Manteca, CA. 95336	Roosevelt School	$10.00	Roosevelt School Student Activities Fund for Outdoor Education
Jim Spears 381 Cherry Lane Manteca, CA. 95336	Roosevelt School	$50.00	Roosevelt School Student Activities Fund for Outdoor Education
Sheryl Simmons 2429 E. Collier Rd. Acampo, CA. 95220	Roosevelt School	$20.00	Roosevelt School Student Activities Fund for Outdoor Education
Rosa Navarette 1037 N. Edison St. Stockton, CA. 95203	Roosevelt School	$100.00	Roosevelt School Student Activities Fund for Outdoor Education
Andy Prokop, President / CEO United Way of San Joaquin P.O. Box 1585 Stockton, CA. 95201	Pittman School	$1,560.00	Sponsor six students to attend Science Camp.

BOARD OF EDUCATION
Stockton Unified School District
701 North Madison Street
Stockton, California 95202

April 13, 2010

CLOSED SESSION

PUBLIC SESSION
Boardroom

6:00 p.m.	Call Meeting to Order A. Roll Call B. Announcement: Board will consider in Closed Session items listed on the Closed Session agenda. C. Oral Suggestions and Comments From the Community D. Adjourn to Closed Session
7:00 p.m.	Reconvene to Public Session

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES
TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

AGENDA

			Page
	1.0	**Closed Session**	
A	1.1	Public Employee Appointment - **Certificated** (§54957) *Leave of Absence* *Resignation* (Principal, Elementary) *Retirement* (Teacher, Elementary) *Deceased* (Substitute) *Ratification* (Teacher, Secondary; School Nurse; Home Instruction)	2470
A	1.2	Public Employee Appointment - **Classified** (§54957) *Retirement* (Food Service Assistant 1, Delivery Driver) *Resignation* (Library Media Assistant, Classified Substitute) *Ratification, Regular Employees (*Building Division Manager, Mechanical Division Manager, Personnel Analyst, Certificated/Credentials, Special Education Assistant-LCH, Classified Substitutes*)*	2470
	1.3	Public Employee Performance Evaluation *Certificated:* *Classified:*	
	1.4	Conference with Labor Negotiator (§54957.6) *Agency Negotiator: L. Cervantes* *Employee Organization:*	

			Page
	1.5	Public Employee Discipline, Dismissal, Release, Non-reelection, Compulsory Leave, Reassignment *Certificated:* *Classified:*	
A	1.6	Conference with Legal Counsel-Existing Litigation (§54956.9) *Name of Case:* **West Bay Builders v. Stockton Unified School Dist.** *Name of Case Unspecified:*	2473
	1.7	Conference with Legal Counsel - Anticipated Litigation (§54956.69) *Significant Exposure to Litigation Pursuant to Subdivision (b) of Section 54956.9:* *Initiation of Litigation Pursuant to Subdivision (c) of Section 54956.9:*	
	1.8	Liability Claims (§5495.95) *Claimant:* *Agency Claimed Against:*	
D	1.9	In district Expulsion Cases: M-153, M-155, M-163, M-168, M-170, M-174, M-178	2473
D	1.10	In district Expulsion Cases Held in Suspension: M-151, M-158, M-165, M-166, M-167, M-169, M-171, M-172, M-176, M-179, M-200, M-202, M-208, M-211, M-215, M-220, M-221, M-236	2473
D	1.11	Out of district Expulsion Cases: MM-24	2474
	1.12	Out of district Expulsion Cases Held in Suspension:	
A	1.13	Approval of Closed Session Minutes: March 23, 2010	

2.0 Organization

2.1 Welcome to Members of the Community/Announcements

2.2 Roll Call

2.3 Pledge of Allegiance to the Flag

2.4 Announcement of Action Taken in Closed Session

2.5 Introduction of Student Representative
School: *IBML*
Daniel Yanez
Principal: Shawnterra Thomas

2.6 2.5.1.1 Student Representative Recognition – President McCarthy

A 2.7 Approval of Order of Agenda
Any changes in the order of the agenda must be presented at this time, including changes concerning the consent calendar.

			Page
A	2.8	Approval of Consent Items **C/A*	
A	2.9	Approval of Public Minutes: March 23, 2010	2554

3.0 Recognition and Awards

4.0 Presentation and Discussion

4.1 Report from Gloria Allen, Chair of Curriculum and Student Outcomes Subcommittee:

4.2 Report from Jose Morales, Chair of Personnel Subcommittee:

4.3 Report from Colleen Boardman, Chair of Resources and Infrastructure Subcommittee:

4.4 Report from Dan Castillo, Chair of Safety and Student Conduct Subcommittee:

4.5 Report from Sal Ramirez, Chair of Superintendent's Search Subcommittee:

4.6 Report from Gloria Allen, Chair of Minority Recruitment Subcommittee:

4.7 Report from Bill Ross, Chair of Legal Fees AD HOC Committee

4.8 Report from Beverly McCarthy, 3x3 Meeting

4.9 Report from Interim Superintendent and Chief Financial Officer – Budget Update Presentation

4.10 Update from Nicholas Hatten

5.0 Public Hearing

5.1 Public Hearing for the Establishment of Pittman Charter School [2603]

6.0 Correspondence

6.1 Written

6.2 Oral

SUGGESTIONS AND COMMENTS FROM MEMBERS OF THE COMMUNITY *(At the beginning of the meeting persons wishing to speak will complete a card available at the door and submit to the Board secretary. Comments are limited to three minutes.)*

7.0 Governing Board

7.1 Oral Suggestions and Comments from Members of the Governing Board

A	7.2	Adoption of the 2010-2011 Tentative Student Attendance (Modified/Traditional) Instructional Calendar	2576

			Page
A	7.3	Revision of Board Policy 1270 Community Relations, Naming of Facility	2579
A	7.4	Creation of an Ad Hoc Committee to Oversee a New Audit	2581
C/A	7.5	Approval of the Purchase of a Portable Sound System	2582
C/A	7.6	Authorization to Pay a Total of $53,674.33 to the Law Firm of Kronick, Moskovitz, Tiedemann & Girard for Legal Services Rendered through February 25, 2010	2583
D	7.7	Review and Discuss Resolution No.09-10 of the Stockton Unified School District **(passed by Board on September 29, 2009)** in Support of a Senate Bill 810 California Single Payer Health Care Plan	2584
	8.0	**Interim Superintendent**	
	8.1	Interim Superintendent's Report	
C/A	8.2	Adoption of Resolution No. 09-55 Designating the Month of May 2010 as National Asian Pacific Heritage Month	2587
C/A	8.3	Adoption of Resolution No. 09-50 Designating May 12, 2010 as the Day of the Teacher	2589
C/A	8.4	Adoption of Resolution No. 09-51 Designating the Week of May 16-22, 2010 as Classified School Employees Week	2591
C/A	8.5	Adoption of Resolution No. 09-52 Designating the Month of May 2010 for the Celebration of Cinco de Mayo	2593
C/A	8.6	Acceptance of Donations to the Stockton Unified School District	2595
	9.0	**Education**	
A	9.1	Create and Open a New Magnet Program: Primary Years Academy of International Education Magnet Program (PYP Candidate Status)	2599
D	9.2	Interim Superintendent's Comments on Intervention Models	
A	9.2.1.	Approval of Authorization for Staff to Implement a Charter School Intervention Model at Pittman School for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2601
A	9.3	Approval of the Establishment of Pittman Charter School	2603
A	9.4	Approval for Roosevelt School to Develop a Plan for the Implementation of a Transformation Intervention Model for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2604

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A	9.5	Approval for Taylor Elementary School to Develop a Plan for the Implementation of a Turnaround Intervention Model for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2606
A	9.6	Consider Approval of Authorization for Staff to Establish a Planning Year (2010-11) to Develop a Charter School Intervention Model at Nightingale School with Implementation of the Model for the 2011-12 school year in Order to Comply with California Legislative Requirements Outlined in SBX5-1.	2608
A	9.7	Approval for Nightingale School to Develop a Plan for the Implementation of a Turnaround Intervention Model for the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and to Qualify for Application to the California Department of Education (CDE) for School Improvement Grant (SIG) Funding	2611
C/A	9.8	Delay Implementation of Intervention Model(s) at Henry, Harrison, and Fremont Elementary Schools until the Fall of the 2010-11 School Year to Comply with California Legislative Requirements Outlined in SBX5-1 and Meet Application Requirements for the California Department of Education (CDE) School Improvement Grant (SIG) Funding in the 2011 – 12 School Year	2613
C/A	9.9	Adoption of Resolution No. 09-53 Authorizing Acceptance of the 2010-2011 School Year-Memorandum of Understanding between Early Head Start (EHS) and Stockton Unified School District California School Age Family Education Program (Cal-SAFE)	2616
C/A	9.10	Adoption of Resolution No. 09-54 Approving Elementary and High School *Single Plans for Student Achievement* for December 2009 to December 2010	2618
C/A	9.11	Approval of Revisions to Board Policy (BP) and Administrative Regulation (AR): BP/AR 3516 Emergencies and Disaster Preparedness Plan	2620
C/A	9.12	Consider Approval of New 6142.1 Sexual Health and HIV/AIDS Prevention Instruction Board Policy, Administrative Regulation, and Curriculum	2627
C/A	9.13	Approval of Memorandum of Understanding between Stockton Unified School District Teacher Apprentice Program (TAP) and San Joaquin County Office of Education (SJCOE)	*2636*

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C/A	9.14	Approval of Kohl Open School's Request to Increase Minutes to the School Day through the Contract Waiver Process and Article 27 Contract Exception for Articles 6.1.1.2, 6.1.2.1, 6.1.2.2, and 6.1.3 of the SUSD/STA Agreement for the 2010-2011 School Year	2641
C/A	9.15	Approval of Contract Waiver for the Institute of Business, Management and Law for Daily and Minimum Day Schedules for the 2010-2011 School Year	2642
C/A	9.16	Approval of the 32nd Annual John F. Kennedy Track and Field Games at San Joaquin Delta Community College on Saturday, May 1, 2010	2644
C/A	9.17	Approval of Sacramento County Office of Education's (SCOE) School Assistance and Intervention Team (SAIT) Seventh Progress Monitoring Reports for Van Buren Elementary School	2645
C/A	9.18	Adoption of New Courses for High School Course Catalog	2647
C/A	9.19	Approval of Agreement to Furnish Consultant Services Cambium Learning (Step Up to Writing), Dallas, Texas – Edison High School	2683
C/A	9.20	Approval of Agreement to Furnish Consultant Services John Hopkins University, (Talented Development High School) Baltimore, Maryland – Edison High School	2684
C/A	9.21	Approval of Agreement to Furnish Consultant Services Point Break Adolescent Resources, Stockton, CA	2685
C/A	9.22	Approval of Agreement to Furnish Consulting Services St. Louis Learning Disabilities Association (Sherry Silvey-Consultant) Ballwin, MO	2686

10.0 Business and Finance

A	10.1	Approval of Perry-Smith LLP to Perform the Independent Audit of the District's Financial Records for the Fiscal Years Ending June 30, 2010, 2011 and 2012	2688
A	10.2	Adoption of Resolution No. 09-49, Resolution of the Governing Board Authorizing the Borrowing of Funds for Fiscal Year 2010-2011 and the Issuance and Sale of One or More Series of 2010-2011 Tax and Revenue Anticipation Notes Therefore and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes	2689
A	10.3	Agreement for Success For All (SFA) Return of Materials for Rebate	2736
C/A	10.4	Awarding Contracts; Approving Change Orders and Authorizing the Filing of Notice of Completions	2737
I	10.5	Purchase Order Board Report for the Month of March 2010	2739

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11.0 Student Discipline

C/A 11.1 In district Expulsion Cases:

M-153, M-155, M-163, M-168, M-170, M-174, M-178

C/A 11.2 In district Expulsion Cases Held in Suspension:

M-151, M-158, M-165, M-166, M-167, M-169, M-171, M-172, M-176, M-179, M-200, M-202, M-208, M-211, M-215, M-220, M-221, M-236

C/A 11.3 Out of district Expulsion Cases:

MM-24

C/A 11.4 Out of district Expulsion Cases Held in Suspension:

12.0 Public Employee/Open Session (§54957)

13.0 Recess to Closed Session (if necessary)

14.0 Adjournment

Dated: April 9, 2010

Posted 4:30 p.m.
Stockton, California

A Indicates Action Item
C/A Indicates Consent Action Item (see reverse for details)
I Indicates Information Item

STOCKTON UNIFIED SCHOOL DISTRICT April 15, 2010

SUBJECT: Approval of the Establishment of Pittman Charter School

INTRODUCTION:

A charter school petition for the establishment of the Pittman Charter School was submitted to the District and a Public Hearing was held on April 13th, 2010 pursuant to Education Code §47605, the Board of Education as required by the provisions of a charter school petition no later than 30 days after receipt of the petition. Following the public hearing, the Board shall either grant or deny the charter within 60 days of receipt of the original petition.

Board Policy on Charter School Petitions mirrors Education Code §47605 and sets forth the statutory requirements for the establishment of charter schools. The Board of Education may only deny a charter school petition if the Board adopts written findings that one or more of the following are applicable:

1. *The charter school presents an unsound educational program for the pupils to be* enrolled in the charter school.
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required pursuant to section 47605(a).
4. The petition does not contain an affirmation of each of the conditions described in section 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 required elements of section 47605(b)(5)(A) through 47605(b)(5)(P).

ANALYSIS:

The proposed charter school would commence operation at the beginning of the 2010-2011 school year and serve grades K-8. The mission of the Pittman Charter School is to provide an exceptional education that is stimulating, child-focused, celebrates success, provides positive feedback to create and maintain a student-first attitude. The staff will provide a rigorous standards-based core curriculum, high expectations, and individual learning opportunities. The school will strive to ensure that all students value diversity, gain global perspectives, and develop community spirit; all supported by parents, staff, and the community. Our learning community values communication, shares ideas, learns from others, and respects diversity. Our community leaders model behaviors expected from students. We strive to be supportive, trustworthy, and enthusiastic professionals who take pride in our work.

RECOMMENDATION

It is recommended that the Governing Board approve the establishment of the Pittman Charter School.

Prepared by: Scott R. Traub: Admin: Educational Research and Accountability

Stockton Unified School District
BOARD OF EDUCATION
701 North Madison Street
Stockton, California 95202
(209) 933-7070

Date: April 15, 2010

PUBLIC SESSION
6:00 p.m. - Boardroom

NOTICE OF SPECIAL MEETING

PUBLIC COMMENTS ARE LIMITED TO THREE MINUTES TO ENSURE AN ORDERLY AND EFFICIENT BOARD MEETING
(Board Bylaw 9325)

PUBLIC MINUTES

		Action Authorized by Board
	1.0 Organization	
	1.1 Welcome to Members of the Community/Announcements	
	1.2 Roll Call **Present:** Gloria Allen, Colleen Boardman, Beverly McCarthy, Jose Morales, Sal Ramirez, Bill Ross, Dan Castillo, Interim Superintendent Steve Vaczovsky	
	1.3 Pledge of Allegiance to the Flag	
	1.4 Oral Suggestions and Comments from Members of the Community Beth Campodonco, Pittman School Teacher – spoke of her non-support of the establishment of Pittman Charter School. Ms. Campodonica believes that the process the district has taken has been rushed and hopes it will not be at the expense of our students.	
	2.0 Governing Board	
A	2.1 Approval of the Establishment of Pittman Charter School	Approved the establishment of Pittman Charter School by a vote of 7-0.
M/S	Morales, Allen	
Ayes	Allen, Ramirez, Morales, Boardman, McCarthy, Ross, Castillo MOTION CARRIED.	
	3.0 Adjournment	
	Meeting Adjourned at 6:15 p.m.	

Stephen F. Vaczovsky, Interim Superintendent/Secretary
Governing Board Stockton Unified School District

A	Indicates Action Item
C/A	Indicates Consent Action Item (see reverse for details)
I/D	Indicates Information/Discussion Item

School Improvement Grant
Schedule of Meetings

Stockton Unified School District				
Turnaround School Meetings 2010				
School	**Date**	**Time**	**Purpose**	**Audience**
Roosevelt	Tuesday, April 6	2:45 p.m.	Leadership Meeting: Turnaround Information & Input	Staff
Roosevelt	Tuesday, April 13	2:45 p.m.	Faculty Meeting Discussion Turnaround Meeting Information and Input	Staff
Taylor	Tuesday, April 20	2:00 p.m.	Staff Meeting: Turnaround Information & Input	Taylor Teaching Team
Roosevelt	Tuesday, April 20	2:45 p.m.	Leadership Meeting Turnaround Information & Input	Staff
Pittman	Wednesday, April 21	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Taylor	Wednesday, April 21	11:00 p.m.	Donuts and Discussion Turnaround Meeting Information and Input	Classified Team Members
Pittman	Thursday, April 22	4:30 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Roosevelt	Thursday, April 22	5:00 p.m.	Town Hall Meeting Turnaround Information & Input	Staff, Parents, Students, Community
Taylor	Friday, April 23	8:00 a.m.	Turnaround Information Parent Input	Taylor Parents Community Members
Roosevelt	Friday, April 23	8:45 a.m.	Town Hall Meeting Turnaround Information & Input	Parents, Students, Community
Taylor	Friday, April 23	12:00 p.m	Project Citizen Meeting Turnaround Information & Student Input	AVID Students
Taylor	Friday, April 23	4:00 p.m.	SES Celebration & Taylor Turnaround Informational Meeting	Parents, students Teachers, and Community
Taylor	Monday, April 26	1:00 p.m.	School Site Council & Q&A with District Turnaround Representative	District Turnaround Representative, Parents, Teachers & Community
Pittman	Monday, April 26	2:00 p.m.	Dual Language Academy	Bilingual Teachers
Pittman	Tuesday, April 27	2:00 p.m.	Leadership Team Meeting	School Staff
Roosevelt	Tuesday, April 27	2:45 p.m.	Staff Meeting Turnaround Information & Input	Staff
Pittman	Wednesday, April 28	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Taylor	Wednesday, April 28	9:00 a.m.	Parent Coffee Taylor ELAC	DELAC, Parents, ELD Coordinator and Community
Roosevelt	Wednesday, April 28	1:00 p.m.	Student "dream" Turnaround Information & Input Meeting	Students, Parents
Taylor	Thursday, April 29	8:00 a.m.	Donuts and Discussion Turnaround Meeting Information and Input	Classified Staff
Roosevelt	Friday, April 30	8:45 a.m.	Parent Academy Turnaround Information & Input Meeting	Parents & Community
Taylor	Friday, April 30	2:00 p.m.	Leadership Meeting	Taylor K-8 Leadership Team
Pittman	Friday, April 30	5:00 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Taylor	Monday, May 3	5:00 p.m.	Taylor Turnaround Dine and Discuss Information and Input	Parents, Teachers, Students, SUSD Leadership, Employee and Community
Taylor	Tuesday, May 4	8:00 a.m.	Donuts and Discussion Turnaround Updates Development	Taylor Parents Community Members
Taylor	Tuesday, May 4	2:00 p.m.	Staff Meeting: Turnaround Information Updates/Team	Taylor Teaching Team Coaches District Turnaround Representatives

Pittman	Wednesday, May 5	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Taylor	Wednesday, May 5	9:00 a.m.	Parent Coffee Turnaround Updates Further Input/Development	Parents, Staff, Community
Pittman	Wednesday, May 5	6:00 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community, Junior League of San Joaquin members,
Pittman	Thursday, May 6	3:30 p.m.	School Site Council	Staff, parents, and community members
Taylor	Friday, May 7	2:00 p.m.	Turnaround Team Development	Taylor K-8 Leadership Team
Taylor	Monday, May 10	8:00 a.m.	Turnaround Update Informational Meeting	Parents and Community
Pittman	Wednesday, May 12	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Taylor	Wednesday, 12	9:00 a.m.	Parent Coffee Turnaround Updates/Development	Parents, Staff and Community
Pittman	Thursday, May 13	4:30 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Taylor	Friday, May 14	2:00 p.m.	Leadership Meeting	Taylor Leadership K-8, Community Leaders
Taylor	Friday May 14	7:00 a.m.	Donuts and Discussion Turnaround Meeting Updates /Development	Staff Parents Community
Taylor	Friday, May 14	2:00 p.m.	Leadership Meeting	Taylor Leadership K-8 Community Leaders
Taylor	Monday, May 17	2:00 p.m.	Ice Cream Taylor Turnaround Informational Meeting	Parents, Teachers, Students, Community
Taylor	Tuesday, May 18	8:00 a.m.	Donuts and Discussion Turnaround Update	Taylor Parents Community Members
Pittman	Wednesday, May 19	8:00 a.m.	Charter School Informational Meeting	Parents, Teacher, and Community
Taylor	Wednesday, May 19	9:00 a.m.	Parent Coffee Turnaround Update	Parents, Staff, Community
Taylor	Wednesday, May 19	2:30 p.m.	Taylor CST Completion Carnival for Community Information Booth	Parents, Students, Staff, Community

Pittman Elementary School is changing!

Pittman Charter School

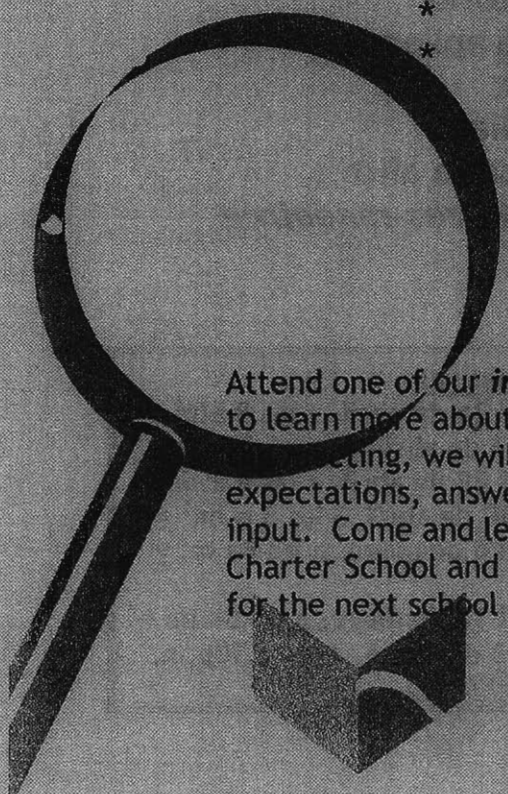
What is it all about?

Changing to a charter allows us to be more flexible in how we teach children and how we help children achieve academic success. We have developed a rigorous learning program that includes:

* **High academic focus**
* **Science integration**
* **All teachers working together**
* **Dual Immersion Academy: Students learning in two languages – Spanish and English!**

So what does this mean for you and your child?

* **Longer school days:**
  - one extra hour a day
* **High expectations for all students: all students will meet and exceed state standards**
* **Uniforms will be enforced**
* **Discipline will be strictly maintained**
* **More Parent Involvement:**
  - ***Read*** to and with your child everyday
  - Attend 4 ***study sessions*** per year
  - Attend ***Parent-Teacher conferences***
  - Help your child with ***homework***



Attend one of our ***informational meetings*** to learn more about our new program. At each meeting, we will review the school's expectations, answer questions, and get your input. Come and learn about Pittman Charter School and how to enroll your child for the next school year!

Join Us!

Meeting dates:
*Wednesday, April 21 @ 8:00 a.m.
*Thursday, April 22 @ 4:30 p.m.
*Wednesday, April 28 @ 8:00 a.m.
*Friday, April 30 @ 5 p.m.
*Wednesday, May 5 @ 8:00 a.m. and 6:00 p.m.
*Wednesday, May 12, @ 8:00 a.m.
*Thursday, May 13 @ 4:30 p.m.

Stockton Unified School District
Richard A. Pittman Elementary
701 East Park Street
Stockton, CA 95202

Notes from April 6, 2010

1. Define the Pittman Experience. What is it?
Pittman Elementary consists of a safe, friend, caring, parent, student, teacher participation, fun, engagement, life long learners.
Eight Great Traits, Family Involvement, safe, fun, engagement; 90% care and 10% problems
Community of teachers who provide structure in a nurturing environment, emphasis on good choices to allow students to achieve personal best.
Structure, flexibility, nurturing environment; Consistent behavior vocabulary, example, "good choices"
Collegial environment amongst staff, exposure to 8 great traits
High academic achievement in a kind and caring environment; relationships are promoted;everyone is treated respectfully; problem solving; education is critical; reading is highly promoted.

2. What are the essential components that all Pittman students benefit from as part of the school community?
Academics are critical; school is a safe place; social emotional needs are met
Community of teachers who share a vision; accountability; basic skills, standards based, professional development, specialists, Students have opportunities to rise and achieve through different incentive programs; collaboration with CSUStanislaus
Vertical relationships of teachers; work ethic; Community of teachers share a vision; Outside of school (community outreach) professional development through Stanislaus; Diversity
Benefit from diversity and able to learn and respect other cultures; Staff vision and determination toward one goal is to succeed in education; Collaboration; Life skills training.

3. If you had to prioritize, what are the five best aspects at Pittman that students would choose that improves their achievement? What are the five best aspects that the adults would choose for the students that would improve student achievement?

Students: teacher, field trip, language connection, computer, books/library, assembly science, centers
Staff/Parents: Science/Foss, after school/tutor, parent involvement, field trips, 8 traits, uniforms
Students: field trips/assemblies, Garden- place based, language library, teachers, AF School, Computers
Staff: Science, parent meetings, better technology
Students: caring teachers, integration of science, library, technology
Adults: caring teachers (positive staff relations), integration of science and the arts, CREDE centers, dedicated administration, vertical/horizontal collaboration
Students: Free breakfast and lunch, caring teachers, integration of arts and science into curriculum, Healthwise, outreach, dental, UOP, CSUStanislaus student teachers, Junior League, Parental Involvement
Adults: Vertical relationships between grade levels; positive staff relations
Students: High expectations, community events, Library open at lunch, Parent Involvement, "Hands on Science", recognition
Adults: Writing, reading, science, math, tutoring opportunities

Activity 2:

Prompt 1: The Professional Learning Community Continuum
CREDE Training, FOSS, Shefelbine, numeracy, Equity and Access, GLAD, Steve Seskin
Developing – CREDE training, FOSS, GLAD, Numeracy, Macmillan training

In your table groups discuss and identify the continuum level of each prompt:

Prompt 2: Shared Values
Developing/Sustaining
Sustaining – Kelso's Choices, 8 Traits
Developing/Sustaining
Sustaining
Kelso Choices, Seskin Assembly, Science, Eight Great Traits, Festival of Honor

Prompt 3: What are our priorities?
Initiation/Developing
Initiation/Developing
Developing – Not all grades are targets intervention. District needs to be more consistent with expectations.
Bilingual not always included
Developing – Not all grades have targeted intervention

Prompt 4: Collaborative Culture Administration/Teacher Relations
Developing/Sustaining
Developing/Sustaining
Sustaining – Administration keeps teachers informed
Sustaining – Vertical planning meetings, planning

Prompt 5: Collaboration Culture Teachers working Together
Developing/Sustaining
Sustaining – Grade level monthly meetings
Sustaining – Sustaining FOSS science, meetings

Prompt 6: Parent Partnerships
Developing
Developing
Sustaining – Coffee Hours, phone calls, newsletters
Sustaining – Weekly newsletters

Prompt 7: Action Research
Initiative
Initiative
Initiative

Prompt 8: Continuous Improvement
Developing
Developing
Developing

Prompt 9: Focus on Results
Developing
Developing
Developing

Using the Critical Questions for Team Consideration from DuFour, list in order of most important to least important the 15 aspects defined as PLC development.
1. We are continually looking for new ways to improve student achievement.
2.

Filibertha Ibarra

From: Adrienne Machado
Sent: Sunday, May 02, 2010 1:57 PM
To: Filibertha Ibarra
Subject: RE: Reform Plan Meetings

Filibertha,

In addition to sending a flyer to parents before each meeting, we also do an Ed-Connect message in English and Spanish.

Thank you for your attention,

Adrienne Machado

From: Filibertha Ibarra
Sent: Friday, April 30, 2010 4:40 PM
To: Renee Sweeden; Susan Guerrero; Adrienne Machado
Cc: Kirk Nicholas; Bonnie Mansfield
Subject: Reform Plan Meetings

FRIENDLY REMINDER~

Thank you for submitting your meeting dates. For any of the meetings held and any future meetings about the reform plan, please remember to provide the following:

- Any flyers, letters, and notes
- Minutes
- Sign in sheets

Remember to have someone taking minutes of what is being said and presented at all meetings. Thank you to those who have submitted the additional information requested.

Filibertha Ibarra, Executive Assistant II
Elementary Education
(209)933-7040 Ext 2729
(209)469-3681 Fax

STOCKTON UNIFIED SCHOOL DISTRICT
RICHARD A. PITTMAN ELEMENTARY
701 EAST PARK STREET
Stockton, CA 95202
April 26, 2010

List of Meetings for our Charter

Date	**Time**	**Purpose**	**Audience**
Wednesday, April 21, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Thursday, April 22, 2010	4:30 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Monday, April 26, 2010	2:00 p.m.	Dual Language Academy	Bilingual Teachers
Tuesday, April 27, 2010	2:00 p.m.	Leadership Team Meeting	School Staff
Wednesday, April 28, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Friday, April 30, 2010	5:00 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Wednesday, May 5, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Wednesday, May 5, 2010	6:00 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community, Junior League of San Joaquin members, and Professors from CSUS
Thursday, May 6, 2010	3:30 p.m.	School Site Council	Staff, parents, and community members
Wednesday, May 12, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Thursday, May 13, 2010	4:30 p.m.	Charter School Informational Meeting	Parents, Teachers, and Community
Wednesday, May 19, 2010	8:00 a.m.	Charter School Informational Meeting	Parents, Teachers, and Community

STOCKTON UNIFIED SCHOOL DISTRICT
PITTMAN CHARTER SCHOOL
701 EAST PARK STREET
STOCKTON, CA 95202

Pittman Charter Informational Student Meeting
Monday, May 3, 2010
1:00-1:40 p.m.

Introduction

Forty students were gathered together in the cafeteria (two from each classroom) to discuss what a charter school is, what they want to be when they grow up, how our school can help them achieve their goals, and what they can do for themselves to achieve that goal. Eighth grade students facilitated small groups of students.

Ms. Machado asked students if they knew what a charter school is. Students said things like: a longer day, uniforms, school of choice, more homework, and harder work.

Question 1 What do you want to be when you grow up?

Veterinarian 2, doctor 9, teacher 11, football player, basketball player, police officer 6, lawyer 3, construction worker, scientist 2, soccer player 3, artist 3, dentist, car engineer, pediatrician, nurse 2, UFC fighter, baseball player, archaeologist, math teacher, chef, SWAT team member

Question 2 What can our school do to help you achieve your goal?

Track team, teach more math 4, cooking class, longer school day 8, more time for art, more sports equipment, teach more, more homework 5, teacher should help the whole class, more physical education 3, learn more, advance work, more science 4, more language arts, less free time, uniform 6, longer school day, free time 2, more writing, recycling, no uniform, teach about the human body, less days

Question 3 What can you do for yourself to meet your goals?

Study more 3, read more, listen more, behave better, have better attendance

Pittman Charter School Information Meeting
April 30, 2010

Presenters: Adrienne Machado, Principal
Raquel Jutt, Counselor
Lucy Kovach, Program Specialist
Amanda Lamar, Literacy Specialist

Meeting commenced at 5:15 p.m.

Adrienne Machado led an interactive presentation in conjunction with a PowerPoint presentation, beginning with an overview of the charter school model, and including the major changes that will occur in the next school year. (See the attached PowerPoint presentation handout.)

Parents and community members asked questions, made comments, and shared ideas and suggestions for the school.

Who is eligible to attend?

- All current families will have the opportunity choose to enroll in the charter school. For the Dual Immersion Academy, enrollment will be open to all SUSD students, and subject to magnet school enrollment criteria
- Parent expressed dismay that no transportation would be provided for students in the DI magnet program if they moved out of this area.

Dual Immersion Academy
- Beginning in 2010-2011 school year in Kindergarten and 1st grade. Each subsequent year, a new grade level will be added.
- Waiver program will continue for the 2010-2011 school year, but will be phased out by the end of the 2011-2012 school year.
- Parents asked to make a commitment to keeping students for the entire duration of the K-8 program.
- Parents expressed that they wished they had had the opportunity to enroll their older children in a DI program.

What does this mean for parents?

Increased Learning Time
- All additions to school time are still pending agreements with the teachers' union
- School times will probably be from 8:00 am to 3:00pm.

- All parents in attendance favored an extended learning day (1 hour more) as well as extended year (5 days more).

High Expectations
- All staff will have the belief that each and every student has the ability to succeed and will teach accordingly
- Parents asked that homework would me more meaningful and more rigorous

Uniforms
- Uniforms will be mandatory (at parent request).
- Parents asked that the school vigorously enforce the uniform policy

Discipline
- "We are here to teach and here to learn" – this would be the motto regarding discipline, to be firm, fair, and consistent
- Parents voiced agreement to policy, and concerns about lost learning time due to teachers dealing with repeated behavior issues.

Increased Parent Participation
- All parents in attendance expressed appreciation for study sessions for parents, volunteering in the classroom, and participation in homework activities, including reading to their children.
- Parents agreed with the Mandatory Parent Compact and attendance at parent-teacher conferences (more parent-teacher conferences were requested).

What can I do?

- Parents were informed about their right to participate in the school reform – "We are here to serve you and your children" – and were encouraged to:
    - Attend School Board meeting on May 11, 2010
    - Contact their School Board representative, Jose Morales
    - Encourage other parents to attend the remaining Charter School Informational meetings and Board meeting
- Parent suggested having some sort of ride-share set up to encourage more parents to attend the Board meetings.

The meeting concluded at 6:30 p.m. The Pittman Garden Committee presented each family with tomato and pepper plants.

The next meeting will be on Wednesday, May 5th at 8:00 a.m. and 6:00 p.m.

Pittman Charter School Information Meeting
April 28, 2010

Presenters: Adrienne Machado, Principal
Lucy Kovach, Program Specialist
Raquel Jutt, Counselor

Meeting commenced at 8:00 a.m.

Adrienne Machado led an interactive presentation, beginning with an overview of the charter school model, and focusing around three main questions (questions and analysis described below). Parents asked questions, made comments, shared ideas, and gave suggestions for the school.

What do you want for your child?

- All children should graduate from high school
- Children should have the opportunity to attend university and to be come professionals
- Opportunity for children to attend high schools where they can take classes towards college units
- For those that are English Learners, for students to be successful and reclassified out of the EL program

What changes do you want to see at school?

- Students need more time to be in school to learn.
- Uniforms should be required for all students – it makes them want to be in school and learn more
- Stronger curriculum and access to learn all subjects: reading, mathematics, science, art, history – everything
- More opportunities for parents to help at school
- More rigorous homework for students
- Parent Conferences for all grade levels

How can parents contribute to this journey?

- Motivate children to learn
- Send them to school everyday
- Help them learn at home: practice multiplication and division tables, addition/subtraction facts, writing (Parents spoke about inexpensive

materials such as flashcards, math facts place mats, etc. that can be purchased at the dollar store)
- Read to children daily at home (whether in English or Spanish) and ensure that students are reading themselves
- Participate in school activities: encourage more parents to attend Coffee Hours, volunteer in the classroom, and help at Family Night events
- Help children learn from the community – take them to museum (Haggin, Children's Museum, etc), Cesar Chavez Library, get involved in the community.

Ms. Machado presented each family with a book. Ms. Jutt gave a ticket to each family to attend the SJCOE STAR Showcase on Saturday, May 1, 2010

The meeting concluded at 9:00 a.m.
The next meeting will be on Friday, April 30th at 5:00 p.m.

Pittman Leadership Meeting
Charter School Discussion
April 27, 2010

Facilitator: Adrienne Machado, Principal

Present: Amanda Lamar, Literacy Specialist
Beth Campodonico, Numeracy Specialist
Lucy Kovach, Program Specialist
Raquel Jutt, Counselor
Leoni Orsi – K
Chris Mullen – 1
Cyndy Tejada – 2
Chrsi Coyner – 3
Carmen Cervantes – 4
Gerardo Guzman-Rico - 5
Nadia McGuckin – 6
Aaron Beseda – 8
(7th Grade – not in attendance)

Meeting commenced at 2:00 p.m.

Adrienne Machado gave a summary of the Empowerment Zone activities to date and the status of the SIG application. She also provided a summary of the discussion at the informational meetings to date.

Brief discussion was held regarding the budget and whether we would be able to fund intervention teachers for next year. The expectation is that this will happen, however we have yet to discuss budget items with the District.

School-wide Instructional Strategies – A. Machado

Robust discussion was held about the need to have instructional strategies that would be institutionalized across all grade levels. A number of key strategies were discussed, including think pair share, graphic organizers, teach to the objective (beginning of lesson, middle, and end of lesson, and on the whiteboard), compare and contrast, access prior knowledge, debrief end of the lesson, process writing, cooperative learning, whiteboards (checking for understanding).

Leadership Team members were directed to present and discuss the strategies with their grade level, and to be prepared to share their grade level's ideas at the next meeting.

Curriculum and Instructional Planning – A. Lamar

Handouts of the curriculum and instructional plans from our charter were distributed. Amanda Lamar led a review and discussion of the elements of each item. Team members were directed to present this to their grade-level members and to use the documents as a planning tool to identify needs (training, materials, etc.) in order to successfully implement our program next year. The next Leadership Team meeting will be devoted to assembling the identified needs, and prioritizing and coordinating the fulfilling of those needs.

Ms. Machado handed out a schedule of the Charter School Informational Meetings and reiterated her invitation to the Leadership Team and staff to attend and participate in these meetings.

The meeting concluded at 3:20 p.m.
The next Leadership Team meeting will be on Tuesday, May 11, 2010.
The next Charter School Informational Meeting will be on Wednesday, April 28th at 8:00 a.m.

STOCKTON UNIFIED SCHOOL DISTRICT
Richard A. Pittman Elementary
701 East Park Street
Stockton, CA 95202

April 26, 2010

1. Share one strategy that is working in your room.
2. Brainstorm effective strategies
3. Select 3
4. Other

Present: Maria Calderon, Henrietta Meza, Brenda Rodriguez, Graciela De Casas, Lucy Rodriguez-Kovach, Maria Cervantes, and Adrienne Machado

Notes

Adrienne Machado gave an update of the dual immersion program within the charter school reform model. The attendees brainstormed successful strategies. The group selected: think pair share, white boards (checking for understanding), and wait time.

Pittman Charter School Information Meeting
April 22, 2010

Presenters: Adrienne Machado, Principal
Lucy Kovach, Program Specialist
Raquel Jutt, Counselor
Amanda Lamar, Literacy Specialist

Meeting commenced at 4:30 p.m.

Adrienne Machado led an interactive presentation, beginning with an overview of the charter school model, and including the major changes that will occur in the next school year. (See the attached handout for topics included in the presentation.)

Parents and community members asked questions, made comments, and shared ideas and suggestions for the school.

Who will be eligible to attend?
- All current students will have the opportunity to enroll in the charter school. For the Dual Immersion Academy, enrollment will be open to all SUSD students, and subject to magnet school enrollment criteria (no transportation will be provided).

Dual Immersion Academy
- Beginning in 2010-2011 school year in Kindergarten and 1st grade. Each subsequent year, a new grade level will be added.
- Waiver program will continue for the 2010-2011 school year, but will be phased out by the end of the 2011-2012 school year.
- Parents asked to make a commitment to keeping students for the entire duration of the
K-8 program.

Uniforms
- Uniforms will be mandatory (at parent request).
- Parent suggested and volunteered to man a uniform closet in order to ensure all students are appropriately attired.
- Ideas were also shared as to places parents could get low-cost uniforms (and school supplies), such as St. Mary's Dining Hall.

Extended Learning Time
- School times will probably be from 8:00 am to 3:00pm.
- All parents in attendance favored an extended learning day (1 hour more) as well as extended year (5 days more).

Homework
- All parents expressed the need for students to have more assigned homework and an explanation to parents about the homework and what the students is supposed to learn from the homework, so that they could better help their children.

Increased Parent Participation
- All parents in attendance expressed appreciation for study sessions for parents in which parents would learn about children's grade-level standards and ways they could help their children become more successful students, including attending evening and Saturday sessions, volunteering in the classroom, and participation in homework activities.
- Mandatory Parent Compact and attendance at parent-teacher conferences were fully supported by parents.

Other Comments/Suggestions
- Parent suggested that students be put into study groups, where students would be assigned to work in together for a particular topic. He felt that this would encourage more peer support and accountability.
- Parent suggested more frequent classroom tests because she felt that students were forgetting the information before it was formally tested.
- More emphasis on memorizing number facts (e.g., multiplication and addition facts).
- Science as a focus area was highly favored; suggestion was made to advertise and seek funding for Science Camp.
- Notebooking was highly favored by parents.
- Will testing stay the same? CST, yes by law. As to other tests, some would stay the same, others would change.

Meeting concluded at 6:15 p.m.
Next meeting is Wednesday, April 28th at 8:30 a.m.

Pittman Charter School Information Meeting
April 21, 2010

Presenters: Adrienne Machado, Principal
Raquel Jutt, Counselor

Meeting began at 8:00 a.m.

Parents introduced themselves and told the names and grades of their children. Mrs. Jasso gave the DELAC report. She reported on the requirements for Reclassification. She also discussed the census of the district.

Ms. Machado began a discussion about the new charter school approved by the board. All parents liked the idea of a longer school day and 5 extra days a year of instruction. Parents were very excited about uniforms and even agreed to operate a clothes closet every day to help students get in uniform who are having difficulty doing so.

Parents also want more homework, including on weekends. They think their children should be working harder and learning even more.

Parents would like to see notebooks for language arts, math, and science like in Mexico, instead of papers all over the place.

STOCKTON UNIFIED SCHOOL DISTRICT
PITTMAN CHARTER SCHOOL
701 EAST PARK STREET
STOCKTON, CA 95202

A charter school is an elementary school that receives public money , but has been freed from some of the rules, regulations, and statutes that apply to other public schools in exchange for some type of accountability for producing certain results, which are set forth in each school's charter.

We are very excited about the 2010-2011 school year. We have been approved to be a dependent charter school by the SUSD board of education. We have researched other successful charter schools and adopted many of their strategies.

Some of the major components of our charter are:

*Longer school day (1 hour more) and 5 more days of instruction
*Students will wear uniforms. Parents will help us each morning by distributing clothing for those students not dressed in uniforms.
*Students will produce notebooks for language arts, math, writing, and science.
*Homework will be daily (M-F) rigorous and relevant. Students will read every night, at least 30 minutes.
*We will have a summer entrance meeting with groups of 10 families to review the procedures and sign the agreement.
*Parents will attend at least 4 meeting throughout the school year to help their child be successful and reinforce the standards.
*Parents must attend at least 2 formal parent conferences throughout the year to discuss their child's progress.

Discuss parents' ideas for our charter school.

Future Information Meetings will be:

Friday, April 30, 2010, 5:00 p.m.
Wednesday, May 5, 2010, 6:00 p.m.
Thursday, May 13, 2010, 5:00 p.m.

ATTENTION PARENTS

ROOSEVELT SCHOOL

Presents

Parent Academy

Town Hall Meeting
Dr. Kirk Nicholas, Assistant Superintendent will be the speaker on the Race to the Top Transformational Model for Roosevelt

Come to this workshop and give input on how you would want this model to look like here at Roosevelt school. This workshop will definitely inform you as a parent.

Friday, April 23rd, 2010

8:45– 10:10 am
In room 26-Parent Resource Room
Refreshments Provided

ATENCION PADRES

LA ESCUELA ROOSEVELT

Presenta

Academia de Padres

El señor Dr. Kirk Nicholas, Asistente de Superintendente Proveera información hacerca del modelo de Tranformación de la Carrera Hacía la Sima y cómo impacta a la Escuela Roosevelt

Venga a este taller y contribuya sus ideas e información de cómo ustedes quisieran que este modelo se ponga en marcha aqui el la escuela Roosevelt. Este taller difinitivamente le informara a usted cómo padre!

viernes, 23 de abril del , 2010

8:45 am – 10:10 am
En el salón # 26-Centro de Recursos de Padres
Habrá pan y cafe

Stockton Unified School District

Renée Sweeden, Principal
Roosevelt Elementary School
776 S. Broadway • Stockton, California 95205
(209) 933-7275 Fax (209) 946-0657

Dear Roosevelt Staff and Parents

As you may know Roosevelt Elementary has embarked on an exciting transformation process, and we are asking that parents, staff, students, and community members come with us on this wonderful, educational adventure. We will be creating a plan for our school for the next three years and need your input. Please help us by coming to one or both of the next two Town Hall Meetings where we will be discussing options for our school and gathering input from you regarding the education of our children. There will be one meeting in the evening and one meeting during the day.

Our first Town Hall Meeting will be this **Thursday, April 22 at 5:00 PM.** We will be meeting in the cafeteria. After the Town Hall Meeting we will be continuing with our Family Literacy Night from 6:00-8:00 PM.

Our second Town Hall Meeting will be held on **Friday, April 23rd at 8:45 AM** during our Parent Academy in the cafeteria.

For both of these meetings Dr. Kirk Nicholas, Assistant Superintendent of Elementary Education will be coming to Roosevelt to discuss the Race To The Top legislation, the Transformation Model, and how it will affect our school for next year. This is an informational meeting where information will be shared, questions may be asked, and where your input is desired.

Please join us as we look to the future for Roosevelt Elementary. Change is upon us, but if we come together during these challenging times in education we will make it through together. Now, more than ever we must come together to support our children's education.

Hope to see you at one or both of our Town Hall Meetings!

Renee Sweeden
Principal

Notes/Thoughts:

Roosevelt Elementary
Leadership Meeting
Tuesday, May 4th, 2010 2:45 p.m.

School Mission Statement

Roosevelt Elementary School's mission is summarized in the statement "Educating Everyone Takes Everyone." Roosevelt is dedicated to lifelong learning that fosters a partnership between all students, staff, parents, and district and community members.

School Vision and Goals

Roosevelt School provides a safe, caring, nurturing, risk-free environment that actively promotes learning for all. The school climate is one of respect and concern for others.

Meeting Norms:

Begin and end the meeting on time
One person talks at a time
Listen to one another
Allow people to disagree
Talk respectfully to one another
Stay on task
Stay Focused on Student Achievement
Turn cell phones to vibrate or off
Refrain from texting or emailing

Agenda

1. Welcome/Introductions
2. SIG Application/Discussion
3. CPM Review Information and Schedule
    a. Title I
    b. ELL
    c. Migrant
    d. After School Program
4. Grade Level Reports
5. Other Open Items

Roosevelt Elementary
Faculty Meeting
Tuesday, April 27th, 2:45 p.m.

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Meeting Norms:

Begin and end the meeting on time
One person talks at a time
Listen to one another
Allow people to disagree
Talk respectfully to one another
Refrain from using electronic devices in the meeting

Agenda

1. Celebrations
2. ***Turnaround Model/SIG Grant Discussion***
3. Planning for next year-Common Practices
4. Committee Shout Outs! (via email?)
    a. Student Behavior Committee, Katie Dugo
    b. Sunshine Committee, Karen Newton
    c. Fundraiser Committee, Brandi De Alba
    d. Media/Technology Committee, Bo Vanoy
    e. Student Recognition Committee, Linda Lundgren

Notes/Thoughts:

Roosevelt Elementary
Leadership Meeting
Tuesday, April 20, 2010 2:45 p.m.

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One person talks at a time
Listen to one another
Allow people to disagree
Talk respectfully to one another
Stay on task
Stay Focused on Student Achievement
Turn cell phones to vibrate or off
Refrain from texting or emailing

Agenda

1. Welcome/Introductions
2. Race To The Top (RTTT) Discussion
    a. Extended Instructional Time
    b. Minimum Day
3. CPM Review
    a. Title I
    b. ELL
    c. Migrant
    d. After School Program
4. Next Steps
    a. Action Steps for Next Year
    b. School Action Plan
    c. School Calendar
5. CST Testing Review
6. Grade Level Reports
7. Other Open Items

Notes/Thoughts:

Roosevelt Elementary
Faculty Meeting
Tuesday, April 13th, 2:45 p.m.

School Mission Statement
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Meeting Norms:

Begin and end the meeting on time
One person talks at a time
Listen to one another
Allow people to disagree
Talk respectfully to one another
Refrain from using electronic devices in the meeting

Agenda

1. Celebrations
2. ***Race To The Top*** legislation and Roosevelt Discussion
3. STAR Testing Review
4. 360 Leadership Survey Results
5. Next PD (required)
6. ERCM Scenarios
7. Planning for next year-Common Practices
    a. Vertical and Horizontal Alignment
        i. Student Engagement
    b. Action Plan
    c. Calendar
8. Committee Shout Outs! (via email?)
    a. Student Behavior Committee, Katie Dugo
    b. Sunshine Committee, Karen Newton
    c. Fundraiser Committee, Brandi De Alba
    d. Media/Technology Committee, Bo Vanoy
    e. Student Recognition Committee, Linda Lundgren
9. STA Time – Minimum Day Anyone?

Notes/Thoughts:

Roosevelt Elementary
Leadership Meeting
Tuesday, April 6, 2010 2:45 p.m.

Notes/Thoughts:

School Mission Statement

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School Vision and Goals

Roosevelt School provides a safe, caring, nurturing, risk-free environment that actively promotes learning for all. The school climate is one of respect and concern for others.

Meeting Norms:

Begin and end the meeting on time
One person talks at a time
Listen to one another
Allow people to disagree
Talk respectfully to one another
Stay on task
Stay Focused on Student Achievement
Turn cell phones to vibrate or off
Refrain from texting or emailing

Agenda

1. Welcome/Introductions
2. Race To The Top (RTTT) Discussion
3. Next Steps
    a. School Action Plan
    b. School Calendar
    c. Vertical and Horizontal Alignment
        i. Instructional Strategies/Practices
        ii. Classroom Procedures
        iii. School-wide Procedures
4. Administrator Survey
5. CST Testing
6. Grade Level Reports
7. Other Open Items

Roosevelt Elementary Transformation Model
Student Town Hall Meeting
2010 – 11 School Year
Wednesday, April 28th
1:00 p.m.

Introduction

Thirty students were gathered together (three students from each grade level) to discuss their goals and dreams and what they felt they needed from the school to achieve their goals and dreams. Students were broken down into six groups of about 3-5 students per group. The older students were the facilitators of the discussion and also presented the larger group with what their small group had shared.

Mrs. Sweeden (Principal) gave a brief overview/explanation of the Transformation model, "The Board voted 7:1 to adopt the Transformation Model (1 of 4 options) for Roosevelt Elementary. This is a Three year Plan. The school must show growth at the end of the three years.

Activity

Table Talk 1:

- If you could pick a dream adult job what would it be?

Notes

-Teacher
- Archeologist
- Lawyer
- Undercover Police/Detective
- Veterinarian
- Art Teacher
- Singer
- Nurse
- Business Owner
- Dentist
- Doctor
- Scientist
- Author
- Police
- Fashion Designer
- Astronaut

Table Talk 2:

- How can we (the school) help you achieve your dreams/goals? What do you want from us?

Notes

- 5 minute break instead of recess to focus more on learning
- Tutoring after school
- Instead of P.E. we want 30 minutes of another subject (Science, Social Studies, Art, etc)
- Want equipment/supplies to support us reaching our goals
- A Science lab
- New programs and ideas to help us reach our goals
- Encouragement
- Believe in us!!!
- More homework
- Make school fun and have more activities
- Assemblies and conversations with people who are our idols or who are career workers so that we can learn about careers
- Free time with teachers and principals to talk about goals
- Teachers, don't yell at us.
- More green alerts, less red alerts
- Too many kids getting in trouble
- Don't give too much homework
- Give more challenging homework
- More parties
- A pool and a Basketball team
- More class selections/choices
- Better food
- Let us decorate the school

Roosevelt Elementary

Transformation Model

2010 – 11 School Year

Developing Teacher and Leader Effectiveness
Desarrollando la Eficacia del Maestro y Lider

- Details:
- Detalles:
  - Principal: Renee Sweeden
  - Directora: Renee Sweeden
  - New evaluation system
  - Sistema nuevo de evaluación
    - Rigorous, transparent, equitable
    - Rigoroso, transparente, equitativo
    - Key change: student achievement data part of evaluation
    - Cambio clave: datos de los logros estudiantiles como parte de la evaluación

Teacher and Leader Effectiveness
Eficacia del Líder de los Maestros

- Reward school leaders, teachers, and staff who increase student achievement
- Premiar a los lideres escolares, maestros, y facultad quienes aumentan el logro estudiantil
- Remove leaders, teachers, and staff who do NOT increase student achievement
- Remover a los lideres escolares, maestros y facultad quienes NO aumentan el logro estudiantil

Teacher Leader Effectiveness
Eficacia del Líder de los Maestros

- Provide instructional staff training connected to curriculum
- Proveer entrenamiento conectado a el curriculum para la facultad instructiva

- Financial incentives, promotion opportunities, and flexible work conditions
- Incentivos financieros, oportunidades de ascenso y condiciones de trabajo flexibles

Instructional Reform
Reforma Instructiva

- Data used to identify best instructional programs
- Uso de datos para identificar el mejor programa instructivo

- Instruction tied vertically across grade levels
- Instrucción atada verticalmente através de todos los grados

  - Focus areas: ELA, Math, ELD
  - Área de enfocamiento: Artes Lenguages en Inglés, Matemáticas, Desarrollamiento de Inglés

Increased Learning Time/Community Oriented Schools
Aumento de Aprendizaje Tiempo/Escuelas Orientadas a la Comunidad

- School schedules with increased learning time
- Aumentar el tiempo de aprendizaje en el horario escolar

- Provide Families opportunity to be genuine part of school community
- Proveer a las familias la oportunidad de ser parte genuína de la comunidad escolar

Increased Learning Time/Community Oriented Schools
Tiempo/Escuelas Orientadas a la Comunidad

- Schools Reach Out to Community and Local Organizations
- Escuelas se Extienden Hacia la Comunidad y Organizaciones Locales
  - Businesses, Churches, Non-Profit Organization, etc.
  - Negocios, Iglesias, Organizaciones no Lucrativas, etc.

Operational Flexibility and Support
Flexibilidad Operativa y Apoyo

- Flexibility to create school wide changes to increase student achievement.
- Flexibilidad para crear cambios en la escuela para aumentar el logro estudiantil
- District provides ongoing support and technical assistance
- El distrito provee apoyo continuo y asistencia técnica

Activity
Actividad

- Story: Peaches, Railroads, and Golf
- Historia: Duraznos, Ferrocarriles, y Golf
- Table Talk 1: If you could pick a dream adult job for your child what would it be?
- Discusión: Si usted pudiera escoger un trabajo ideal para su hijo, cual sería?

Town Hall Meeting

Roosevelt K-8 School Cafeteria/MPR
April 23, 2010
5:00 PM

Parent Name/Nombre De Padre	Student Name/Nombre De Estudiante
Lucia Munoz	Antonio Munoz
Enrique Munoz	Mario Munoz
Alma R. Castillo	Andrea Castillo

Roosevelt Elementary Transformation Model
2010 – 11 School Year
Thursday, April 22, 2010
5:00 p.m. – 6:35 p.m.
Dr. Kirk Nicholas
Assistant Superintendent of Elementary Education

Introduction

Audience members are asked to regroup in order to have equal numbers of staff, students, parents, and Franklin High school students at each table.

Dr Nicholas gives overview/explanation of the Transformation model, "The Board voted 7:1 to adopt the Transformation Model (1 of 4 options) for Roosevelt Elementary. This is a Three year Plan. The school must show growth at the end of the three years.

From a Power Point Presentation

Developing Teacher and Leader Effectiveness

- Details:
    - Principal: Renee Sweeden
    - New evaluation system
        This system will have to be negotiated with Stockton Teachers Association (STA)
        - Rigorous, transparent, equitable
        - Key change: student achievement data part of evaluation

Teacher and Leader Effectiveness

- Reward school leaders, teachers, and staff who increase student achievement
  Possible rewards are – flexibility, promotion, working conditions
- Remove leaders, teachers, and staff who do NOT increase student achievement
  Teachers will be moved to another school, not fired
- Provide instructional staff training connected to curriculum
  Training will be connected to a school wide focus
- Financial incentives, promotion opportunities, and flexible work conditions

Instructional Reform

- Data used to identify best instructional programs
- Instruction tied vertically across grade levels
    - Focus areas: ELA, Math, ELD

Increased Learning Time/Community Oriented Schools

- School schedules with increased learning time

- Provide Families opportunity to be genuine part of school community
- Schools Reach Out to Community and Local Organizations
  - Businesses, Churches, Non-Profit Organization, etc.

Operational Flexibility and Support

- Flexibility to create school wide changes to increase student achievement.
- District provides ongoing support and technical assistance

Activity

- Story: Peaches, Railroads, and Golf

Table Talk 1:

- If you could pick a dream adult job for your child what would it be?

Notes

-Teacher
-Writer
-Help society/be successful
-Graduate=> play football=> Go to Delta=> UC Berkley=> NFL
-Doctor
-Children study hard
-Designer
-Fulfill Dreams
-Good Career
-Children support family/parents
-Save our planet (Biologist/Scientist)
-Recycle
-Builder-Work with hands
-Finish high school—Go to college
-Be a Doctor, Military, own a business—Do whatever they want
-Live their dreams

Table Talk 2:

- If your child earned their dream job, what education and life experiences would he/she need to be successful and happy?

Notes

-Small group instruction
-Parents consistent with children's attendance
-More science and math
-Teachers be prepared
    Staff
    Leaders
    Officials
-Students need parent support + parents need to support teachers
-Teachers need to be vigilant about students copying
-Need more discipline at school
    Uniforms
    Consistency
    Commitment to rules
-Role Models=> Teachers=> Students=>Parents
-Parent Involvement—helping with fundraisers
-Sports
-Focus on children's needs (Academically and spiritually) "Then we can lead them to the right path"….Surveys, communication.
-Focus on student interests
-Extra curricular rewards when students meet their goals
-School culture that focuses on student dreams
-Parents and teachers more involved with students
-Guide us (students)

Table Talk 3:

- What does Roosevelt Elementary need to provide for your child that will help them prepare to successfully achieve their dreams?

-Do not want so many subs
-want teachers to stay
-challenge students
-More money for flexibility of needed programs
-Parents communicate more with teachers
-One on one teacher parent conferences – "More than Back to School Night"
-Mentors for future careers for both students and parents
Remodeling- Facilities/technology space for students
-Teachers come to school more prepared and dedicated
-More teacher/parent communication so parents can help at home

Town Hall Meeting
Monday, March 22

School Mission Statement

Roosevelt Elementary School's mission is summarized in the statement "Educating Everyone Takes Everyone." Roosevelt is dedicated to lifelong learning that fosters a partnership between all students, staff, parents, and district and community members.

School Vision and Goals

Roosevelt School provides a safe, caring, nurturing, risk-free environment that actively promotes learning for all. The school climate is one of respect and concern for others.

Agenda

1. Welcome/Introduction
2. Race To The Top Meeting – Interim Superintendent, Steve Vaczovsky
3. Closer – Questions and Answers

Parents
Students
Teachers
Together —
We can do it!

Estudiantes
Maestros
Juntos —
¡Podemos
hacerlo!

Padres

AGENDA

Taylor Team Meeting
April 20, 2010

- Race to the Top/SIG Grant Overview

Process

- Collaboration to date:
  APS
  Taylor Needs Assessment
  DAIT Feedback
  School Site Council
  ELAC
  Leadership

- School Improvement Grant Staff Collaboration

Key Areas of Focus

- Staff input for SIG Application
  Whole group presentation and discussion
  Small group brainstorming and presentations
  Staff decisions regarding Turnaround implementation
  Planning for Community Forums

Next Steps and Final Word

- Each team member provides summative comment

In making awards consistent with the priorities, an LEA's capacity to implement the selected school interventions, and other factors, such as the number of schools served in each tier, the selected intervention model, school enrollment, and the overall quality of LEA applications will be considered. The SEA will only consider awarding funds to those LEAs that develop and submit a comprehensive and viable application likely to improve student academic achievement. The SEA also reserves the right to fund applications at a lesser amount if the application can be implemented with less funding or if the application proposes to serve more students than can be effectively and consistently served. Furthermore, if funding is not sufficient to fully fund all applications that merit award, the SEA reserves the right to fund applications at a lesser amount, identify which schools or sites will receive funding, and award sub-grants accordingly.

If sufficient SIG funds are not available to allow each LEA to implement fully and effectively the selected intervention model(s) at all of their Tier I and Tier II schools, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

An approved LEA application will receive a minimum of $50,000 and a maximum $2,000,000 per year for each of their eligible Tier I, Tier II, and Tier III schools that are included and approved in the sub-grant application. Funding levels will reflect the LEA's state-approved projected cost of implementing the selected intervention strategy for each school.

The maximum funding available to each LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by $2,000,000 (the maximum amount that an SEA may award to an LEA for each participating Title I school). For example, an LEA with three Tier I schools and two Tier II schools could receive up to $10 million (5 X $2,000,000) each year, or a three-year total of $30 million (assuming the SEA or LEA has been granted a waiver to extend the period of funding availability).

Program Guidelines

A. School Improvement Strategies

An LEA that wishes to receive a SIG must submit an application to the state identifying which schools it commits to serve from the state's list of Tier I, Tier II, and Tier III schools. Tier I and Tier II schools must implement one of the following four school intervention models (as described in the *Federal Register* and provided below) intended to improve the management and effectiveness of these schools:

i. **Turnaround model,** which includes, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new

governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted content standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

Required Activities:

A turnaround model is one in which an LEA implements each of the following strategies:

a. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, to screen all existing staff and rehire no more than 50 percent, and select new staff.

c. Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround leader" who reports directly to the LEA, or enter into a multi-year contract with the LEA.

f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

h. Establish schedules and implement strategies that provide increased learning time.

i. Provide appropriate social-emotional and community-oriented services and supports for students.

Permissible Activities:

A turnaround model may also implement other strategies such as:

j. Any of the required and permissible activities under the transformation model

k. A new school model (e.g., themed or dual language academy)

ii. **Restart model,** in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a locally-determined rigorous review process, using SEA provided guidance, by the LEA. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model school must enroll, within the grades it serves, any former student who wishes to attend the school.

iii. **School closure**, in which an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

iv. **Transformation model**, in which an LEA implements each of the following strategies:

Note: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of these schools.

a. Developing and increasing teacher and school leader (and other staff) effectiveness.

Taylor School Improvement Grant
Staff Meeting Notes
4/20/10
2-3 pm

An overview of information regarding the SIG Grant was given and the process to date of the Taylor Team collaborative work around the school improvement process was reviewed. It was discussed that several things such as the Academic Profile Survey, Staff Needs Assessment, DAIT feedback, various Leadership groups' input and SIG Guidelines clearly pointed out areas for change.

Staff was asked to indicate where they would like to be in 2010-2011 and what assignment they hoped to have. They were asked to do a quick write and provide a 1st, 2nd and 3rd choice. It was explained that this provided an understanding of who would like to remain at Taylor and take on the challenged of the Turnaround Model and who would like to venture out to meet other new challenges.

Staff explored areas for improvement including extending instructional time, uniforms for students and staff and partnering to brainstorm possibilities for improving Taylor. Table groups discussed and shared out and sticky note votes were taken on the following items:

Extend the school day (Start at same time with students going to class by 8am and staying in school till 3. use time for Social Studies, Science & Art. Agree to do with or without pay with the proviso that everyone would rather get paid)
11 yes 5 no

Change School Name to Taylor Leadership Academy

14 yes 2 no

Uniforms for students

16 yes 1 no

Uniforms for staff

11 yes 3 no 1 optional

Institute a minimum day for collaboration

8 no 3 yes

AGENDA

Taylor Classified Employee Meeting
April 21, 2010

- Race to the Top/SIG Grant Overview

Process

- Collaboration to date:
  APS
  Taylor Needs Assessment
  DAIT Feedback
  School Site Council
  ELAC
  Leadership

- School Improvement Grant Staff Collaboration

Key Areas of Focus

- Classified Employee input for SIG Application
  Whole group presentation and discussion
  Small group brainstorming and presentations
  Suggestions regarding Turnaround implementation
  Collaborating onCommunity Forums

Next Steps and Final Word

- Each member gives a final comment

Taylor School Improvement
Classified Meeting Notes
4/20/10

Office Manager, Office Clerk, Head Custodian, Campus Security Assistant and Campus Monitors met to hear the overview of the Turnaround Model and the implications implementation will have on Taylor School. Classified Staff was asked to offer input and suggestions and shared the following:

Improve Climate/Culture

1) Need full time counselor (Currently only have .6 FTE but have very high volume of social/emotional student issues)
2) Need Assistant Principal (Was eliminated as 3 full preschool classes and 2 SDC classes or approximately 90 students are not counted in our enrollment)
3) How about another Campus Security Assistant (Current staff of 1 is 6 hours)
4) Get volunteers to help with lunch clubs
5) Train students to help with PlayWorks games as part of their community service
6) Work with Housing Authority to involve parents
7) Require parents to volunteer/participate/attend parent education classes and school events

Improve Environment

1) Change name to Taylor Leadership Academy: focus on leadership and have kids do community service.
2) Institute uniforms for students: No more baggy, sagging pants, hats, hoods, phones, ipods or gum. (Unanimous)
3) On uniforms for staff: 4-yes, 1 no and 1 optional
4) Get a Neighborhood Watch going (school broken into 6-7 time in two months)
5) In addition to staff have student leaders meet and greet incoming students, parents and visitors.
6) Can we paint the school? (It's an ugly color)
7) Add public art: tile walls, murals
8) Put in gardens - both practical and pretty
9) Get students to do community service as "Environmental Engineers" (sweep, pick up, weed before and after school.)
10) Everyone be responsible for picking up after themselves
11) Get a sign that lights up to announce school events etc.
12) Why do we have an old worn out fence? (Contributes to run down look and break ins.)

Taylor School Improvement
Classified Meeting Notes
4/20/10

Safety

1) Use front entrance only.
2) Institute safety patrol in front
3) Traffic on Lever and Georgia is dangerous
4) Parents need to not drive in front of school where students walk in.
5) Teachers need to step up and help with patrolling the back of the school

Improve Office

1) Everyone follow set procedures-cuts down on double work
2) Need good help for Susan R. and Lydia
3) Third office position should not be cut
4) Need full time not 3.5 hour third position
5) Teachers need to take responsibility for students "Office is not daycare" take care of minor issues in class and do in class time outs.
6) Reorganize space in office and waiting area
7) Put in swinging door to separate outer/inner office.

Parent Involvement

1) Meet with all parents at the beginning of the year to sign agreements on what students, parents and the school will do.
2) Tie into and communicate with and through Housing Office to require more involvement.
3) Schedule Parent /Teacher Conferences/Parents must attend to receive report card
4) Have parent get-togethers in the am and pm to involve more parents.
5) Plan positive contacts (at least monthly) that everyone commits to.
6) Do more celebrations: birthdays (pencils, stickers and/or cupcake), community events, monthly assemblies.
7) More rewards for positive behaviors
8) Parents need to commit to community hours
9) Actively invite parents to PTO and other events
10) Work with parents to have them identify areas to work together.

AGENDA

Taylor Morning Parent Meeting
April 23, 2010

- Race to the Top/SIG Grant Overview

Process

- Collaboration to date:
  APS
  Taylor Needs Assessment
  DAIT Feedback
  School Site Council
  ELAC
  Leadership

- School Improvement Grant Staff Collaboration

Key Areas of Focus

- Parent input for SIG Application
  Whole group presentation and discussion
  Small group brainstorming and presentations
  Suggestions regarding Turnaround implementation
  Collaborating on Community Forums

Next Steps and Final Word

- Each community member gives a final comment

Taylor School Improvement
Parent Morning Meeting Notes
8-9:30 am 4/23/10

Parents met for coffee and donuts in room 21 to hear the overview of the Turnaround Model and the implications implementation will have on Taylor School.

Parents were supportive of :

1) A theme and name change from Taylor School to Taylor Leadership Academy.
2) A switch over to becoming a uniform school.
3) A focus on leadership K-8 built into each day to support positive school climate and culture.
4) A change of hours with start time remaining as follows:
   -School opens at 7 for breakfast till 7:30
   -Students released to the yard at 7:30 to use restroom and line up by 7:40
   -Leadership Students (2 for each line) prepare students for Pledge, School Pledge Word of the Day, Core Value of the Month, Morning Meeting focus on College Going Culture.
5) Brain Stretch
6) Morning Stretch
7) Taylor Jacks
8) Meditation Minute
9) Leadership Line leaders take students to class to at 7:55 to begin instruction at 8:00.
10) School ending at 3:00pm

Parents expressed the need for :

1) A full time counselor.
2) More administrative/discipline support via a Vice Principal.
3) Registration in place prior to the start of the year.
4) Staff in place prior to year beginning.
5) After School Tutoring such as the SES 2 hour Brain Hurricane twice a week starting when school begins.
6) More Special Education Support.
7) Examination of school calendar to keep kids in school more during the year (cited too many breaks).
8) Parent Education concerning disabilities, anger management and communication.

Parents suggested :

1) Revitalize PTO
2) Get Parents to volunteer in the morning
3) Provide volunteer shirts for parents to identify them as helpers
4) Run clubs for kids with parent and teacher volunteers

AGENDA

Taylor AVID Students School Improvement Meeting
April 23, 2010

- Race to the Top/Overview/ Implications for Schools/Students

Process

- Community Collaboration
  Student Focus Groups and Important Input

- Identified guidelines and discussion of change options
- Explanation of School Planning and Budgeting
- Discussion of Parent, Student and Staff Necessary Commitments

Key Areas of Focus

Student Suggestions Regarding Turnaround

- What's Working for Students
- What's Not Working for Students
- How Students Contribute
- Student Solutions for Change

Next Steps and Final Word

- Final comment whip around

Taylor School Improvement
AVID Project Citizens Meeting Notes
4/23/10

AVID Students working on "Project Citizen" met with the principal to discuss budgeting and how budgets in a school are decided. The principal answered questions for students related to their Project Citizen work and then talked with students about the School Improvement Grant Process. Main points included budgeting, the school plan, and how a thorough needs assessment has helped to form the work around Taylor's Turnaround Model and our application for the School Improvement Grant.

A main area of discussion was the need for parents, students and staff to make a commitment to change and to work toward success. Students were asked the following guiding questions which are in black and gave the following responses which appear in blue:

1) What's working for students

Students like wearing regular clothes and do not like the idea of uniforms. Many expressed that they like seeing friends at school and having time with them. The students enjoy and appreciate AVID and doing the problem solving, projects and community service. When asked about high school students shared where they were going and indicated they had chosen their school rather than just going to our feeder school. Students had plans to go to college.

2) What is not working for students

Students said they did not like passive learning where everyone has to sit and complete a task or packet quietly. The students made a case for project learning, group work and hands on activities. The idea was students want to learn and want learning to be fun. They do not appreciate peers that are disruptive and do not let them focus or who sidetrack the teacher. A "No drama" attitude was expressed. Students want to be leaders and have a student government or student representatives. Students expressed that not all adults listen or treat them with respect. They want to be in a culture where:

- Adults listen so students are actually heard.
- All adults are respectful

3) How students contribute

Students do 10 hours of community service for AVID. Some have done more. We talked about everyone doing more. We also talked about how students can contribute. Students shared that they can contribute by:

- Volunteering

- Working at events
- Peer tutoring
- Being models for others to promote appropriate behavior
- Following rules and holding peers accountable for doing so also.

4) Student solutions for change

Positive respectful teachers, students and staff.

More hands-on activities
Science and Social Studies for everyone
More computers
Labs
Clubs for kids that are fun

AGENDA

Taylor SES Parent Meeting
April 23, 2010

- Race to the Top/SIG Grant Overview

Process

- Collaboration to date:
  Stakeholders and groups: Certificated Staff, Classified Staff, Parent and Student Focus Groups

- Identified guidelines and discussion of change options

Key Areas of Focus

- Parent input for SIG Application
  Suggestions regarding Turnaround implementation
  Collaborating on Community Forums

Next Steps and Final Word

- Group consensus on direction
- Final comment whip around

Taylor School Improvement
SES Meeting Notes
4/23/10

Parents attending the SES after school meeting listened to the explanation of the School Improvement Grant process. They were provided with a summary of the work to date, a description of the four models that were examined and the schools in SUSD that were moving forward.

The Principal also summarized input from other stake holders and opened up the floor for discussion, input and suggestions for moving forward. Most parents expressed that they were:

1) In favor of changing the name of Taylor School to the Taylor Leadership Academy.
2) Appreciated a focus on leadership and working to go to college.
3) Wanted to help.
4) Would like to see uniforms worn by students

Parents were invited to attend upcoming meetings and events including the School Site Council on Monday, April 26, 2010 at 1pm in the family center, Weekly Wednesday Coffee at 9am in the Family Center and a Dine and Discuss event on Friday, April 30, 2010 at 4:30 in the cafeteria. Parents were advised that in addition to meeting representatives and the principal District leadership would be attending to answer questions regarding district support and to listen to parent input in order to better address parent and student educational needs.

Taylor School Site Council Meeting
April 26, 2010
1-2 pm

AGENDA

Greetings/Introductions
Old Business:

- AVID update

New Business:

- Review minutes of 4/12/10
- Provide SUSD District Information and Opportunities for Q&A
- Share Input of Stakeholder Groups to Date
- Discuss School Improvement Grant Ideas
- Review Article 27 Process

Community Input:

- Opportunity for community members to speak

School Improvement Grant Items:

- Vote on School Improvement Grant proposed actions as per Article 27

Minutes from Site Council Meeting, April 26, 2010

Guest: Kirk Nicholas

Open Discussion regarding Grant Process for Taylor School.

Key to the discussion was "We must work together." Discussed how to "create a community" and to get "buy in" by parents. Action Plan for next term must be include consistent instructional practice.

A timeline of meetings was discussed and will be launched at the beginning of the new school term. These must be approved by the School Board.

Discussion followed of other schools Mr. Nicholas has worked with. We discussed unique qualities at Taylor to be addressed.

Questions regarding teacher's interview process were asked. They will be addressed after the board meeting and consistent with STA.

Announcement of May 3rd, Monday, Dine and Discuss Meeting at 5 p.m. to promote better communication.

A brief explanation of moneys involved in grant we are pursuing. It will create reform but still be flexible.

Meeting adjourned.

Taylor School Improvement
Classified and Community Meeting Notes
4/29/10

A review of our on-going School Improvement efforts was done explaining the work that has gone on all year to review current practices, problems and issues as well as solutions. A brief overview of the school level needs analysis was given and an explanation of how that work ties in to the Single School Plan and the School Improvement efforts was explained. The need and desire for full community collaboration was expressed and a description of the collaboration that has already occurred and will occur in May was shared.

There were 10 present: 9 attendees and the principal. Those attending included 6 Instructional Aides, the Office Clerk, the Campus Security Assistant, and a Parent. The Principal facilitated and was not counted in any voting.

A discussion of a possible name change from Taylor School to the Taylor Leadership Academy was discussed and the rationale given that change efforts could be better served if the school had a fresh new name and image consistent with promoting academics and a college going culture.

9 people were asked about the possible name change and invited to propose other options.

There were 9 out of 9 yes responses to: "Shall we change our name to The Taylor Leadership Academy?"

There was a similar result when asked about uniforms with 9 out of 9 yes responses.

In response to adding an hour to the day all agreed except for at Kinder where it was suggested K teachers go into 1st grades the last hour to assist 1st grade peers with students.

Input on School Improvement

School-wide:

- All teachers out on yard monitoring students: shared effort at reaching standard
- Parents with "Volunteer" shirts helping
- Student leaders providing example

Class needs:

A shame to lose aide positions as they:

- Offer support

- Individuation
- Different approach
- Small group work

With class sizes increasing help is needed.

Comments were made that 30 to 1 in a class will be difficult for teachers especially K. We should require parent participation

- At least 3 parents in Kinder for 2 hours a day 3 days a week
- Discussion of half an hour a day which averages to 2.5 hrs a week or 10 hrs a month that could be done in many different ways. Parent volunteers at breakfast, lunch and on the yard.
- Parent community survey: Can you help at home, school, attending events and/or by going to parent education classes, volunteering in community gardens, on projects etc?

Student needs

- More computers in the classroom are needed for students
- Reward student for positives but with school supplies /tools
- Support creating personal libraries for kids
- Do book exchanges/drives
- Reading Challenge with prizes
- Visible charting of student progress
- "Readers are Leaders" Program
- More events like "Rotary Readers"
- Self-selected book clubs
- Children need to see adults read
- Sports teams at school that don't cost $150 dollars
- Teach embroidery
- Provide arts and crafts
- Wellness program for students reports of BMI high, health issues:asthma, diabetes, obesity
- More computer classes for students

Parent Needs

- More parent education specifically on dealing with difficult children especially teenagers.
- Referrals to help agencies and services –More help is needed as

sometimes these take many steps that are hard for parents.

- More direct immediate information: brochures, cards in Family Center

Leadership Meeting
Friday April 30, 2010

Today's meeting focused on issues relating to the Race to the Top/SIG Grant:

Mrs. Gurerro opened the meeting and previewed the agenda with those in attendance. She then turned the meeting over to Miss Schatteles as the facilitator.

Monday Nights "Dine and Discuss"

1. Each attending member made a commitment to being at Monday Nights Event; Jerri Hyske (gr 7/8), Candy Christian (gr 5), Ellen Martis (gr 4), Jenn Matuska, Becca Abellana-Delvo (gr 3), Blanca Carrillo (gr 2), Dianna McGill (gr 1), Dorothy Walker (Kinder), Miss Schatteles & Mrs. Gurerro
2. We discussed the food/beverage and accessories for the event:
    - Lasagna- Miss Schatteles
    - Salad/Drinks- Ms. Christian
    - Cold Pasta Salad- Ms. Gurerro
    - Cake- Mrs. Carrillo
    - Bread- ?
    - Plates/Cups/Napkins... - Taylor school supplies
3. The group opted for a more intimate dinner arrangement with families sitting by class(s) with the teacher(s) sitting at the ends of the tables facilitating the meetings. Mrs. Gurerro would open the meeting with a greeting and review the process for the nights' event then she would turn it over to the teachers.
4. We discussed the need for Interpreters for both Spanish and Hmong. Ms. Hyske mentioned that some of her Avid students might be available for assistance in interpreting.
5. We also discussed the need for sitters for the younger students aged 1-5 years. Babies would have to be attended by their parents and older students we felt should be in attendance to give their input.
6. We came up with a list of questions to facilitate our discussion with parents and discussed having a survey for parents to fill out.

The remainder of the meeting centered on Taylors four focus areas for the Grant and the questions, concerns and ideas from each grade level in response to them. They are; Climate and Culture, Extended Day, Student Engagement, & ELD Focus

Climate and Culture:

- We committed, as a school, to becoming a "Caring School Community" as part of our school plan and agreed that this needs to be a focus in the coming years to affect change. We need to continue our efforts in this area and make a more complete use of the entire program including the classroom meetings as well as the home-school connection.
- The Leadership team discussed the idea of adopting a "College-bound Focus" for the whole school K-8. Teachers recommended that each class would adopt a college and maintain the expectation that all students K-8 will go to college. One teacher proposed having some kind of award system for students exhibiting college bound skills.
- One teacher recommended the need for students to understand the expectations for them in terms of their individual scores for AYP/API
- Several teachers, along with Mrs. Guerrero, expressed an interest in having students (at ALL grade levels) perform some kind of community service: ex. Garbage pick-up and help in the preschool to name a few

Student Engagement:

- Ms. Hyske gave us an idea of what AVID entails and how it helps students become more focused and organized. She explained that there were 7 Components to AVID. This will remain a focus here at Taylor as part of our student engagement piece.
- Mrs. Guerrero explained that we will provide AVID in grades 4 thru 8 next year and we discussed what we would do for grades K-3
- We discussed the need for organizational skills being taught across the lower grades that would feed into the AVID program. It was decided that we need to have both vertical and horizontal meetings to look at the AVID components in order to adapt them for the lower grades.
- Several teachers brought up the idea of having calendars/planners for the lower grades to help with organization and also to encourage a method of communication between teachers and families.

ELD:

- Miss Schatteles explained that, under the Grant, ELD will be a focus area for improvement and that we are going to have to look at how we are serving our EL population. Linda Luna mentioned that the District would like to see the ELD period would remain first thing in the morning and that it increase to 45 min. to an Hour.
- The teachers of the Leadership board firmly agreed that we only take 15 min. from our extended day time to add to ELD, thereby making it 45

minutes. They are all committed to using our extended time for Science and Social Science but agree that ELD is important and could be extended to a 45 min period.

- Teachers also asked that Miss Schatteles look into materials needed that go to our program.
- Miss Schatteles mentioned that there would be a PD soon where we would meet and discuss some necessary changes to the ELD block; based on information given to her and Mrs. Guerrero by Linda Luna.

Extended Day:

- We talked about the positive attitude of the majority of our staff towards the idea of the extended day. It was mentioned that most teachers want the extended time to focus on Science, Social Science and Art.
- We discussed this topic in length at our previous staff meeting.

Finally Mrs. Guerrero brought up the idea of having a three Professional Development Days prior to the start of the new school year. The tentative schedule for those days is: Day One- AVID PD; Day Two- Caring School Community PD; Day Three we would go on an off-campus Retreat. Time would be set aside for both vertical and horizontal articulation meetings K-8.

AGENDA
Taylor School Site Council Meeting
Monday May 3, 2010
1:00 pm -3:00 pm

Greetings/Introductions

Old Business:

- Minutes
- School Site Council Bylaws
- Previous School Site Plan Budget Agreements for 2010-2011

New Business:

- Review of data/needs assessment to reaffirm 2010-2011 budget
  And integrate work with School Improvement Grant (SIG) Plan:
  Academic Profile Survey Results
  Least Restrictive Environment Results
  DAIT Report
  Community Input on School Improvement Grant
- School Improvement Grant
- 2010-2011 Program Proposal based on needs assessment/data and SIG requirements and goals

Community Input:

- Opportunity for community members to speak

Voting on Programs and Budgets

- Voting on 2009-2010 budget proposal

School Site Council is the first Monday of each month unless special notice is given. Notices posted in the Taylor Main Office Entrance.

Taylor SSC Meeting 5/3/2010 Minute Notes

Old Business:

- Reviewed required posting process and discussed a way to document future required steps (email a copy to be posted to another party…they will be responsible to time/date stamp it and post, Ed-connect and/or notices to entire community)
- Reviewed last meeting minutes: items were voted on to accept proposals, motioned by Larsen, 2nd by Tora and unanimously approved.

- Accepted/adopted by laws as written but they were labeled "ELAC" and lumped into one. Took those and will make a subcommittee to review them. Note: one change unanimously voted on was to change the verbiage to read that an emergency meeting may be called to be help in 3 days rather than 5 days. Moved by Tora, 2nd by Anthony and all in agreement.

- Reviewed S.S.C. budget agreements previously agreed upon: focusing on ELA, Math and School culture. We agreed to accept plan and budget. It reflects the loss of all I.A.'s, with the exception of 1 Hmong and 1 Spanish aide and of the Library Media Assistant position. Funding was approved for a counselor for 3 days a week. Also included in the budget are 2 coaches (Literacy and Math) as directed by DAIT.

- Also funded will be the new technology/intervention in the classrooms.

- Latino Family funds to provide training and elementary AVID will be funded. These are needs and also are part of our SIG plan.

- We have already voted our approval on the above, but are doing it again to make sure we have all procedure and posting requirements covered from a contractual/legal standpoint.

Motioned to accept by Shimona
2nd by Anthony
and approved by all

New Business RE: 2010/2011

- Integrating needs with the budget for next year with the SIG grant.

- Extending the school day: teachers have already voted that they would do this, with or without pay, however that may not be contractual nor sustainable. The Caring School Community and Interventions are already a part of the regular school budget.

- If we can show sustainability, with or without the grant, we can do a waiver, which banks some time and creates a day a week for collaboration.

- Kinder can't be an extended day as they already have max hours. Teachers might go to work/help in other classes or do small groups of Kinder to rotate through 1 day a week. Another option to explore would be starting a certain level earlier than others to give them the extra practice needed, but this might not pass DAIT. Can explore further at a later time.

- The Read 180 intervention program is State adopted material, but not district adopted. Could we pilot this as an intervention? It is a superior program to what is offered now. We'd have to pay for the materials.

- One hurdle is that everything has to be approved by the board. The Great America Trip needs to be pushed through ASAP.

Larsen motioned
Peggy 2nd the motion
All were in agreement with the exception of one dissenter.

AGENDA

Taylor Team Meeting
May 4, 2010

Race to the Top/SIG Grant Update

Process

Review of proposal to extend the school day pending SIG Grant Funding

Key Areas of Focus

Staff discussion of extended day
Collaboration facilitated by teachers
Concerns
Recommendations
Agreements

Vote on Extending the School Day

STA Site Representatives facilitate

SIG Grant Planning

Taylor Staff Meeting Notes
May 4, 2010

An update of SIG Grant Progress was given. We also reviewed the success of the Dine and Discuss Event as a successful event due to high teacher involvement in calling parents and promoting the event as well the personal calls, emails and school wide flyers.

The principal reviewed the proposal to extend the school day by one hour Monday, Wednesday, Thursday and Friday to add time to ELD, add Art Infused Science and Social Studies and to rectify the shortfall in P.E. caused by DAIT guidelines. On Tuesday, students would go home an hour earlier and staff would have a weekly 1 hour collaboration time to engage in cycle in inquiry focused on meeting student success goals.

It was expressed that although we had already taken an initial vote on the schedule change the team would revisit the issue. This was done due to the expressed reservations of a few team members and in order to act in complete good faith as a collaborative team.

Teachers were given time to discuss the issue in depth at table groups facilitated by teachers. When everyone indicated they were ready to move forward STA Representatives: Blanca Carrillo and Rebecca Abella - Delvo took a ballot vote, counted the votes and gave the tally as 15 Yes votes and 10 No votes.

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AGENDA

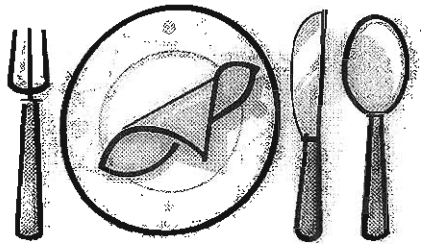
Parent Coffee Meeting
May 5, 2010

- Race to the Top/SIG Grant Updates
  Over 160 people attended the Dine and Discuss
  68 Pledge Cards were collected
  Surveys were given to all

- Many people like the proposed name change and uniform implementation.
- Discussion with community members.
- Positive responses were given to having students do community service.
- Is there a set amount parent believe is appropriate?
- Many people indicated they are willing to help the school
- Most indicated they could help from home if not come to school.
- What are some ideas about this?

Open Discussion and Ideas

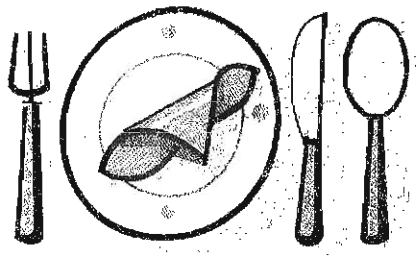
- Opportunities for input directed at School Improvement



Taylor School Turnaround Plan
Dine and Discuss

AGENDA
Monday, May 3, 2010

- **Overview and Introductions**
- **Survey and Pledge Cards**
- **Facilitation Directions**
- **Dine and Discuss**



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

Taylor Turnaround Survey

Taylor School is approaching change as a whole community. We need your opinion on some changes we hope to make in the next school year. The following items are proposals from our school team. Please tell us whether or not you agree with these proposals:

1. Rename the school to Taylor Leadership Academy to focus on academics and a college going culture.

   Yes_____ No_____

2. Become a uniform school to refocus the school culture on academics.

   Yes_____ No_____

3. Add a community service requirement for students.

   Yes_____ No_____

4. I can personally offer time to support Taylor School in their improvement efforts.

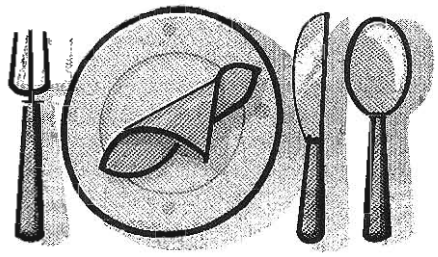
   Yes_____ No_____

Please describe whether you will help at the school or from your home or office:_____

_____

_____

★ Please return to the Main Office, tomorrow May 27



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

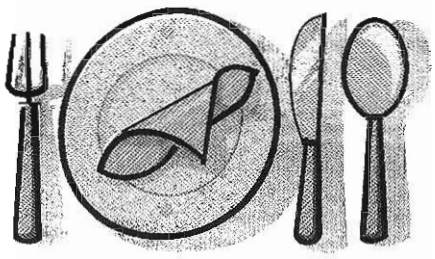
   To be the school all parents want to send their kids to.

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

   Out reach to parents from birth.

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

   Strong leadership with a clear & sensible vision.



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

Tutoring / Caring Staff

- Don't bribe SS to do what is expected

S

Open Communication Parents / Staff / Students / etc.

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

Perm. Teachers from day one!

Too many Students are out of control on a daily basis

Students Mentor / Buddy / Stop Bullying

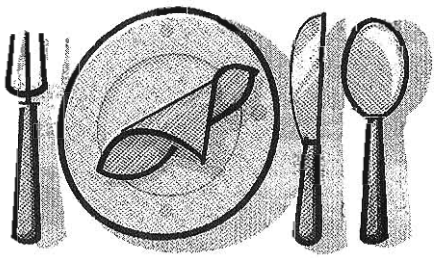
Fairness / Consistency in classrooms / School and between

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

Parent Volunteers

Community Meetings "Meet your Neighbors" (like tonite)

Mail Notices - Do not send w/ Students



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

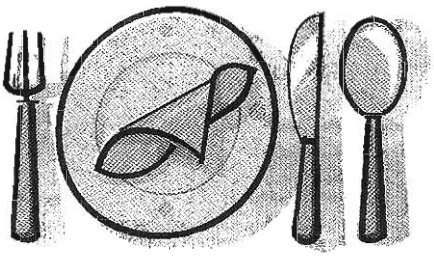
Find ways to get problem children envolved positively in school.

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

Behavior problems not sitting in the office, but going to a special room. Spelling Bee had good turn-out

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

Need childcare so adults can help (for babies) or even come to meetings. ~~PTO~~ Stopped coming to P.T.O. because of the noise from the children. Heard that Nightingale had some good programs.



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

   Be able to read by 3rd grade. Students should be at grade level or above. Ultimate goal is to have students identify a college(s) they would like to attend. Ditto for math. Student, Staff and parents must believe that they can succeed. Creating a culture of success.

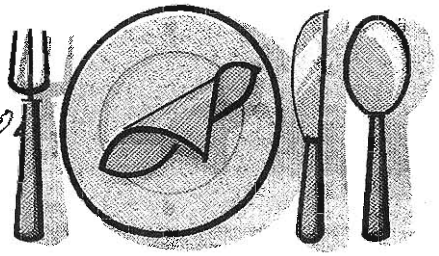
2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

   Creating a culture of success. Provide a VP and counselor at this site. Specialist for EL, Primary and Intermediate program specialist. Community school increase mental health and health services. Community liasons.

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

   Increase early childhood education (Head Start) parent education classes and parent leadership institute.

*Dine & Discuss Flyer didn't mention kids will be in diff room.



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

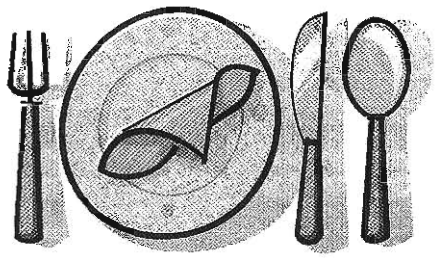
- Graduate High School, high goal
- Improve in growth in all academic areas.
- More progress reports in order to monitor growth in all area/detailed

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

- Continuos parent and teacher communication to see where child is at.
- Example: Weekly logs or emails that state what reading level the child is currently reading at. How behavior etc.
- School wide planner? *Volunteer staff (parents) to monitor lunch, breakfast etc

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

- Parents being more involved through emails and progress reports
- Have parents volunteer to monitor during lunch and breakfast, b4 or after school in order to minimize problems in bathrooms etc.



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

That they become productive adults.

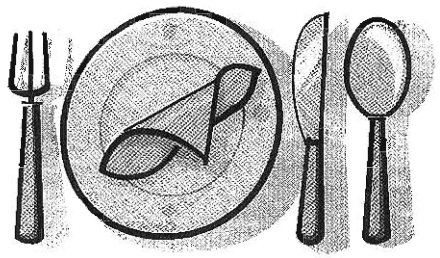
* That the kids can have fun learning — where'd the fun go?

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

* News Letters (monthly) Highlight kids & their accomplishments
* To see the negative attitudes of the kids change

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

Trying to get more parents involved. Maybe, more of these types of events — then the kids talk about it the next day — the other kids will want their folks here next time!



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

- Technology
- A laptop
- College Tours
- Home computers
- Opportunities for real world experience
- 8th graders to Washington D.C Every
- 5th graders to science camp
- Opportunities to experience museums etc.

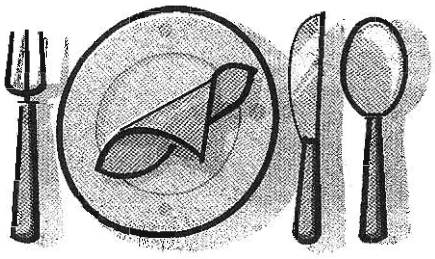
2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

- A solid positive year
- Modernize School
- Lighted Marquee
- Gardens
- More Counseling
- Student of week
- Project learning
- Student Leadership

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

- Everyone can contribute
- Open up school resources (computer lab) to community

Check out Builder's Clubs (Kiwanis)



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

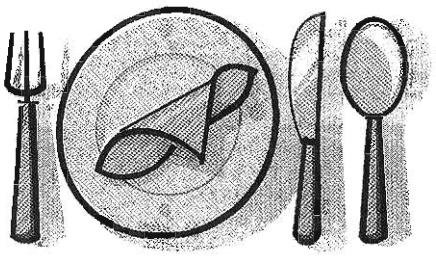
Went time to think / Awards – Honors – Good grades for college and better jobs.

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

More instruction in Comprehension: S. can decode but do not know what it means. / Afterschool homework lab to help S. when they do not know how to do HW

Make sure S know there is more than one way of doing math; clear notes should go home showing how S should document their wo

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children? Better communication between S and T and P also; S learn to solve conflicts peacably amongst each other!

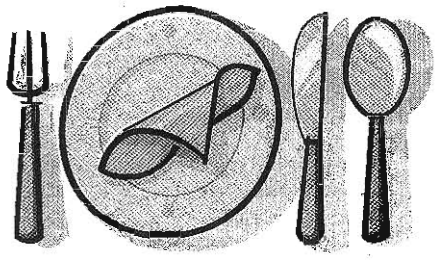


Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?
Go on to college and be upstanding citizens. They can see education as a positive rather then a negative. [illegible]

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?
More life skills training. Expose lifes opportunities. Academic Language [illegible]. Expose students to what college can do for them. They need to know why they need college and education. Ownership of their education.

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children? More community involvement. Teach them at birth. Something that is [illegible] accessible to the community.



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor? to get the exp. we got magnet, hands-on, art, field trips,

- Rallies
- teams
- parents as leaders

fund raising for money
- candy See's
- cupcakes
- parents sell to neighbors
- works/truck stop
- family make a list of fie
- bring recycling from home tri

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success? no yelling

tutoring
basics
reading

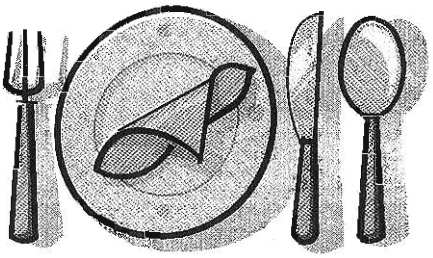
" trouble makers" as mentors to smaller kids
sports - games - teams
more parent/teacher support
make tutoring smaller groups
patient tutors

peer groups
confidential group

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children? parent book recycling/donate old kids book

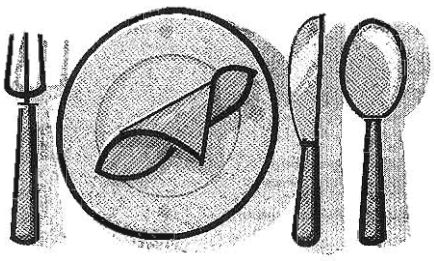
computer lab
video game rewards
at home access to Odyssey
list of education websites

deserving kids eat in the lab
new library



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?
2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?
3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

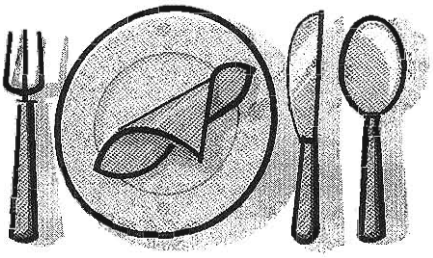


Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?
   - Excellent in academic field + sports
   Good grades
   - More sports / activities - have a good balance of both
   - More artistic things
   - Safety when students/parents are dropping off kids. Need more supervising or parent help.
2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?
   - More discipline from teachers + parents
   - Motivation for kids - things for students to strive for so they are excited when they get home.
   - Rewards system - encourage at home & at school.
   - More 1:1 with Ss that need more help.

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?
   - Parents can support prog.
   - Have a parent contract w/ hrs. of commitment
   - Help afterschool / watching kids during dismissal, yard duty

Mrs. Blake
Riza, Linda,
Jacqueline



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

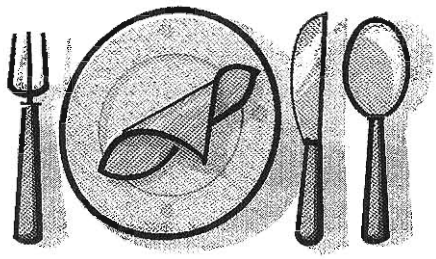
Good education, safety @ school - physical violence for all children graduate high school and college, more discipline, uniforms, process of discipline w/ consequences.
safety issue

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

Couselors/ psychiatrist full time, more support in academic programs, that is more than just homework support

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

Working as a team, make 1 parent show to volunteer a month - this made relationships stronger between teacher & parent & parent & parent, parent outreach program/ resources, have parents support each other w/ teacher's, teacher's should make it known verbally known not by paper



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

all become academically successful + in life
kids to believe in themselves, be confident
and competent. Kid can work to their
potential, discover their strengths and
be successful in life. promote
leadership + discourage peer pressure.

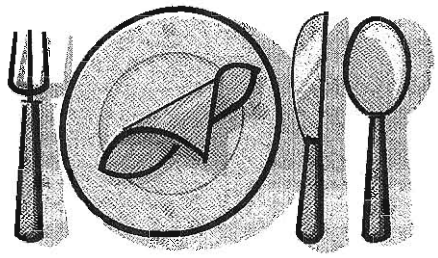
2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

uniforms

Student counsel, clubs and active
sports, Tutoring programs, monthly
Recognition assemblies, student
activity team, conflict managers,
character ed infused in class + Recog
life skills
class

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

PTA or PTO, parent coffee in AM
+ PM
Farmers market 1x per month,
Student presentation at a school Fair
FT counselor, Read ins, Authors
come to School to share, Field trips +
Studies, Career + college Day
presentations.



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?

Make them have a interest in learning. More Campus security

Playground equipment

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?

Attitudes of students. Changing.

Bring Grandparent - parents to school.

More Group Activities

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?

Better after school nights

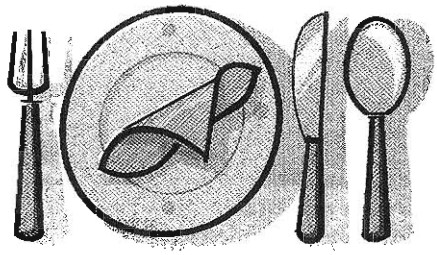
Community, Parents, students

Uniting

Baby sitting Kids - (crafts)

Saturday meeting More PTA Meeting

Weekdays Evening



Facilitator's Guiding Questions

1. What hopes and dreams do you have for our children here at Taylor?
stay in school - clubs, science projects

2. What positive changes would you like to see at Taylor School to increase our children's academic and social/emotional success?
clubs- origami
music

3. How do you see our community, parents, students, staff and others working together at Taylor to improve educational services to children?
Volunteer for teachers

Doesn't like Fall Break
Summer School (need)
keep class room size reductions?

AGENDA

Parent Coffee Meeting
May 5, 2010

Please sign in:

* Designee Peggy Pugh was asked to facilitate while the Principal was at the District collaborating with the other 2 SIG schools. Ms Pugh reported meeting

Leadership Turnaround Meeting
May 7, 2010
AGENDA
2-3:30 p.m.

Update on Turnaround Plan

Examine survey responses from Dine and Discuss
Discuss Staff Meeting and Concerns to Improve Process
Share presentation to Curriculum Subcommittee

Events and Presentations

Grant Draft Completion
Board Presentation
Planning for Ice Cream Social

Information

Behavior Support Plan Template

Collaboration

Direct Team in put on SIG Elements/Rubric

Leadership Turnaround Meeting
May 7, 2010
2:00p.m.

Please sign in:

Ellen Martis	Ellen Martis	4th
Verleda Bradley	Verleda J. Bradley	5th
Jennifer Matuska	Jennifer Matuska	3rd
Blanca Carrillo	B. Carrillo	2nd
Rebecca Abellaneda Alvo		3rd.

Leadership Turnaround Meeting
May 7, 2010
2-3:30 p.m.
Notes of meeting

Update on Turnaround Plan

Examine survey responses from Dine and Discuss

The group discussed the wonderful turn out for this event. It was noted that 94 people signed in but many more were in attendance include at least 70 students and children. We will revisit this due to the overwhelming amount of narrative response to analyze which a smaller group or subcommittee will help due and then the information will be shared and reviewed with all.

Discuss Staff Meeting and Concerns to Improve Process

Discussion of concerns over time change and that even if school starts later it only changes the schedule by 3o minutes. It was brought up that parents would probably still leave kids early and we'd need to look at that but also that maybe a before school tutorial program or intervention could be done. Concern expressed that if the item to extend the day is not approved we will still need to address the requirement of extending learning time.

Share presentation to Curriculum Subcommittee

The principal shared the slide show that was presented to the Curriculum Subcommittee on May 6th. It was explained how the input from staff, our community, our needs and plan shaped our presentation to show implementation of K-8 programs to support student success. These include:

- Elementary AVID: 4-6 and 7-8 with a PreK-3 component developed on site through teacher collaboration and development.
- Caring School Community K-8 to address Social/emotional learning and improved climate and culture.
- ELD Support K-8 using SBA materials already on site and using extra minutes K-8 and Rosetta Stone 3-8 to support enhanced ELD

Events and Presentations

Grant Draft Completion It was explained that a draft had to be completed by Monday, May 10, 2010 and a complete slide show would be presented on Tuesday, May 11, 2010 at the SUSD Board meeting.

Board Presentation
Leadership was invited to attend and asked to come support the school's efforts if available.

Planning for Ice Cream Social

All dates for May were again shared with the group. These were already emailed out to everyone and gone over in previous meetings but to ensure all were notified we went over a main purpose of the K-8 Leadership Team which is to provide weekly on-going two way communication between all members of the team.

We discussed previous ice cream socials and what did and did not work. It was agreed our purpose would shift from continuing to gather and develop data and information we would provide information with a plan brochure to serve to inform and to recruit.

Really great ideas came from the group such as:

- Do an open house to highlight student work during the social
- Have every grade K-8 display their students' best work
- Party atmosphere w/ good ice cream
- Surveys and pledges before ice cream
- Invite other schools to recruit

Information

Behavior Support Plan Template

Shared template and directions for BSPs and briefly discussed SARB and 504. This will be revisited later and gone into in detail.

Collaboration

Direct Team in put on SIG Elements/Rubric

Discussed the feasibility and advantages of looping and talked about how it works best (K-1, and 2-3) with a shift occurring in 4,5,6. Discussed departmentalizing at 4,5,6 and/or setting up lab situations such as a Science Lab to cut down on storage and transition issues. Talked about the advantages and disadvantages of departmentalizing and whether we wanted to look into it more now or later. Some discussion on the fact that the group planning will (whole staff) will not be implementing (50% will be moved) so it's important to have a three year plan that takes that into account.

Donuts and Discussion

Taylor Community School Improvement Meeting
May 10, 2010
8 am

AGENDA

- Race to the Top/SIG Grant Update

Process

- School Improvement Grant Community Collaboration Development
- Questions and Answers
- Opportunities for input directed at School Improvement
- Suggestions regarding Turnaround needs/Components

Donuts and Discussion May 10, 2010

Sign In:

TM Schellett

Peggy Pagh

Anthony Thomas

Maria Garcia (New parent)
Isabella Garcia

Donuts and Discussion

Taylor Community School Improvement Meeting
May 10, 2010
8 am

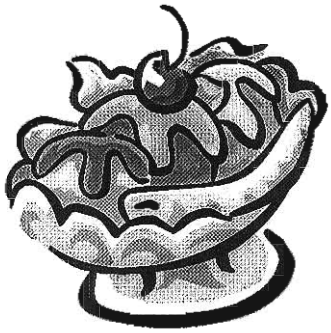
Meeting Notes

We had 3 staff members and 1 community member attend. Although there was only one community member she is new to the school and started on May 3, 2010. Her comments as a parent to the school were very helpful as she offered a completely unbiased perspective. Comments included:

1) The Dine and Discuss was great. I'm glad you do events like it at Taylor.
2) When we first came to register my daughter was a little scared because she heard older students behaving inappropriately.

It was explained that the Dine and Discuss was an event we were doing to get community input and that our meetings with the community were important to get their impressions and listen to their suggestions and input for school improvement.

Mrs. Garcia listened to an overview of our school improvement grant work to date and offered that she thought the focus on improving the school culture and climate as was as community involvement were good goals. She said she likes the direction the school is going in and thinks that it's important to work on specifically teaching students to be leaders, learners and thinkers. She thought the change of name to Taylor Academy proposed in our efforts to transform our school culture really conveyed the idea that academics and learning are important.



Taylor Turnaround
Ice Cream Social
Monday, May 17, 2010
2:00 pm

Agenda

Welcome

Overview of Progress

Ice cream and Information

Taylor Turnaround

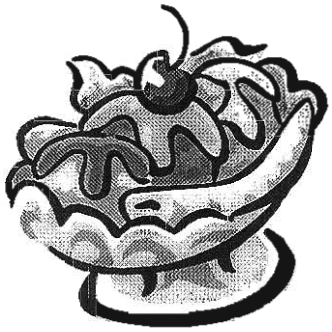
Ice Cream Social

Tuesday, May 17, 2010
2:00 pm

Join us for a free ice cream sundae
as we work with our community to improve
our school for all our children.

Taylor School
1101 Lever Blvd.
Stockton, Ca 25602

Please come and share your ideas on school improvement!



Taylor Turnaround
Ice Cream Social
Monday, May 17, 2010
2:00 pm

Notes

About 100 community members attended the Ice cream Social. The whole school community was invited to come have a free ice cream sundae however children were asked to be accompanied by a parent, guardian or designated adult. This was done to get our community more involved with the school. In addition educators were invited to see the changes in Taylor as a way encourage recruitment.

Everyone appeared to have a really good time and displays of student work K-8 were out for the community to see and comment on. There were some really outstanding displays by different grade levels that showcased student writing and publishing, science lab work, photos from Science Camp and other work teachers and students were proud of. Information and pledge cards were made available to the community.

School Volunteer Form

Help us and you'll help your child succeed at school! Please check the areas below where you would like to get involved. We've listed the number of hours each volunteer activity will take so you can plan ahead. Thanks for doing your part!

MOM'S NAME

DAD'S NAME

ADDRESS

PHONE | EMAIL | BEST TIME TO REACH YOU

CHILD | GRADE | CHILD | GRADE

SPECIAL TALENT OR AREA OF INTEREST

School Volunteer Opportunities and PTO Committee and Volunteer Opportunities:

General:

- ☐ Make copies or file (1 hour)
- ☐ Classroom helper (1 hour)
- ☐ Work office reception desk (1 hour)
- ☐ Library volunteer (1 hour)
- ☐ Lunch/recess duty help (1 hour)
- ☐ Serve on school council/advisory board (1 hour)

Hospitality

- ☐ Baking, provide luncheon item (1 hour)
- ☐ Drop off food to meetings/parent center (1 hour)
- ☐ Welcome new parents event (1 hour)

Special Events at School:

- ☐ Back-to-school celebration (1 hour)
- ☐ Fall or spring fair (1 hour)
- ☐ Book fair (1 hour)
- ☐ Family fun nights (1 hour)
- ☐ DARE/Red Ribbon Week (1 hour)

Curriculum/Enrichment

- ☐ Teach after-school class/hobby (1 hour)
- ☐ Research and coordinate cultural programs (1 hour)
- ☐ Help with Arts Week activities (1 hour)
- ☐ Plan author visit (1 hour)
- ☐ Science/Educational fair (1 hour)
- ☐ Math night (1 hour)
- ☐ Read to class—literacy events (1 hour)

Fundraising:

- ☐ Plan or assist with annual fundraising activities (1 hour)
- ☐ Help with ongoing clip fundraising (Boxtops, etc.) (1 hour)
- ☐ Help with flyers, packets, materials, or delivery (1 hour)
- ☐ Solicit donations for auction or raffles (1 hour)

Parent/School Communication:

- ☐ Website manager (1 hour)
- ☐ Newsletter editor, prepare flyers for events (1 hour)
- ☐ Publicity—photograph events, write releases (1 hour)

Our family would love to share its talents! Please call us for the following:

Carpentry Needs:

- ☐ Carnival setup (1 hour)
- ☐ Playground maintenance (1 hour)
- ☐ Stage design (1 hour)

Foreign Language Needs:

- ☐ Intercultural night (1 hour)
- ☐ Flyers, newsletter, and web translation (1 hour)

Musical/Theatrical Talent Needs:

- ☐ Perform at school assembly/open house
- ☐ Participate in/coordinate talent show (1 hour)
- ☐ School play (1 hour)
- ☐ Arts Week productions (1 hour)

Cooking Needs:

- ☐ Spaghetti supper (1 hour)
- ☐ Potluck dinner (1 hour)
- ☐ Cooking classes for parents (1 hour)

Professional Event Speakers/Presentations:

- ☐ Sports (1 hour)
- ☐ Health/Fitness (1 hour)
- ☐ Education (1 hour)
- ☐ Legal/Accounting (1 hour)
- ☐ Science, engineering, technology (1 hour)

Equipment We Can Loan to the School:

- ☐ Truck/trailer
- ☐ Tent/canopy
- ☐ Power tools
- ☐ Landscaping machinery/equipment
- ☐ Gardening
- ☐ Painting
- ☐ Ladders, scaffolding

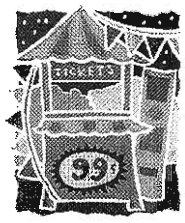
Other:

- ☐ Is there another way you'd like to help?

_____

_____

Contact: Fill in Name of PTO and e-mail or phone



May 19, 2010
CST Celebration Carnival
School Improvement Booth
2:30-4:00
In the Taylor Courtyard

As part of our end of the year celebration of student goal setting, engagement in and completion of CST Test, Taylor hosted a CST Celebration Carnival attended by approximately 300 community members.

As many community meetings have taken place this event had an information booth to disseminate the work being done at Taylor and in the community in relationship to the School Improvement Grant.

A sign in was provided for parents who signed in and took informational brochures telling about The Taylor Leadership Academy. Parents and other community members including visiting law enforcement officers talked with the principal and Taylor Leadership Team Members to get more information about Taylor's work.

Community members also signed pledge cards showing their support for the changes that Taylor is proposing to make and parent asked for information on becoming volunteers.

May 19, 2010
CST Celebration Carnival
School Improvement Booth
2:30-4:00
In the Taylor Courtyard

Please sign in:

Margaret Townsend Ingram

Raysharn Townsend

Kia Yang

chue chang

Mai Vue

Martha Pooler

Bill Johnson

May 19, 2010
CST Celebration Carnival
School Improvement Booth
2:30-4:00
In the Taylor Courtyard

Please sign in:

Aletha Huffstutler
Stephanie Morale
Geri Driggers
Judith McBride
Bertha Barajas
[illegible]
Bruce Fernandez
KEITH VEUNG
Pao Vang
Ly Ginna Tep
Jackie Taborn
Jose Jimenez
Renee Aguayo
Stephanie Lopez

May 19, 2010
CST Celebration Carnival
School Improvement Booth
2:30-4:00
In the Taylor Courtyard

Please sign in:

Lydia C. Trafico
Aurora Correa
Lee Vang
Kenny Pham
Anthony Ingham
Lacey Houseman
Alicia Harmon
Christina Harmon
Esak Sin
PATRICIA GUILLEN
Tameka Dunbar
Sheila V. Aguil
Roberto Aguil
Diane Thomasson
Enrique Castillo

May 19, 2010
CST Celebration Carnival
School Improvement Booth
2:30-4:00
In the Taylor Courtyard

Please sign in:

Aaron Cunningham
Aaron Varela
Erenclida Stratos
Isela M. Galván
CRISTINA STANCU
Guadalupe Barboza
ALISHA BROWN
Vickey Sanchez
Celeste Marquez
Felipe Alcaraz
Luis Machado

Taylor Turnaround Meeting
Retired Educators
May 28, 2010

AGENDA

Welcome

Volunteer Input

Current Program

Opportunities for Volunteers

Next Steps

Taylor Turnaround Meeting
Retired Educators

Please sign in:

Cecilia Moran — 5067 Moss Creek Cir, Stkn 95219 — 952-8116
ccmoran@sbcglobal.net

Bill Logsdon — 831 W. Elm St. Stkn. 95203 — 462-0940

Lynne Gowdy — 1661 W. Walnut Street, Stockton, CA 95203 — 463-2371
blgowdy@sbcglobal.net

Kay Cole — 6811 Vicksburg Pl, Stockton, Ca. 95207 — (951-7547)
ks.cole@att.net

Taylor Turnaround Meeting
Retired Educators
May 28, 2010
10 a.m.-11 a.m.

Ms. Guerrero, the principal met with a group of retired educators including Cecilia Moran the former principal of Taylor School. The group met to discuss implementing a volunteer program to involve parents and teach coaching skills to parents.

There was some discussion of cadres where a needs assessment is done and the needs are prioritized. In the model discussed each member of the staff was a member of a cadre and cadres met to work on specific areas and sometimes reported to the whole school. Cadres included: Bilingual, Literacy, Involvement and Facilities.

The book "Teach Like a Champion" was briefly discussed as was the Uncommon Skills Network, a group that can be accessed online. A meeting was set for Monday, June 14, 2010 for the group to meet at 9:30 in the back conference room. They will meet for 1 hour and then meet with Ms. Guerrero to discuss collaborative work for 2010-2011. Ms. Guerrero agreed to do a slide show presentation on the School Improvement Grant Plan and to see how the group could integrate their efforts into it.

Summary of Dine and Discuss

Imagination may be more important than knowledge but re-imagining Taylor School as The Taylor Leadership Academy will also take commitment, total dedication and many hours of hard work. Central to that vision is the understanding that Taylor is a Turnaround School. Taylor will undergo much needed changes such as specifically rehiring no more than 50% of the current staff. There will be a focus on identified needs of students, parents and teachers. The school will implement intensive research based and research validated interventions in ELA, Math and ELD. Taylor has set a targeted 3 year plan for implementing changes. Changes include but are not limited to: staff team building, reconfiguration of classrooms K-8, extending the instructional day to address ELD, PE and Art Infused Science and Social Studies, intensive planned teacher collaboration, community building and professional partnerships. As a leadership academy Taylor will focus on building leaders, learners and thinkers at the parent, student, staff and community level. These areas have been identified through many meetings including the Dine and Discuss which set up tables of different stakeholders that included:

- 100 adult community members and 70 students and children:
- AVID Student Leaders 7-8
- Taylor Principal
- Parents
- Counselors
- Teachers K-12
- Administration K-12
- Community Representatives
- Stockton Unified District Turnaround team members
- Assistant Superintendent
- Interim Superintendent
- SUSD Trustee
- Stockton Mayor
- Representative from Senator Lois Wolk's Office
- Retired Educators
- Certificated
- Classified

Many areas were discussed and ideas collected as well as surveys and pledge cards. Areas of interest included:

1. Articulation K-12
2. Enrichment
3. Early Literacy
4. Before and after school interventions, programs, sports
5. More counseling services
6. Greater support and parent education especially for older students
7. Community connections

Pittman Charter School

Petition for the Establishment of Pittman Charter School

Submitted for review to
Stockton Unified School District
Steve Vaczovsky, Interim Superintendent
on April 8, 2010

Presented to the Board of Education
April 2010

DRAFT

Pittman Charter School

A California Public Charter School

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- **A. Proposed Budget**
- **B. Proposed Annual Instructional Plan**
- **C. Proposed Daily Schedule**
- **D. Proposed Annual Professional Development Plan**
- **E. Proposed Staffing Plan**

Legal Requirements Checklist

This charter has been created in the format outlined by the California State Board of Education in its adopted "Model Application for Charter Schools." According to the State Board of Education, the model application format ensures that this charter application covers all of the minimum elements required by law in a systematic way.

However, as the model application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this "Table of Contents" is presented to assist the reviewer in establishing that all requirements of Education Code Section 47605 (b)(5) have been met.

1.	*(A) Educational Program*	*page 11*
2.	*(B) Measurable Pupil Outcomes*	*page 37*
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15.	*(O) Labor Relations*	*page 55*
16.	*(P) School Closure*	*page 64*
17.	*SUSD Impact Statement*	*page 65*
18.	*Affirmations/Assurances*	*page 66*
19.	*Signatures*	*Attached*

Pittman Charter School Vision

The vision of Pittman Charter School is to promote academic excellence and celebrate diversity in a safe environment that fosters creativity, a love of learning, and civic responsibility.

Mission

Our mission is to be an educational beacon of hope and excellence by providing our students with success in learning, enabling each student to achieve his/her personal best, develop a love of learning, and become responsible and productive citizens of the 21st century.

Our goal is to provide an exceptional education that is child-centered, stimulating, embraces diversity and global perspectives, integrates standards-based rigorous curriculum and learning opportunities, and celebrates success.

Our program provides core learning in Science, English Language Arts, Mathematics, and Social Science, and the Arts. Within our program we will have one Spanish dual immersion strand.

Core Values and Beliefs

- All children can learn, especially when expectations are high.
- Students learn best in a safe, caring environment that values the individual, recognizes the strength of community, fosters creativity, and enables growth in a risk-free setting.
- It is our duty to provide developmentally appropriate practices and strategies for all students.
- Our curriculum is based in real world, problem-solving experiences that build on students' prior knowledge and provide opportunities for students to develop conceptual schema and critical thinking abilities.
- School encompasses students, faculty, families, parents, community members and other stakeholders; all must work collaboratively toward student understanding and achievement.
- Professional development and collaboration among faculty members are critical to the school's success.
- All adults model behaviors expected from students. We strive to be supportive, trustworthy, and enthusiastic professions who take pride in our work.

I. INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act of 1992, the intent of which was to provide educational opportunities for teachers, parents, pupils and community members to increase student achievement for all students throughout California. Pursuant to Educational Code Section 47601, charter schools were created as a method to accomplish all of the following:

* Improve pupil learning;
* Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
* Encourage the use of different and innovative teaching methods;
* Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
* Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
* Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;
* Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

In the 2006-2007 school year, Pittman Elementary School opened with the goal of providing an exemplary educational experience focused on high academic achievement, lifelong learning, self-motivation, and responsible citizenry. Pittman was developed in collaboration with California State University, Stanislaus (CSUS) as a Professional Development School (PDS) and, as such, provides student teachers the opportunity to learn from our experienced staff and gain hands-on skills and knowledge of the teaching craft. As part of the CSUS Stockton campus, Pittman Charter School continues to be supported by CSUS professors, and participates with CSUS in many exciting, collaborative, and motivating activities. Pittman Charter School will continue to draw on this wealth of academic resources.

In 2008, Pittman became a part of the FOSS Science Leadership Academy, a Science leadership consortium of science-focused schools, led by FOSS, the Full Option Science System (and District-adopted Science program), the Lawrence Hall of Science, UC Berkeley, and West Ed's K-12 Alliance, the goal of which is to guarantee that every student receives quality science instruction as part of a full and complete education. In the course of this partnership, Pittman staff have been creating an integrated science and English Language Arts curriculum.

The FOSS Leadership Academy goals are to develop school based leaders (teachers and administrators) who can sustain the implementation of the California adoption of the FOSS K-8 science instructional materials in the service of increasing student achievement.

- Increase understanding of teaching and learning in terms of scientific inquiry, instructional design, assessment design, and use of science notebooks

- Increase knowledge and skills for teacher-leadership including change theory, working with adults, and creating professional learning communities
- Build advocacy within the school, district and community for science education as a core part of the elementary curriculum

In the first year of this partnership, 2008-2009, School leaders (principal and four teachers) developed an understanding of what quality science education is, developed our team, built background knowledge to faithfully implement FOSS, studied inquiry based instruction, conceptual flow, and notebooks. Our Leadership focus was ensuring that science instruction was meaningful in our own classroom and that of another colleague at our same grade level, team building and working with adults.

In the second year, 2009-2010, we worked on refining our craft of science instruction, studied the instruction-assessment cycle and use of student work to monitor and adjust. Our Leadership focus was on the entire grade level and the change theory and practical applications.

In the next school year, 2010-2011, we will study student understanding and the impact on instructional decisions. Our Leadership focus is full implementation of the Foss science curriculum throughout the school, Kindergarten through eighth grade, and professional development design.

In November 2009, Pittman received Board approval to open an educational magnet school of choice based on a successful, research-based model of Dual Language (Spanish-English) immersion. Kindergarten through eighth grade students in the Dual Language program will be provided an exemplary bilingual-biliterate-bicultural educational experience focused on high academic achievement, lifelong learning, self-motivation, and responsible citizenry. This program will commence in the 2010-2111 school year, and will be subject to all policies and guidelines as contained in this Charter.

Most recently, in February 2010, the California Department of Education included Pittman Elementary School in its list of "persistently low-performing" schools, and called for the District to take reformative measures to increase student achievement through the adoption of one of several reform models prescribed. Specifically, the mandate also requires the District to, among other things, eliminate policies and practices that are barriers to reform and to provide financial support to the extent necessary to carry out meaningful reform.

Pittman Charter School fully embraces the Legislative Intent of the Charter Schools Act as well as the call to reform embodied by Race to the Top directives. ***As low standardized test scores at Pittman and throughout the District suggest, the existing educational program is not working for our students.***

At Pittman Charter School, we intend to counteract this trend by offering and providing inquiry-based, student-centered learning and teaching a broad, relevant, and meaningful curriculum to all students. Studies have shown that students benefit from a curriculum that does not teach academic subjects in isolation, but through integration across the curriculum, allowing students the time and depth necessary to master important concepts and state

standards. Integrated thematic instruction assists students in making connections between the skills and concepts they learn in the core subjects. Students will also learn to make connections to prior learning, build meaningful bridges of learning, and learn how to adapt and apply learning to new situations. *These attributes prepare students to become educated people of the 21st century. Such individuals are fully literate, knowledgeable, principled, competent, self-motivated, and committed to lifelong learning.*

At Pittman Charter School, teachers will work together collaboratively within and across grade levels and content subjects to develop consistent, creative approaches for planning, teaching, and assessment, while being mindful of the school's vision, mission, and core beliefs. Regular and systematic review and revision of classroom and school approaches to learning will be central to the operation of the school, and teachers will have a primary role in these processes.

By combining a rigorous integrated curriculum with staff collaboration, monitoring and adjusting, we believe that we will be providing educational opportunities for all children, including those who are members of minority populations, socioeconomically disadvantaged, and to a large extent, who speak a native language other than English (English Learners) and who have previously been denied this type of education. We believe that we will be offering to the students of Stockton Unified School District a well-designed, hopeful, encouraging, and productive option for an enriched and meaningful public education.

Purpose of the Petition

Through a charter, Pittman Charter School seeks to enable students to achieve established student achievement goals by increasing learning opportunities for all students in kindergarten through eighth grade, which will expand learning experiences for students who are identified as academically low-achieving, as well as expand the learning experiences of advanced students. Pittman Charter School offers both a high-quality educational choice to parents and professional choices to teachers. (Ref. Education Code § 47601)

Section 47605(h) of the Charter Schools Act calls for the school district governing board to give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as "academically low achieving". Our designation by the state of California as "persistently low-performing" serves as the foundation of this charter petition, which will be administered by, and integrated into, the Stockton Unified School District's operations and educational services. It is now this group's desire to implement the proposed educational reforms at Pittman Charter School.

Benefits of this Charter School to Stockton Unified School District

The *Charter Schools Act of 1992* encourages school boards and schools to think outside the "box" to find solutions to current educational challenges. A major stipulation is that we create a school where all students can be academically successful, especially those who traditionally have not been successful. In February 2009, President Obama signed into law the American Recovery and Reinvestment Act (ARRA), legislation designed, among other things, to invest heavily in education. The ARRA lays the foundation for education reform through the Race to the Top fund, by supporting investments in innovative strategies geared to lead to improved student achievement.[1] In addition, Race to the Top mandates require the District to enact comprehensive reforms in its state-identified low-performing schools. In both cases, the goal of such restructuring is to increase the academic performance of students.

With that in mind, this charter petition proposes to create a demonstration school within the District based on the identified needs of the student population and employing innovative strategies and policies to meet those needs, in this case a science-focused, dual language school with complete integration across the curriculum. Moreover, such a demonstration school can serve as a safe laboratory for trying ideas that might serve as models for school improvement and student achievement throughout the District. In this way, our charter will benefit the district as a whole.

Finally, the approval of our charter petition will help us implement the school reforms called for under Race to the Top provisions and permits our restructuring to take place in a timely manner. Inherent in the concepts of charter schools is the belief that meaningful educational reform must be developed at the local site level and with the full participation of all stakeholders - teachers and other employees, school board members, parents, guardians, and other community residents. We want to show that public education can work when managed differently. We feel that it is important to demonstrate to the taxpaying public that our public school system can work in Stockton for **all** students when innovative and progressive ideas are implemented within a challenging, academically rigorous instructional environment, and when certain policies, ingrained bureaucracy, and other barriers that impede such efforts are eliminated.[2]

---

[1] Race to the Top Executive Summary, U.S. Department of Education, November 2009

[2] Darling-Hammond, Linda, "The Right to Learn: A Blueprint for Creating Schools That Work," 1997

The Limited Nature of this Charter Petition

The charter that we seek is limited in nature. We intend, for the most part, to work within existing conventions. We will

1) continue to operate as a school in the Stockton Unified School District,

2) continue to be district employees, and

3) continue to educate district students.

Unless otherwise contravened in this petition, existing district policy, existing contract agreements, and existing state education code will be applicable at Pittman Charter School. Thus, our petition calls for retaining the same medical benefits, the same pay scale, the same retirement benefits, the same seniority rights, etc. that other members of the Stockton Teachers Association (STA), California School Employees Association (CSEA), and United Stockton Administrators (USA) receive, unless specifically contravened by this charter.

Crucial to the success of the school is the employment of staff members who are fully committed to the mission, the philosophy, and the governing structure of the school, and who can articulate and demonstrate the professional competence necessary to carry out the educational plan described in this Charter. As such, all staff positions at Pittman Charter School shall be subject to an interview and select process for new assignment.

ADA generated from our student population will continue to go to the district general fund. Pittman Charter School will use what is allocated to the school based on established formulas for allocating general and categorical funds to schools. We will, however, be able to use that allocation to achieve the School's academic goals by, for example, allocating funding to reduce the student to teacher classroom ratio and expanding instructional time. Pittman Charter School will also seek additional funding, through grants and other sources, for which the School and District may apply.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM MISSION

Educational Philosophy

Governing Law:
A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

- California Educational Code Section 47605(b)(5)(A)(i)

Program Mission

The mission of Pittman Charter School is to provide a highly supportive and academically challenging learning environment for all students. In support of the above Mission Statement, we hold the following beliefs of our students, staff, and community:

- *all students and teachers can and will succeed*
- *high standards of performance are expected of all students and staff*
- *teaching and learning are the top priority of staff and students*
- *parents and community members will support, promote, and celebrate the achievements of students and staff*

What it Means to be an Educated Person in the 21st Century

Every child in American needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders in the 21st century. There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by infusing 21st century skills into their teaching and learning.

- Partnership for 21st Century Skills

We live in an increasingly diverse, globalized, complex, and ever-changing society. Our students face many emerging issues such as war, global warming, famine, poverty, health issues, and other environmental and social issues. These issues lead to a need for students to be able to communicate, function and create change personally, socially, economically, and politically on local, national and global levels.

So what is 21st century education? It is bold. It breaks the mold. It is research-driven and outcome based. It is flexible, creative, challenging, and complex. It is based on high-expectations, using an integrated and interdisciplinary curriculum that is connected to students' interests, experiences, talents, and the real world.

Pittman Charter School's mission is to provide all students with an exceptional education that will provide students with the skills to allow them to excel inside and outside of the classroom; skills that will be crucial to their success as high school students, college freshmen, professionals, and participants in a democracy.[3] We seek to achieve this mission by providing students a rigorous standards-based core curriculum, a well-trained staff, high academic standards and behavior expectations, extended instructional hours and support, and meaningful learning experiences that connect to students' real life experiences. By ensuring students become voracious readers, problem solvers, inquisitive, self-motivated, competent, and life-long learners, the school will prepare them to pursue and succeed in higher education, and for success in the 21st Century world.

The following goals will provide authentic academic achievement for Pittman Charter School students:

1) To meet and exceed the educational standards established by the State of California, with an emphasis on the ability to apply this knowledge;
2) To demonstrate the ability to problem solve and utilize critical thinking skills within the academic content areas and to demonstrate the ability to transfer these skills from the classroom to the community at large;
3) To demonstrate science proficiency in terms of scientific inquiry and observation, instructional and assessment design, and skillful use by students of science notebooks and journals;
4) For students of the Dual Language Academy, to become fully bilingual and biliterate in English and Spanish;
5) To work cooperatively with others, to communicate effectively, and to be self-motivated, life-long learners;
6) To understand and appreciate different cultures and to demonstrate such understanding by working and problem solving with people from different cultures and to share their perceptions of those interactions;
7) To utilize technology as an organizational, communication, and problem-solving tool;
8) To develop talents and express ideas and emotions through visual and performing arts; and
9) To demonstrate civic responsibility and meaningful contribution to our community, including service learning, career awareness, and character development.

More than anything else, being an educated person means being able to see connections so as to be able to make sense of the world and act within it in creative ways – by listening, reading, writing, talking, problem-solving, seeing the world through others' eyes, empowering others, and by leading.[4]

---

[3] Shmoker, Mike. "Measuring What Matters." Educational Leadership. Vol 66 (4), December 2008/January 2009, pp. 70-74.

[4] Cronon, William, "Only Connect . . . The Goals of a Liberal Education." The American Scholar. Vol. 67 (4), Autumn 1998.

How Learning Best Occurs

Student learning best occurs when the school's structure, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned toward the same goal.

At Pittman Charter School, we hold the belief that:

- Students must have a strong grounding in traditional academic subjects such as reading, writing, and mathematics.
- Learning must be authentic, "hands on," and connected to students' life experiences to make it meaningful and relevant.
- Retention of knowledge is higher when students have a meaningful learning experience.
- Learning experiences must provide opportunities for students to develop conceptual frameworks.
- New knowledge must be attached to students' prior knowledge in order to make a true impact on their learning.[5]
- Students must have positive experiences with schooling and learning and opportunities to reflect on their learning.[6]
- Quality teacher training is essential to maintaining a vibrant, collaborative teaching community.
- Parent involvement in the learning community is a key component of the meaningful education of a child.

[5] Dong, Yu Ren, "Linking to Prior Learning." Educational Leadership. Vol. 66 (7), April 2009, pp. 26-31.
[6] San Antonio, Donna Marie, "Understanding Students' Strengths and Struggles." Educational Leadership. Vol. 65 (7), April 2008, pp. 74-79.

Essential Program Elements

Pittman Charter School's instructional program will incorporate the following design elements to serve all students in its targeted population:

Curriculum [See pages 19-23, Curriculum Design]

1. **Integration of core academic subjects**: Pittman Charter School promotes learning as an integrated, interdisciplinary process rather than as a series of isolated subjects. Integrated thematic instruction assists students in making connections between the skills and concepts they will learn in the core subjects. Students also learn to make connections to prior learning and build meaningful bridges across the curriculum. Pittman Charter School will provide instruction in fundamental skills in English Language Arts and Mathematics and will integrate these with science and social studies. For example, students may conduct experiments before reading about the science behind the experiments; students will extend writing elements in science notebooks, or research papers for science or social studies.

2. **Dual Language:** Dual language programs represent "additive/enrichment" models of bilingual education.[7] These programs benefit English Language Learners as well as students whose primary language is English by enabling both groups of students to become proficient in two languages. Evidence of research into two-way immersion programs indicates that the closing of achievement gaps is most likely to occur in the context of a biliteracy curriculum.[8]

Instruction [See pages 24-25, Instructional Design]

3. **Targeted Intervention**: A key component to Pittman Charter School's program of study will be to deliver targeted and effective remedial support to students demonstrating need in key academic areas. This instruction is considered a mandatory program requirement for achieving student success.[9] Pittman Charter School will plan and provide extensive pull-out remediation for students who are two years or more behind grade level, structure small group or in-class intervention for students who are less than two years behind grade level, and be proactive in intervening with students at risk for falling behind. Intervention plans will be appropriate for the child's age, grade-level, and will be flexible in scope and practice in order to best accommodate students' needs.

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[7] Lopez Estrada, Veronica; Gomez, Leo & Ruiz-Escalante, Jose Agustin, "Let's Make Dual Langauge the Norm," Educational Leadership. Vol. 66 (7) , April 2009, pp. 54-58.

[8] August & Shanahan, 2006: Genesee et al, 2006; Slavin & Cheung, 2004 and Gándara & Rumberger, 2006. An additional study by Collier in 1995 indicates high school students who participated in two-way immersion programs have higher educational gains than those who were enrolled in other bilingual or ESL programs in elementary school (Thomas and Collier 1997)

[9] Parrett, William; Budge, Kathleen, "Tough Questions for Tough Times," Educational Leadership. Vol. 67 No. 2, October 2009, pp. 22-27.

4. **Differentiated Instruction**: To meet the needs of inclusive, untracked classrooms where many ability levels will be represented, teachers at Pittman Charter School will utilize differentiated instruction, which enables teachers to plan strategically to meet the needs of every student. It is rooted in the belief that there is variability among any group of learners and that teachers should adjust instruction accordingly (Tomlinson, 1999, 2001, 2003). Teachers will differentiate content, process, and product when designing learning activities.

5. **Inclusive Classrooms**: Pittman Charter School will build a learning environment that supports the school's vision and mission and where all student abilities are valued.[10] Inclusive classrooms will allow students to interact with peers of differing cultural backgrounds and differing social and academic levels.

Assessment [See pages 37-42, Measurable Student Outcomes]

6. **Multiple Measures**: The use of assessments to plan, monitor, and guide instruction is a well-known instructional and educational necessity. At Pittman Charter School, students will be assessed by a variety of means geared towards performance assessments,[11] as well as classroom tests and quizzes, grade level common assessments, and district and state benchmark assessments. Schools using performance assessments, when compared with the restrictions of schools geared solely towards standardized testing, are more likely to meet the academic, social, and psychological needs of their students.

Faculty [See page 26, Continuous Professional Development]

7. **Teacher Collaboration**: Close collaboration between teachers is key to effecting significant academic improvement.[12] Teachers will work together collaboratively within and across grade levels and content subjects to develop consistent, creative, approaches for the planning and delivery of curriculum, assessments and reassessment, in order to meet student needs. Each week teachers at the same grade level will design lessons, share successful strategies, and analyze data. At least four times a year, vertical articulation will occur across grade levels to ensure that the needs of all students are being met and high expectations are the norm. In addition, at least six times a year, grade levels will plan a lesson, observe one of their colleagues deliver the lesson, and finally discuss the outcome of the lesson by looking at what was effective and less effective about the lesson. Information from these work sessions will be used to inform and guide future instruction.

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[10] Parrett, William; Budge, Kathleen, "Tough Questions for Tough Times," Educational Leadership. Vol. 67 No. 2, October 2009, pp. 22-27.
[11] Tashlik, Phyllis, "Changing the National Conversation on Assessment," Kappan. Vol 91 (6), March 2010, pp. 55-59.
[12] Chenoweth, Karin, How It's Being Done: Urgent Lessons From Unexpected Schools, Harvard Education Press, 2009.

8. **Professional Development**: In order to promote each teacher's effectiveness and self-efficacy, and for program success, Pittman Charter School will provide for on-going, strategic, and intensive professional development, including training and use of research-based instructional programs.

Parents/Community [See pages 43-44, Governance Structure]

9. **Parent Involvement**: Parents are a critical component to the success of our students. Regular parent conferences, during and after school family activities, and recruitment of parents to participate in the school's governance, PTA, and ELAC committees, will ensure active parent involvement at Pittman Charter School. In addition, many parents want help and guidance in helping their children meet their academic goals.[13] Prior to the commencement of school, parents will be invited to a mandatory meeting with the principal or other designee to discuss the important role that they must play in the life of their child. Much of the discussion will center on ways parents and the school can work together to ensure their child's success. After this meeting, parents will be expected to read to or with their child every night and to help their child with their homework. The school will provide workshops to help parents develop strategies and ideas that grade level standards that can be reinforced in meaningful ways in the home. Parent volunteers will be welcome on our campus and looked upon as a crucial element to the success of each of our students.

10. **Community Involvement:** Pittman Charter School believes that the goal of student achievement is furthered when strong community support exists. To this end, Pittman Charter School will continue to develop and maintain strong community ties, including collaborations with California State University, Stanislaus and partnerships with the Junior League of San Joaquin County.

Other Support

11. **School Size**: Pittman Charter School seeks to maintain a student population size that will allow students and teachers to develop close, meaningful relationships that promote better conditions for teaching and learning.

12. **Low Student to Teacher Ratio**: Pittman Charter School intends to maintain a low student-teacher ratio at all grade levels that will encourage close relationships between teachers, students, and parents, and that will allow teachers to employ more individualized instructional strategies.

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[13] Gorski, Paul, "The Myth of the Culture of Poverty." Educational Leadership. Vol. 65 (7), April 2008, pp. 32-36.

writer's workshop where students are encouraged to experiment with different genres of writing and the teacher gives lessons specific to each student's level.

Science

International studies show that the United States continues to lag behind other countries in students' knowledge of science and math. On virtually every measure available – from initial tests to national tests such as the National Assessment of Educational Progress (NAEP) – students in the United States have ranked poorly.[19] Many people in the United States understand that students must be prepared for a world that is shaped by science and technology, and that in order for our society to remain competitive in an advanced technological era, a good science education is critical. Yet the current curriculum focus in this, and many other school districts, continues to stress less, not more, science instruction.

Pittman Charter School will be science focused. This means that science will be a part of the daily activities of the students, engaging them in active inquiry about the science content standards.[20] Science literacy, which encompasses mathematics and technology as well as the natural and social sciences, will be promoted at Pittman Charter School. This will include being familiar with the natural world; being aware of some of the important ways in which mathematics, technology, and the sciences depend upon one another; understanding some of the key concepts and principles of science; having a capacity for scientific ways of thinking; knowing that science, mathematics, and technology are human enterprises; and being able to use scientific knowledge and ways of thinking for personal and social purposes.[21]

The school will use the district adopted materials, Full Option Science System (FOSS) in grade K-8 so that students can be immersed in learning science in a hands-on approach. Science will be integrated with language arts and mathematics. For example, students might read science as expository text and identify main ideas and supporting details; students might construct mathematical graphs using data from their science experiment. Students will use science notebooks to hypothesize, record and interpret data, and use evidence for their conclusions and explanations. Additionally, students will defend their results as a way to communicate their understanding and meet the speaking and listening ELA standards. Pittman staff will continue to participate in the FOSS Leadership Academy through the Lawrence Hall of Science at UC Berkeley and West Ed's K-12 Alliance.

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[19] See *Highlights From TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context*, The National Center for Education Statistics (NCES), U.S. Department of Education, September 2009.

[20] The National Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level.

[21] Science for All Americans, American Association for the Advancement of Science, 1989, 1990.

Mathematics

Pittman Charter School teachers will be guided by the California State Standards and the District adopted texts for mathematics, *Scott Foresman Envision* for grades Kindergarten through fifth grade, and *McDougall-Littell* for sixth and seventh grade, and *Prentice Hall* for eighth grade. A combination of methods that allow students to develop a conceptual understanding of mathematics will be utilized along with more abstract methods for solving problems. An emphasis on students explaining their thinking and problem solving techniques will be stressed. New concepts will be introduced to the whole group and reinforced through guided and independent practice. Teachers will regularly work with targeted groups of students or individuals to re-teach concepts as needed. Classroom instruction will include hands-on activities, whole group, small group, and individualized instruction in order to differentiate instruction and ensure that all students are being taught grade level standards.

Social Studies

Social studies will be taught through integration with the English Language Arts standards. Students will become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. history, policy, and effective research techniques). Instructional strategies vary from whole group, cooperative groups, and independent practice. Important concepts will be emphasized, and teachers will regularly work with target groups of students or individuals to reteach concepts as needed.

English Language Development (ELD)

All students at Pittman Charter School will receive daily instruction in English in accordance with state standards. For students who are English Learners, English language instruction includes structured English Language Development delivered at the students' level of English proficiency. ELD includes four components: (a) listening; (b) speaking; (c) reading; and (d) writing. The instruction is designed to:

- Bring students to mastery of state ELD and ELA standards
- Develop students' English proficiency; and
- Provide access to academic content instruction

Science and social studies content will be incorporated into ELD instruction as a means of providing real world experiences on which to link vocabulary and conceptual understanding.

Visual and Performing Arts

Enrichment activities, including visual and performing arts such as drama, music, and art, will be incorporated into the curriculum on a regular basis. Teachers will utilize thematic instruction to find logical ways in which the arts can be accessed in daily

classroom instruction. In addition to the arts being integrated into classroom instruction, students will have the opportunity to participate in the band and strings program through the district at fifth through eighth grades, as well as extra-curricular programs offered after school.

Physical Education, Health, and Nutrition

Physical education provides numerous benefits for children in developing physical and mental health, and helps students learn better. Pittman Charter School will implement the Game Day District adopted curriculum which encourages teamwork, cooperation, and inclusion. During all recesses we will continue the implementation of Playworks, ensuring that all students have daily access to safe, healthy play. Part of Playworks' vision is to create essential opportunities for children to explore their imaginations, connect with others, and to grow physically, emotionally, and socially. Yard duty staff are encouraged to play with students in healthy and fun way that help children feel safe and more connected. Playworks incorporates competitive activities in developmentally appropriate ways. Pittman Charter School will continue to promote nutrition and healthy lifestyles throughout the school day and across the curriculum in reasonable and appropriate ways.

Dual Language Immersion Program

The purpose and fundamental goals of the Two-Way Dual Immersion program are:

* To provide all students the opportunity to gain high levels of academic proficiency and literacy in two languages; and
* To allow students to develop an understanding and appreciation for people of different cultures.

The two-way instructional model Pittman Charter School is based on the research on the most effective two-way immersion programs. Beginning in kindergarten, all students in a two-way immersion class at Pittman Charter school are instructed primarily in Spanish. Instruction in Spanish includes Mathematics, Language Arts, Science and Social Studies. There is a gradual increase in the amount of English instruction each year in accordance with the most effective practices as indicated in current research.

In the primary grades, native Spanish speaking students are given instruction in English in the form of English as a Second Language (ESL) instruction and English speakers are given early literacy instruction in English. In all other grades, students are integrated during English language instruction through the use of Specially Designed Academic Instruction in English (SDAIE) techniques. These and other strategies will be explained below.

In the 30 years of research of the Two-way Immersion Model, the most effective practices for program implementation have been identified and standardized. ***The United States Department of Education (USDOE) has recognized two-way immersion as one of the few programs that is making a significant difference in the drop-out rate for students of Latino/Hispanic background.***

Core elements of a successful two-way immersion program include:

- *Class composition* of a balanced number of native English speakers and native speakers of the target language, *Spanish* (at least one-third of each language group).

- *Significant instruction* in the target language in the early grades with a gradual increase of English instruction throughout until the majority of instruction is given in English in the upper grades. In Kindergarten students are taught in Spanish 90% of the day with an increasing amount of English up until fourth grade where instruction is 50 percent in English and 50 percent in Spanish. In grades 6-8 a minimum of two core subjects will be taught in Spanish.

- *Separation of languages* for instruction (teachers use only Spanish during Spanish time and only English during English time).

- *Instructional practices* providing comprehensible input for all learning styles through hands-on, experiential techniques in a language-rich environment.

- *Parental choice*, support and participation.

- *Enriched Education:* The Two-way Immersion Model is the only program that provides all students with the advantage of a second language while fully integrating native English speakers and English learners in an academically challenging and enriched learning environment.

- *Higher Education*: Pittman Charter School promotes higher education through college awareness activities such as field trips, guest speakers, and the AVID curriculum.

The Dual Language Academic Program will begin with Kindergarten and 1st grade students during the initial year, adding the next higher grade in each succeeding year, eventually reaching the 8th grade in 2017. The school will target students who meet both the school's academic and mission-based criteria.

Instructional Design

Thematic and Integrated Instruction

All students benefit from a curriculum which does not teach academic subjects in isolation. The more a student is exposed to content and vocabulary and throughout the day or instructional unit, the more likely they are to increase their vocabulary and master important concepts and state standards. (Petitto and Dunbar, 2004)

Integrated thematic instruction assists students in making connections between the skills and concepts they will learn in the core subjects. Students will also learn to make connections to prior learning and build meaningful bridges.

At Pittman Charter School, integration of instruction will be ensured through the development of our own instructional maps for the entire school year. These created instructional maps will integrate the curriculum across content areas and divide the curriculum into units that draw on materials from a number of sources. These maps will incorporate Social Studies and Science standards (when possible) with English Language Arts standards. Thematic units are planned to integrate historical fiction, writing assignments, and group projects. Effective teaching and learning requires the use of content and vocabulary across the curriculum and facilitates language development. In addition students are exposed to concepts and vocabulary in a sequential manner, which enable students to make sense of new concepts and integrate them with instructional units and concepts taught earlier in the year.

Differentiated Instruction

- Teachers design lessons that explicitly include differentiation based on data and identified student needs, and are taught using instructional strategies that best facilitate differentiation.
- Students will be taught in small groups for reading, mathematics, social studies, and science as appropriate in order for the teacher to observe and record individual student growth on a regular basis.
- Maintenance of a caring, thoughtful environment incorporating the Eight Great Character Traits into our curriculum.
- The student/teacher ratio in K-8 classrooms will not exceed 25:1.

Instructional Strategies and Techniques

The following curricular and instructional techniques will be utilized at Pittman Charter School for instruction in both English and Spanish from kindergarten through the eighth grades. These techniques and strategies are based on extensive research and best practices, and are designed to enable teachers to differentiate instruction for individual students.

At Pittman Charter School, the delivery of an effective instructional unit will require the use of a variety of student-centered pedagogical strategies, including:

* **Explicit Instruction**: Teacher presents the lesson and students individually demonstrate their new skills or knowledge.
* **Guided and Independent Practice**: Teachers present new information employing the "I Do, We Do, You Do" model, wherein students are given multiple structured opportunities to observe, interact with, and practice new skills and knowledge.
* **Inquiry**: asking questions and seeking answers in a variety of ways, including experimentation, research, and reading.
* **Problem Solving**: Students' learning is guided by the identification of assumptions, use of critical and logical thinking and consideration of alternative explanations.
* **Project-Based Instruction**: Students are provided the opportunity to apply learning to complex problems; students are required to conduct research, analyze and synthesize information across subject areas, and develop written and oral end products.

As a means of addressing a variety of learning modalities, the use of technology (computers and related multimedia software, document readers, tablets, smart boards, etc.) ,as a tool to deliver instruction is strongly encouraged.

Specially Designed Academic Instruction in English (SDAIE)

The staff will implement SDAIE techniques in both English and Spanish as the delivery model for a school-wide, content-based language development program. These techniques include: whole group, explicit instruction to introduce new concepts, and small, leveled group instruction to differentiate and reinforce the ELD standards that are being targeted for each group of English Learners. Students will also engage in cooperative group activities and independent practice to acquire linguistic competency. All instructional staff will receive extensive professional development to train teachers to use state ELD, English Language Arts and content standards in an integrated approach to instruction.

Guided Language Acquisition by Design (GLAD)

The staff will implement GLAD strategies as an essential part of instructional delivery throughout the curriculum. GLAD is a learning environment that promotes and values all personal, linguistic, and cultural experiences. Students' prior knowledge is activated and focused-upon through schema, inquiry, observation charts, brainstorming, and clustering. High standards and expectations are a constant. In addition, metacognition, active participation, and collaboration are the norm throughout instruction. All instructional staff will receive extensive professional development to train teachers to use GLAD strategies across the curriculum in an integrated approach to instruction.

Continuous Professional Development

A key element for program success is the provision for on-going, strategic and intensive, professional development for faculty members of Pittman Charter School.[22] Such professional development includes, but is not limited to, the following:

- Annual Staff Retreat: a 5-day teacher preparation session prior to the commencement of each school year to, among other things, collaborate on establishing a standards-based instructional "timeline" that incorporates all aspects of the curriculum – reading, mathematics, science, social studies, physical education, the arts, and other content rich units of study to facilitate the presentation to students of multifaceted material to tap into multiple intelligences, modes of learning, and comprehension for all students, including English Language Learners;
- Weekly grade-level meetings to plan and collaborate on developing meaningful, engaging, high-interest and consistent classroom instruction, and to share and review data to drive instructional practices;[23]
- Vertical collaboration, held a minimum of four times per year, to develop efficient and effective working relationships to, among other things, promote and develop the shared vision of the school, ensure the alignment of curriculum, instructional, and other school structures, and enhance efforts to address barriers to student learning;[24]
- Instructional and/or content-based professional development workshops developed in collaboration with teachers to target identified needs;
- Group and individualized coaching on effective classroom instruction designed to help students accomplish their short and long-term goals;
- Staff development that covers training in Reading (Macmillan, McDougall-Little), Math (Envision), Pre-Algebra, Algebra, Science (FOSS), Social Studies (Scott Foresman), and Physical Education (Game Day);
- Training in the California Frameworks, Aligning and Teaching the California Content Standards to the Proficient Level, Teaching English Language Learners (using GLAD), Special Education, and other relevant health and safety issues.

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[22] Teacher effectiveness is a significant factor affecting student learning. See Comprehensive study by Wright et al 1997, p. 63.

[23] Steele, Jennifer L., Parker Boudett, Kathryn. "The Collaborative Advantage." Educational Leadership, 66 (4), December 2008/January 2009, pp. 54-59; Borko, H. (2004) "Professional Development and Teacher Learning: Mapping the Terrain." Educational Researcher, 33(8), pp. 3-15; Gearheart, M. & Osmundson, E. (2008), "Assessment Portfolios as Opportunities for Teacher Learning." (CRESST Report 736). Los Angeles: University of California, Center for Research on Evaluation, Standards, and Student Testing.

[24] Adelman, Howard S., Taylor, Linda. "Involving Teachers in Collaborative Efforts to Better Address the Barriers to Student Learning." Preventing School Failure, 42 (2), Winter 1998, pp. 55-60.

Plan for Students who are Academically Low-Achieving

Pittman Charter School will differentiate instruction to meet the needs of low-achieving students. The School will also offer a combination of targeted, embedded interventions during the school day and a tutorial-based extended-day program. These intervention programs will allow students additional opportunity to learn the skills and knowledge necessary to meet the rigorous standards set forth by the School, District, and State.

Student Interventions

Pittman Charter School will provide a comprehensive student intervention program if grade level benchmarks are not met.

Classroom Support

Interventions will begin with the classroom teacher who will be responsible for the ongoing assessment of student progress and for the identification, based on multiple measurements, of students requiring additional concept building or re-teaching.

The first step of intervention will be modification of classroom instruction. Classroom teachers will provide students with additional one-to-one support, small group instruction, and referral to targeted intervention and/or after school tutoring.

Remedial Support

Small group intervention will be provided for students who are achieving far below the grade level benchmarks. This remedial and/or extra support teaching will be provided during the course of the student's regular school day by certificated teachers, whose primary job duties will be to provide direct intervention for students.

Student Assistance Program

The purpose of the Student Assistance Program (SAP) is to assist students who evidence any variety of problems or concerns that pose a challenge to student achievement.

When students are identified as performing below grade level, or otherwise experiencing issues that are impacting the student emotionally, socially, and /or academically, they will be referred to the School Assistance Program's CARE team (Caring Adults Respond Effectively). The CARE team is composed of administration, psychologist, counselor, nurse, resource teacher, program specialist, literacy specialist, numeracy specialist, and speech therapist. This team may recommend a Student Success Team (SST) meeting for further analysis of the child's needs.

The Student Success Team includes the child, parent, teacher(s), administrator, counselor, and anyone else connected to the child who can provide information about the student's strengths, concerns, and strategies that have been used in the past. The SST employs a systematic problem solving approach to analyze a student's needs and developing a plan of action to meet the identified needs. The SST clarifies problems and

concerns, develops strategies and organizes resources in a plan of action to meet those needs.

If students do not demonstrate measurable progress after implementation of the SST plan and follow-up, they may be referred to the school psychologist to assess the student for learning disabilities and/or other factors which could impede student progress. If a student qualifies for special education services, the student will be placed on an IEP (Individualized Educational Program).

Plan for Students who are Academically High-Achieving

Differentiated instruction will also address the needs of high-achieving students. Gifted learners will be given stimulating educational experiences appropriate to their ability so that they can realize their potential. Each student has the right to learn and to be provided challenges for learning at the most appropriate level where growth occurs most effectively.

The high achieving students' program will be planned and organized as an integrated differentiated learning experience within the regular school day, and may be augmented or supplemented with other differentiated activities related to the core curriculum using strategies such as group investigations, acceleration, literature circles, learning contracts and enrichment. The curriculum will be modified in response to individual student differences. Their needs will be met through focusing on key concepts and skills, and continual progress. They will be provided engaging and challenging work. The four major dimensions for designing differentiated curriculum for high achieving students are: depth, complexity, novelty, and acceleration, all of which are currently lacking for these students.

These students will also be encouraged to participate in a social support group to meet their emotional and social needs.

Plan for English Language Learners

Governing Law:
Each Local educational agency shall . . . Provide a program for English language development instruction to assist pupils in successfully achieving the English language development standards adopted by the State Board of Education pursuant to Section 60811.

- California Education Code Section 404(d)(2)

English Learners[25] will study the district adopted English Language Arts curriculum that will be rigorous, interactive, engaging, standards-based, meaningful, and relevant to their lives. Teachers will present lessons that are at students' appropriate level of acquisition, and students will learn to make connections to prior learning with a focus on increasing students' conceptual understanding.[26] Lessons will be delivered in a manner that is comprehensible, that encourages student generated conversations in an environment that is nurturing and accepting of students' primary language and culture.

Parents of English learners will be required to participate in the academic achievement of their child through parent meetings, family nights, and classroom participation. Parents will be considered to be an active member of our school community. Parents will always be welcome to come to our campus to share their life experiences and expertise.

Pittman Charter School's current and projected student population includes a substantially high percentage of English Language Learners. In meeting the specific challenge of this population, Pittman Charter School will identify and serve English Language Learners in the following way:

1. English Language Learners (ELLs) will be identified by parent responses to the questions in the Home Language Survey as part of the Stockton Unified School District enrollment process and the Pittman Charter School Application Packet;
2. Once identified, Pittman Charter School will annually test students using the California English Language Development Test (CELDT) to evaluate students' ability to listen, speak, read, and write in English;
3. CELDT results will be used to create program placements for each student; Pittman Charter School will provide support and resources to match student needs and t support high academic achievement.

English Language Development (ELD) instruction will be appropriate for the English Language Learners' identified level of language proficiency. ELD classes will focus on the teaching of basic interpersonal communication skills including speaking, listening, reading, and writing in English. The number of ELD instructional minutes will be based upon a review of test results,

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[25] The term English Learner (EL), as used in this charter, is synonymous with the term English Language Learner (ELL) and the term Limited English Proficient, as defined in section 9101 of the Elementary and Secondary Education Act (ESEA).

[26] Aleman, Delfino, Johnson Jr., Joseph F., Perez, Lynn. "Winning Schools for ELLs." Educational Leadership. Vol. 66 (7) , April 2009, pp. 66-69.

including the CELDT, California Standards Test, and classroom performance, and will, at a minimum, meet state-mandated requirements of 30 minutes per day. ELD instruction will be based on the ELD standards, and will target instruction on each student's level of proficiency.

Outside of the instructional minutes in ELD classes, all students will be mainstreamed in regular English classes and will be held to the same rigorous academic standards as non-English Language Learners.[27] To ensure success in core content curriculum for English Language Learners, Pittman Charter School will utilize the following strategies:

* Staff will be certified in Cross-Cultural Language Acquisition Design (CLAD), or equivalent and be knowledgeable about second-language acquisition, cultural diversity, and best practices in order to meet the needs of linguistically and culturally diverse students;
* Teachers will be provided with information about their student's English Language Development (ELD) levels to enable teachers to individualize instruction based upon those levels;
* During whole class instruction, teachers will utilize materials within the state adopted curriculum and engage students by using thematic planning and specially designed academic instruction in English (SDAIE) to facilitate learning;
* Staff development will be offered on differentiated instruction for English Learners, including the use of SDAIE and GLAD strategies;
* Supplemental instructional support will be provided for English Learners, if possible, in order to develop the students' native language as a resource to support English acquisition;[28]
* Teachers will utilize strategies that inspire English Learners to think, and ultimately to learn, at higher levels;
* ELD Assessment portfolios will be developed to record student progress toward acquiring English language at each grading period;
* Active involvement of the parents of English Learners will be promoted;
* An English Learners Advisory Committee (ELAC) will be established and maintained to provide input into the school's ELD program;
* Parents of English Learners will be provided with the tools to support the academic achievement of their children at Pittman Charter School.

[27] Lundquist, Anne M; Hill, Jane D. "English Language Learning and Leadership: Putting It All Together." Phi Delta Kappan. Vol. 91 No. 3, November 2009, pp.38-43.
[28] Crawford, James; Krashen, Stephen, English Learners in American Classrooms, Scholastic 2007.

Plan for Addressing Barriers to Learning

> *"The degree to which a school can create an atmosphere encouraging mutual support, caring, and a sense of community seems highly related to how well it is likely to prevent and ameliorate learning, behavior, and emotional problems… The ultimate aim is to weave all resources together into the fabric of every school and evolve a comprehensive component that effectively addresses barriers to development, learning, and teaching."*
>
> *Adelman, Taylor, and Schneider, "A School Wide Component to Address Barriers to Learning," Reading and Writing Quarterly #15 (1999).*

Research on the achievement gap in schools has identified numerous barriers to learning that must be acknowledged and addressed by schools and districts in order to ensure student achievement. They include poverty, homelessness, living in foster care, transiency, parental incarceration, family crises, poor counseling and health-care, lack of first-language literacy, living in a high crime area, participation in, or exposure to, destructive gang activities and drug distribution and use, among others.

These barriers, which generally involve social and economic inequalities and restricted opportunities, can result in learning, behavior, emotional, and health problems ranging from the mild or moderate to severe and pervasive. In order to overcome these barriers to learning, we must provide the services and supports that address the full range of students' needs.[29]

> ***"School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge."***
>
> ***- Carnegie Council on Education Task Force***

Pittman Charter School's current and projected student population includes a substantially high percentage of students with mild to severe academic, behavior, social, and / or emotional needs which can be barriers to learning.

Pittman Charter School utilizes C.A.R.E (Caring Adults Respond Effectively) to implement the Student Assistance Program (SAP), a model of comprehensive learning supports to address our students' needs. Our credentialed School Counselor coordinates CARE's continuum of services from universal prevention, to early intervention, to on-going support of moderate to severe needs. The services provided by the School Counselor as part of a universal support plan to address student needs are extensive in their scope, and vital in their effectiveness in contributing to student achievement.[30]

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[29] A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act, U.S. Department of Education, March 2010.

[30] Webb, L., Brigman, G., & Campbell, C. (2005). "Linking School Counselors and Student Success: A replication of the Student Success Skills Approach Targeting the Academic and Social Competence of Students." Professional School Counseling, 8(5), 407-413.

Universal Prevention includes guidance curriculum to teach academic, career, and personal/social standards, evidence based alcohol, tobacco, drug, and violence prevention curricula (Too Good for Drugs), and positive development activities including character traits and asset development (Eight Great Traits).

Targeted Early Intervention is data driven and integrated into our individual student planning. As teachers and staff meet with students to review academic performance and identify short and long term goals, barriers to learning will also be identified and supports put in place. These supports, coordinated by the School Counselor, may include, but are not limited to:

- instructional intervention
- attendance, behavior, and/or homework contracts
- support services such as study skills or counseling groups
- health services
- environmental supports such as coaching, consultation and professional development, and
- other services as needed.

Selected intervention and individualized support includes Student Success Teams, Behavior Support Plans, 504 Plans, and Special Education IEP's that provide individualized goals and supports to address individual student needs. (504's are coordinated by the administrator and IEP's are coordinated by the Resource Specialist.)

Plan for Serving Students with Disabilities

Governing Law:
Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special educational local plan area that includes the school.

- California Education Code Section 47642

Pittman Charter School recognizes that all individuals with exceptional needs have the right to participate in free appropriate public education (FAPE), and shall comply with all applicable State and Federal Laws in serving students with disabilities, in accordance with Education Code § 56000 et seq., Section 504 of the Rehabilitation Act ("Section 504"), the American with Disabilities Act ("ADA"), the Individuals with Disabilities in Education Improvement Act ("IDEIA"), and Stockton Unified School District's Special Education Local Planning Area (SELPA) policies and procedures.

No student otherwise eligible to enroll in Pittman Charter School will be denied enrollment due to disability or the school's inability to procure necessary special education services. [SUSD Board Policy AR/BP 6159; 6164.4]

The Stockton Unified School District SELPA will deliver required and appropriate special education services to students enrolled in Pittman Charter School. These services shall include:

1. Initial, annual and triennial evaluations
2. Individual Education Plan (IEP) development and implementation;
3. Responsibility for providing special education services as delineated on all enrolled students' IEPs.
4. Responsibility for special education transportation as indicated on IEPs;
5. Due process/compliance proceedings
6. Submission of all required reporting, filings, etc. to fully comply with the SELPA, California State Department of Education (CDE) and federal requirements.

Section 504 and the Americans with Disabilities Act (ADA)
This agreement is intended to address the responsibilities of the parties with respect to the provision and financing of special services under Section 504 of the Rehabilitation Act (Section 504), or under the Americans with Disabilities Act (ADA) and does not cover services or accommodations required under IDEIA. Stockton Unified School District will be responsible for compliance with Section 504 and the Americans with Disabilities Act (ADA) with respect to eligible students. Pittman Charter School will adhere to the requirements of Section 504 by having a board-adopted process, an identified Section 504 coordinator, written Stockton Unified School District Charter School Petition Section 504 referral, evaluation processes, provision of services as recorded on appropriate forms, and procedural safeguards.

Special Education Referral Process
Students may be referred to special education upon completion of the Student Study Team (SST) process, or by parent request. If a parent formally requests a special education assessment in writing, an assessment plan, outlining proposed testing in all areas of the student's suspected disability will be generated within fifteen (15) calendar days from the date that the special education representative receives a written request.

Interim Placement and IEP Development
Pittman Charter School adheres to the legal mandates outlined in Education Code § 56000 et seq. and the Individuals with Disabilities Act 20 U.S.C. Chapter 33. When the school receives a completed enrollment form indicating the student has, or may have, an active IEP, the special education teacher will be instructed to request, in writing, an IEP meeting. The parents will participate in the IEP meeting which will be held by district of residence, and which will include the Pittman Charter School. The purpose of the meeting will be to determine if FAPE can be met through the services offered at Pittman Charter School. The school will provide interim special education placement services that essentially contain all the elements in the student's previous IEP and as outlined on the Stockton Unified School District SELPA Interim IEP form. A new IEP will be written on the corresponding Stockton Unified School District SELPA forms within 30 days (Education Code, Section §56325). The IEP team is comprised of the parent (and/or their requested representative[s]), a general education teacher familiar with the student's work, any special education personnel who will be working with the student, an administrative representative, and, when appropriate, the student. Areas of need, goals and objectives, and frequency/duration of services are designed to promote educational benefits for identified students. Annual goals are developed for all students with special needs based upon California Grade Level Standards and Frameworks. Should the IEP team determine that the student will participate in the California Modified Assessment (CMA) or, California Alternate Performance Assessment (CAPA), short-term objectives will be developed as well. Progress is periodically monitored. Written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts.

Initial and Triennial Assessments
Students requiring an initial evaluation to determine if they meet eligibility requirements to receive special education will be referred to the charter school's special education contact person. The designated person will generate a referral for special education; monitor all legal timelines; develop an assessment plan (offering testing in all areas of suspected area of disability [EC §56040 through §56344]; coordinate qualified personnel to provide the required testing [EC §56320]; distribute written assessment reports to the parent prior to the IEP meeting [EC §56327]; generate an IEP meeting notices [EC §56195.8]; develop and facilitate the IEP meeting [EC §56345]; and distribute copies of the IEP to appropriate personnel [EC §56347]. Pittman Charter School will use all required IEP forms authorized by the Stockton Unified School District SELPA.

Stockton Unified School District SELPA will be provided duplicate copies of all IEPs for purposes of monitoring compliance per the SELPA Local Plan. CASEMIS data will be documented by Pittman Charter School in a timely manner to ensure Stockton Unified School District SELPA deadlines for reporting information to the California Department of Education (CDE) are met. At least once every three years, a student is reassessed to determine his/her continued eligibility to receive special education services [EC §56301 and EC §56381]. The identical process used during an initial evaluation is replicated at each triennial reevaluation.

Parent/Guardian Concerns
Parent/Guardian concerns regarding Special Education services, related services, and rights shall be forwarded to Pittman Charter School's appointed Special Education administration in order to ensure that all parties are aware of such concerns and a plan can be developed to ensure compliance.

Complaints
Under the District board-adopted Uniform Complaint Policy and the state-adopted procedure for special education complaints, Pittman Charter School shall address, respond to, and investigate all complaints and shall be responsible for notifying the SELPA.

Due Process Hearings
Pittman Charter School will follow the responsibilities and procedures under federal and state law in regards to due process hearings.

Staffing, Curriculum, Service Provisions, and Student Accountability
Pittman Charter School will employ "highly qualified staff" to provide special education services, as outlined in No Child Left Behind (NCLB) legislation. Parents of special education students will be notified in writing if highly qualified staff is not available. Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Pittman Charter School.

Identified special education students are provided accommodations to enable them access to same curriculum/programs that their general education counterparts may choose to access while attending Pittman Charter School. All identified special education students will adhere to the standardized assessment policies and procedures of Pittman Charter School and are expected to participate in Standardized Test and Reporting (STAR). Students unable to participate in the STAR assessments due to severe cognitive disabilities will be administered the California Modified Assessment (CMA) or the California Alternative Proficiency Assessment (CAPA).

All services, supplementary materials or assistive devices required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular

program. Differentiated or weighted grading policies or practices are not in place for identified special education students. Attendance for special education services are monitored monthly to ensure identified students access all services outlined on their IEPs. If a special education student misses 50% of special education and/or related services within a calendar month, Pittman Charter School's special education department will contact the family. If any additional services are missed during that calendar month, an IEP meeting is called to ensure the charter school's model remains an appropriate placement for the student, and to discuss steps the IEP team will take to carefully monitor progress that promotes educational benefit for the student. Should an additional IEP be held to discuss appropriate placement, the district of residence will be invited to attend.

Maintenance of Special Education Records
The records for all identified student's special education files shall be maintained in the Stockton Unified School District's SELPA Office.

Funding
The Stockton Unified School District shall serve as the Local Education Agency (LEA) for special education purposes for Pittman Charter School. Pittman Charter School and the Stockton Unified School Board understand that the charter school will participate in meetings with the SELPA director or designee and attend SELPA training outlining new policies, procedures and fiscal models.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law:
The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.
- California Education Code Section 47605(b)(5)(B)

Measurable Student Outcomes
The goal of Pittman Charter School is to educate students in preparation for success in future endeavors in their academic, social, and civic lives. As educated persons of the 21st century, Pittman Charter School students will be literate, knowledgeable, principled, competent, self-motivated, and committed to lifelong learning.

Through rigorous and authentic learning experiences, students will master basic skills, acquire the thinking skills necessary to work and adapt in a global economy, and develop productive life skills.

All stakeholders (SUSD Board of Education, Superintendent, administrators, teachers, and parents) share a common vision for student success (academic and non-academic) that is both measurable and meaningful. Upon completion of the Pittman Charter School program, students will have achieved the goals:

Academic Achievement Goals
Students will demonstrate mastery of a curriculum that meets or exceeds the California Academic Content standards:

- **Language Arts**

  English Language Arts: Students who complete the educational program at Pittman Charter School will be proficient or make significant progress toward proficiency over time in English Language Arts. Pittman's English Language Arts (ELA) standards will be aligned to the state ELA standards and the district adopted text will be utilized.

  Language Proficiency: Students will gain proficiency in listening, speaking, reading, and writing in English.

  Spanish Language Arts and Spanish Language Proficiency: In addition to the English language arts standards above, students in the Dual Immersion Program will also be proficient or make significant progress toward proficiency over time in Language Arts in both Spanish and English, and will gain proficiency in listening, speaking, reading, and writing in Spanish. Students will be able to demonstrate an understanding of the key aspects of the culture, history, and economy of Mexico and Latin American countries.

■ **Numeracy:** Students who complete the educational program at Pittman Charter School will be able to reason logically and understand and apply mathematical concepts. They will be able to explain and articulate their problem-solving techniques and will demonstrate proficiency or significant progress toward proficiency over time. Pittman's mathematics standards will be aligned to the California State Math Standards.

■ **Science:** Students will develop a conceptual understanding of the California state science standards. They will be able to articulate and demonstrate their understanding of the scientific process through theory development, research, and reporting process. Pittman is part of the Foss Leadership Academy through Lawrence Livermore Hall of Science at UC Berkeley. This program is an outstanding resource at Pittman which will continue in order to ensure that quality instruction and learning in science is taking place.

■ **Social Studies and Cultural Understanding:** Students will demonstrate an understanding of significant historical, geographical, and social contexts of government as outlined in the California State Standards. Students will demonstrate an appreciation, understanding, and respect for people of different cultural backgrounds. In addition, students will be able to demonstrate an understanding of the key aspects of the culture, history, and economy of Mexico and Latin American countries.

Students will demonstrate their mastery through participation in the Standardized Testing and Reporting (STAR) program. All students are expected to perform at, or above, the proficient level on the California Standards.

Methods to Assess Student Progress towards Meeting Outcomes

Governing Law:
The method by which pupil progress in meeting those pupil outcomes is to be measured.
- California Education Code Section 47605(b)(5)(C)

At Pittman Charter School, we maintain the following beliefs about assessment:

* In order to have a complete picture of a student's growth, multiple types of assessments must be used
* Assessment should focus on a student's growth toward a proficiency standard
* Assessment must be aligned with clearly defined and articulated objectives
* There should be a close relationship between a desired student outcome and the means used to assess it;

* Assessing what students do with knowledge is as important as assessing what knowledge they have; and

* Assessment should promote and support reflection and self-evaluation of the part of students, staff, and parents.

Based upon these beliefs, Pittman Charter School will use a variety of performance-based assessments such as portfolios, demonstrations, and integrated performance tasks. The data generated from these assessments will be used as a key factor in determining the progress students are making towards meeting the California Academic Content Standards. Assessment data will also be used to identify needs of students and used to drive instruction, as well as to evaluate and revise school improvement and school accountability plans.[31]

As required by law, Pittman Charter School will participate in the Standardized Test and Reporting (STAR) and the California English Language Development Test (CELDT), and students in grade 5 will complete the Physical Fitness Test (PFT). Students who receive Special Education Services and have Individual Education Plans (IEPs) will progress toward the goals enumerated in their IEP and monitored regularly. English Learners (ELs) will work toward meeting ELD standards at their appropriate levels.

[31] Buck, Stuart, Ritter Gary W., Jensen, Nathan C., Rose, Caleb P. "Teachers Say the Most Interesting Things - An Alternative View of Testing." Kappan. Vol. 91 No. 6, March 2010, pp.50-54.

Methods to Assess Student Progress Towards Outcomes		
Outcome	**Curriculum**	**Assessment**
Proficiency in English (and Spanish[a]) Language Arts	*Standards-based *Macmillan-McGraw Hill Treasures (K-6) *McDougal-Littell (7-8) *Authentic literature	*State Assessment (STAR, CELDT) *Weekly ELA assessments *Periodic (quarterly/weekly) benchmark assessments monitored for the percentile growth (reading, fluency, comprehension, writing) *Portfolios *Monthly writing samples *Diagnostic assessments (Phonemic awareness-Results, BPST, QPS)
Proficiency in Mathematics	*Standards-based *Scott Foresman Envision (K-5) *McDougal-Littell (6-7) *Prentice Hall (8)	*State Assessment (STAR) *Unit tests (K-8) *Formative assessments *Periodic (quarterly/weekly) benchmark assessments monitored for percentile growth *Skill mastery tests
Proficiency in Science	*Standards-based *FOSS (K-8)	*State Assessment (STAR) *Unit tests (K-8) *Portfolios; Notebooks *Demonstrations *Science Fair projects
Proficiency in Social Studies	*Standards-based *Scott Foresman (K-5) *Glencoe (6-8)	*State Assessment (STAR) *Unit tests (K-8) *Project-based *Presentations

[a] Dual Immersion Program

Use and Reporting of Data

Pittman Charter School staff will regularly review and utilize the student achievement data to monitor and improve its instructional program. Student and school success will be a primary topic of discussion at weekly collaboration meetings and in regular program review evaluations.[32] In addition, multiple Student Success Conferences and Parent Teacher Conferences will be held to inform and plan for student academic success.

Individual Student Achievement Improvement Goals

Upon receipt of each student's state standardized tests scores (or upon new enrollment of a student during the school year), parents and their student will be invited to a Student Success Conference with a Pittman Charter School designee (Counselor, Instructional Specialist, Teacher) and/or Principal to review the student's test scores and develop short-term and long-term target academic goals for the year. Student Success Conferences shall also be held mid-year (December) and prior to the administration of the California State Tests (March), to review and assess student progress towards target academic goals.

Data Driven Interventions

Data collected from individual student achievement plans and from CARE team review of academic, attendance, behavior, and other data sources will be used to design targeted interventions to support small groups of students with similar needs. Targeted support services include instructional intervention, intentional guidance activities, attendance and behavior support plans, and linkages to school and community resources.

Report Cards
Each quarter, students will receive a Stockton Unified School District report card reflecting their achievement level in each of their subjects. Both quantitative and qualitative information will be considered in assigning grades and recommending remedial or accelerated instructional programs.

School Wide Improvement Goal
School improvement is extremely important to the Pittman Charter School. To achieve this objective, staff will collect and analyze the school data collected from STAR. School site and District personnel will identify the strengths and weaknesses of the Pittman Charter School's academic program and will develop an annual Student Improvement Achievement Plan that capitalizes on those strengths and resolves any weaknesses.

Pittman Charter School will also survey parents on a regular basis (at least twice per year) to get feedback that can be used to make program improvements.

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[32] Hirsh, Stephanie, Killion, Joellen. "When Educators Learn, Students Learn." Phi Delta Kappan. Vol. 90 No. 7, March 2009, pp. 464-469.

Performance Report

Pittman Charter School will provide a performance report to the District and the Board of Education. This report shall be made on an annual basis and shall include, at a minimum, the following data:

* Summary data showing the progress of Pittman Charter School towards previously determined goals and outcomes;
* Summary of data showing academic progress of students towards individual, school, and state goals for student achievement;
* A summary of major decisions and policies established by Pittman Charter School during the year;
* A summary of parent involvement in the school; and
* Any other information specifically requested by the District and/or the Board.

IV. GOVERNANCE STRUCTURE

Governing Law:
The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

- California Education Code Section 47605(b)(5)(D)

Upon approval of this charter, the Board of Education for the Stockton Unified School District shall act as the governing body for Pittman Charter School and shall operate as a dependent charter school pursuant to California law under the jurisdiction of Stockton Unified Board of Education.

School Organization Structure

To guide Pittman Charter School, an ***Advisory Committee*** shall be established. The primary functions of the Advisory Committee shall be:

* To serve as the representative decision-making group for the school;
* To serve as a bridge to the SUSD Board of Education;
* To monitor the implementation of programs;
* To adopt policies unique to the school.

The Advisory Committee, composed of the principal, teachers, classified employees, parents, district representative(s), one school board member, and community members, shall have no fewer than ten members and shall not exceed 15 members.

- The ***Board of Education*** or designee shall select their representative.
- A minimum of three ***teachers*** will serve on the Advisory Committee. The school's teachers shall select the teachers; one new member will be elected on an annual basis to ensure continuity on the committee.
- A minimum of three ***parents*** will serve on the Advisory Committee. One new member will be elected by the school's parents on an annual basis to ensure continuity on the committee.
- ***Community members*** will be sought to serve on the committee with the goal of creating a committee with a mix of expertise, experience and commitment to upholding the mission of the school.

Applicants for these positions will be sought a minimum of every two years.

The Advisory Committee will meet quarterly and the principal will be responsible for communicating the minutes of each meeting with the SUSD Superintendent or designee and the Board of Education.

Authority of the Advisory Committee
Overall, the Advisory Committee will:

- Review the school's performance, educational program, finance, operations, governance, personnel, and legal issues.
- Provide input on the short and long-term goals for the school; review goals of the educational and operational program and progress toward those goal; advise or recommend strategies for addressing any shortcomings in instructional program.
- Address school safety issues and review parent input and concerns.
- Advise on maintaining the vision, mission, and goals of the school.
- Review strategies and policies for implementing curriculum plans.
- Review the policies, and advise on the guidelines unique to the school.
- Advise on any other policies and practices necessary for the proper operation of the school.

Parent Involvement in School Affairs

Direct parental involvement is fundamental to the school's success. Pittman Charter School will offer an extensive network of communication tools designed to connect parents and children to both the school community and to each other.

Parents will be represented in school governance in the Advisory Committee and will be highly encouraged to actively participate in Pittman Charter School's PTSA, Teachers and Parents of Pittman ("TAPP").

The staff of the school will communicate regularly with parents and children. Teachers will initiate communication with parents about their child's progress, as well as listen and respond to parents' needs and concerns about the operation of the school. Parents are encouraged to be proactive, to contact teachers, specialists, the Counselor, and/or the Principal to solve problems, give feedback, and pass on ideas and insights to the school community. The Principal will maintain an "open door" policy for all staff, students, parents, and community members. Counselor and nurse will coordinate weekly parent involvement and parent support activities via the weekly "Coffee Hour."

Parents will participate in the evaluation of the school's program each year. Parents will be given an opportunity to express their individual and collective voices and to provide feedback. Parents may be asked to give critiques and/or testimonials about the program.

V. HUMAN RESOURCES

Qualifications of School Employees

Governing Law:
The qualifications to be met by individuals to be employed at the school.
- California Education Code Section 47605(b)(5)(E)

Pittman Charter School believes that all of its employees play a key role in creating a successful learning environment. In support of this belief, Pittman Charter School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Pittman Charter School will hire the appropriate number of staff to meet program needs.

All employees will meet the specific qualifications for employment as outlined in job descriptions. Criminal background checks will be conducted on employee candidates to provide for the health and safety of the school's faculty, staff, and students.

Pittman Charter School will not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, sexual orientation, or any other basis prohibited by law. All documents related to a candidate's application and hire will be kept on file at the Stockton Unified School District Human Resources Office.

Pittman Charter School Administrator

Pittman Charter School's Administrator will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. To provide administrative and instructive leadership for Pittman Charter School, a properly certificated and experienced Principal shall be hired to meet the school's unique demands. The Principal will have the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the school's academic program;
- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, parents, community, private partners, and outside agencies to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation;

- The ability to implement a shared decision-making progress agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan;
- The ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive, and effective learning environment;
- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school advisory committee and district governing board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

The Principal must have leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Principal should possess skills in hiring, supervising, and motivating excellent teachers, as well as technological and data-analysis experience and management of resources.

One of the key component duties of the Principal shall be to design a staff development plan for each school year that is data-driven, consistent with measurable student goals, enhances the California framework/content standards, strives to meet API, AYP targets, and enhances the academic and cultural mission of Pittman Charter School.

Overall qualifications

- Professional California Administrative Credential or equivalent;
- Master's degree in Education (desired);
- Five or more years of administrative experience;
- Management, administrative, and instructional expertise;
- Curriculum implementation expertise;
- Experience with school budget development and management ;
- Experience in resource development and management;
- Knowledgeable in charter school leadership;
- Ability to communicate in Spanish;
- Commitment to, and experience working in, a dual immersion or similar multi-language instructional program.

Pittman Charter School Instructional Staff

The School's teachers (*certificated* staff) will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. To ensure the successful implementation of Pittman Charter School's instructional program, a high priority must be to ensure the hiring of highly skilled teachers.

Teachers at Pittman Charter School will meet all credential requirements outlined in California charter school law. The educational and skill level qualifications and job descriptions of teachers to be employed in the school shall meet the educational goals outlined by this charter petition.

Pittman Charter School's Advisory Committee will interview and select teachers to meet the unique program needs of Pittman Charter School and the demands of student enrollment and attendance.

Required knowledge, skills, and abilities:

- Bachelor's degree (minimum); demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA
- Multiple Subject California Credential and Single Subject Competency (8th grade Algebra only);
- "Highly Qualified Teacher" based on No Child Left Behind regulations;
- Two or more years of classroom teaching experience;
- Shared view of Pittman Charter School's mission;
- Strong content and subject-matter knowledge;
- Willingness to participate in the school-wide after-school and Saturday programs;
- Ability to support and guide adults, as well as students;
- Strong interpersonal skills and ability to work well in collaboration with others;
- Ability to infuse technology into daily core curriculum instruction;
- Knowledge and experience with creating standards-based curriculum and instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading;
- Knowledge of creating standards-based assessments and the ability to use data to drive teaching and ensure continuous improvement of student learning;
- Commitment to engage in continuing education and continuous staff development and skill upgrading
- Ability to communicate fluently in Spanish and experience working in a dual immersion or similar multi-language instructional program.*
- Ability to accurately translate documents found in the dual immersion program between Spanish and English.*
- Possession of a BCLAD credential.*

Particular Kinds of Skills Deemed Essential
Pittman Charter School offers a two-way Spanish/English immersion program. This program shall be deemed a "specific course of study" and the qualifications noted with as asterisk (*) above shall be deemed a special training and experience necessary to enable teachers to work in this program at Pittman Charter School and for purposes of hiring, transfers, seniority, and for all purposed related to Education Code section 44944 (d) (1).

Education, Certification, and Experience
Teachers at Pittman Charter School will be required to demonstrate the ability to instruct students in their courses of study in an effective and professional manner based on California standards and other standards developed by the school.

Pittman Charter School will seek particularly well qualified teachers that also demonstrate high interest in Science.

Professional Development
Pittman Charter School intends to intensively invest in continued professional development for all teachers. All teachers will be expected to participate in a five-day staff retreat, weekly grade-level collaboration, and other staff development experiences as determined by the school administrator, teaching staff, and advisory committee.

Non-Instructional Support Staff Qualifications
All non-instructional support staff (***classified*** staff), will meet the qualifications described in the job descriptions for their positions.

All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials, as necessary. All documents will be kept on file at the Stockton Unified School District Human Resources Office.

Pittman Charter School Counselor

Pittman Charter School's Counselor will be the leader in the provision of counseling and other student support services, as well as lead the coordination of other support services provided by school psychologists, school social workers, and school nurses.

The school counselor will provide counseling programs in three domains: academic, behavioral, and personal/social. The services provided and programs designed by the counselor will help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are vital to the development and maintenance of the school climate and a crucial element in improving student achievement.

Key component duties of Counselor shall be to:

- Provide counseling services to students, individually and in group sessions (e.g., anger management, grief counseling)
- Coordinate the PIP program
- Coordinate the Operation School Bell program
- Provide academic counseling services to seventh and eighth grade students
- Coordinate counseling services with outside agencies (Valley Community Services, San Joaquin County Mental Health Services, UOP, etc.)
- Coordinate and provide services for weekly Parent Coffee Hour program
- Develop community outreach resources and programs

Counselor will possess, at minimum, the following qualifications:

- Master's degree (minimum)
- Current Pupil Personnel Service Credential (PPSC)
- Five or more years of counseling experience
- Shared view of Pittman Charter School's mission
- Strong knowledge of, and ability to implement, effective student interventions
- Willingness to participate in the school-wide after school and Saturday programs
- Ability to support and guide students and parents
- Ability to communicate effectively with staff, students, parents, community, private partners, and outside agencies to better meet the needs of students
- Effective written and oral communication skills in English and Spanish
- Strong leadership and interpersonal skills and ability to work well in collaboration with others
- Ability to use technology and data
- Organization and time-management skills
- Proficiency in using Microsoft Office applications
- Commitment to, and experience working in, a dual immersion or similar multi-language instructional program.

Pittman Charter School will seek a particularly well-qualified counselor that will ensure academic success while promoting healthy cognitive, social, emotional and physical development for all its students.

Pittman Charter School Program Manager

Pittman Charter School's Program Manager will assist the School's Administrator in helping the school and students achieve the outcomes outlined in this charter petition. To provide appropriate assistance to the Administrator, a properly certificated and experienced Program Manager shall be hired to meet the school's unique demands. The Program Manager will have the following qualifications:

Leadership Competence

- Ability to articulate and support the philosophy and direction of the school's academic program;
- Ability to implement program initiatives through appropriate professional development for staff;
- Ability to lead effectively within a team environment;
- Ability to communicate effectively with staff, students, parents, community, private partners, and outside agencies to better meet the needs of the students in the school;
- Ability to use appropriate communication tools, especially current technologies;
- Ability to exhibit and promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation;
- Ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission, and goals for the school;
- Ability to make informed, objective judgments;
- Ability to work with all staff to create an effective staff development plan;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- Desire and ability to engage in continuing education and skills upgrading.

The Program Manager must have a comprehensive educational vision that is consistent with the school's mission and its educational program. In addition, the Program Manager should possess skills in supervising and motivating excellent teachers, as well as technological and data-analysis experience and management of resources.

One of the key component duties of the Program Manager shall be to assist in the design a staff development plan for each school year that is data-driven, consistent with measurable student goals, enhances the California framework/content standards, strives to meet API, AYP targets, and enhances the academic and cultural mission of Pittman Charter School.

Other Duties and Responsibilities

- Assist the School Administrator in communicating the School's vision, mission, goals, procedures, and objectives to the community, staff and student body;

- Assist the School Administrator in obtaining the involvement of staff, students, parents, and community in reaching school goals;
- Assists School Administrator in key leadership projects including curriculum development, data analysis, personnel, budget, and staff development;
- Provide support to classroom teachers in planning strategies that promote accelerated student achievement;
- Provide support to classroom teachers in closing the achievement gap;
- Assist the School Administrator in the implementation of the School's instructional program;
- Assist the School Administrator in the determination of school and community needs as they relate to the instructional program;
- Assist the School Administrator in the coordination of all auxiliary services within the school;
- Assist the School Administrator in the supervision, counseling and discipline of students;
- Assist with the intervention strategies for all students, including special needs, English Language Learners, Gifted, etc.;
- Assist with teacher evaluation as directed by the School Administrator;
- Confer with parents, students, and SARB representatives regarding attendance;
- Serve as a liaison between the school, the community, and the District;
- Support and monitor the schoolwide climate in the areas of student behavior and attendance;
- Assist all programs in instruction and assessments that support students and/or allow parents to become more involved;
- Assists in preparation of student data and participates in IEP or Student Intervention Team meetings;
- Confers with student, parents, teachers, and community agencies as needed.
- Participate in the school's committees and organizations.

Overall qualifications

- Professional California Administrative Credential or equivalent;
- Master's degree in Education (desired);
- Five or more years of administrative experience;
- Management, administrative, and instructional expertise;
- Curriculum implementation expertise;
- Experience with school budget development and management ;
- Experience in resource development and management;
- Knowledgeable in charter school leadership;
- Ability to communicate in Spanish;
- Commitment to, and experience working in, a dual immersion or similar multi-language instructional program.

Pittman Charter School Numeracy Specialist

Pittman Charter School will interview and select a Numeracy Specialist to meet the unique needs of Pittman Charter School, and the demands of student enrollment and attendance.

- Bachelor's degree (minimum); demonstrated subject matter competency in numeracy (Mathematics)
- Multiple Subject California Credential
- "Highly Qualified Teacher" based on No Child Left Behind regulations
- Five or more years of classroom teaching experience
- Non-classroom experience such as department chair, lead teacher, coach, after-school program instructor or manager (desirable)
- Prior experience in instructional coaching
- Curriculum implementation expertise
- Shared view of Pittman Charter School's mission
- Strong content and mathematics subject-matter knowledge
- Willingness to participate in the school-wide after-school and Saturday programs
- Ability to support and guide adults, as well as students
- Knowledge and experience with creating standards-based curriculum and instruction; ability to align curriculum and standards;
- Knowledge of creating standards-based assessments and the ability to use data to drive teaching and ensure continuous improvement of student learning;
- Commitment to engage in continuing education and continuous staff development and skill upgrading
- Effective written and oral communication skills
- Strong leadership and interpersonal skills and ability to work well in collaboration with others
- Ability to easily infuse technology into core curriculum instruction
- Organization and time-management skills
- Proficiency in using Microsoft Office applications
- Proficiency in using data-management programs, including Data Director
- Commitment to, and experience working in, a dual immersion or similar multi-language instructional program.

Pittman Charter School Literacy Specialist

Pittman Charter School will interview and select a Literacy Specialist to meet the unique needs of Pittman Charter School, and the demands of student enrollment and attendance.

- Bachelor's degree (minimum); demonstrated subject matter competency in Language Arts
- Multiple Subject California Credential
- "Highly Qualified Teacher" based on No Child Left Behind regulations
- Five or more years of classroom teaching experience

- Non-classroom experience such as department chair, lead teacher, coach, after-school program instructor or manager (desirable)
- Prior experience as an instructional coach
- Curriculum implementation expertise;
- Shared view of Pittman Charter School's mission
- Strong content and literacy subject-matter knowledge
- Willingness to participate in the school-wide after-school and Saturday programs
- Ability to support and guide adults, as well as students
- Knowledge and experience with creating standards-based curriculum and instruction; ability to align curriculum and standards
- Knowledge of creating standards-based assessments and the ability to use data to drive teaching and ensure continuous improvement of student learning;
- Commitment to engage in continuing education and continuous staff development and skill upgrading
- Effective written and oral communication skills
- Strong leadership and interpersonal skills and ability to work well in collaboration with others
- Organization and time-management skills
- Proficiency in using Microsoft Office applications
- Proficiency in using data-management programs, including Data Director
- Commitment to, and experience working in, a dual immersion or similar multi-language instructional program.

Pittman Charter School Program Specialist

Pittman Charter School will interview and select a Literacy Specialist to meet the unique needs of Pittman Charter School, and the demands of student enrollment and attendance.

- Bachelor's degree (minimum); demonstrated competency in delivery of instructional programs
- Multiple Subject California Credential
- "Highly Qualified Teacher" based on No Child Left Behind regulations
- Five or more years of classroom teaching experience
- Non-classroom experience such as department chair, lead teacher, coach, after-school program instructor or manager (desirable)
- Prior experience as an instructional coach
- Curriculum implementation expertise;
- Shared view of Pittman Charter School's mission
- Strong content and literacy subject-matter knowledge
- Willingness to participate in the school-wide after-school and Saturday programs
- Ability to support and guide adults, as well as students
- Knowledge and experience with creating standards-based curriculum and instruction; ability to align curriculum and standards
- Knowledge of creating standards-based assessments and the ability to use data to drive teaching and ensure continuous improvement of student learning;

- Commitment to engage in continuing education and continuous staff development and skill upgrading
- Effective written and oral communication skills
- Strong leadership and interpersonal skills and ability to work well in collaboration with others
- Organization and time-management skills
- Proficiency in using Microsoft Office applications
- Proficiency in using data-management programs, including Data Director
- Ability to communicate fluently in Spanish and experience working in a dual immersion or similar multi-language instructional program.

Pittman Charter School Intervention Teacher

The School's intervention teachers will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. To ensure the successful implementation of Pittman Charter School's academic intervention program, a high priority must be to ensure the hiring of highly skilled intervention teachers.

Pittman Charter School will interview and select Intervention Teachers to meet the unique needs of Pittman Charter School, and the demands of student enrollment and attendance.

Required knowledge, skills, and abilities:

- Bachelor's degree (minimum); demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by the State and in compliance with Section 9101(23) of ESEA
- Multiple Subject California Credential and Single Subject Competency (8th grade Algebra only);
- "Highly Qualified Teacher" based on No Child Left Behind regulations;
- Five or more years of classroom teaching experience (combination of K-8 grade experience desired);
- Prior experience as an intervention teacher;
- Shared view of Pittman Charter School's mission;
- Strong content and subject-matter knowledge;
- Willingness to participate in the school-wide after-school and Saturday programs;
- Strong interpersonal skills and ability to work well in collaboration with others;
- Ability to infuse technology into daily core curriculum instruction;
- Knowledge and experience with creating standards-based curriculum and instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading;
- Knowledge of creating standards-based assessments and the ability to use data to drive teaching and ensure continuous improvement of student learning;
- Commitment to engage in continuing education and continuous staff development and skill upgrading

- Ability to communicate fluently in Spanish and experience working in a dual immersion or similar multi-language instructional program.*
- Ability to accurately translate documents found in the dual immersion program between Spanish and English.*
- Possession of a BCLAD credential.*

Rights of School District Employees

Governing Law:
A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

- California Education Code Section 47605(b)(5)(M)

Staff at Pittman Charter School shall be considered employees of Stockton Unified School District and shall have the same rights as all other district staff with regards to transfers to other district schools and other benefits contained in contracts negotiated by their bargaining unit, unless otherwise contravened by this charter.

Compensation and Benefits

Governing Law:
The manner by which staff members shall of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

- California Education Code Section 47605(b)(5)(K)

Compensation and benefits are outlined in the most current respective bargaining agreements with Stockton Unified School District. Faculty and staff at Pittman Charter School will participate in a retirement system and will have access to other school-sponsored retirement plans according to policies developed by the school board and adopted as the school's employee policies. The District has elected to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. The District will forward any required payroll deductions and related data.

Certificated staff members of Pittman Charter School will qualify to be covered by the State Teachers Retirement System. Employees shall be covered by Social Security as required by applicable law. Non-credentialed staff members shall qualify to be enrolled in the Public Employees Retirement System if they are regularly assigned to work more than 20 hours per week, work more than 1,000 hours in a calendar year, or if they have ever been members of the PERS system. Those non-credentialed employees not with Public Employees Retirement System will be placed in an alternative school sponsored retirement plan as applicable or Social Security as required by applicable law.

Employee Representation

Governing Law:
A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).
- California Education Code Section 47605(b)(5)(O)

The Stockton Unified School District shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

Health and Safety

Governing Law:
The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.
- California Education Code Section 47605(b)(5)(F)

Staff and student health and safety are priorities at Pittman Charter School, and as such, the School will comply with all applicable safety laws. The proposed location of the school currently complies with all Adults with Disabilities Act (ADA), Occupational Safety and Health Administration (OSHA), and local health and safety. Pittman Charter School and campus is considered an alcohol, tobacco, and drug free environment. All parents, employees, and school visitors will be expected to comply with this policy.

All students will be required to furnish proof of necessary immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code.

Pittman Charter School will provide screening of students' vision and hearing, screening for scoliosis, and will distribute medication according to District adopted policies. All pertinent and required health and safety documentation will be collected at time of enrollment, and will be kept (confidentially) on file by the school administration.

As a publicly funded school, all employees of Pittman Charter School are considered mandated reporters, and will receive staff development in the process of reporting suspected child abuse.

Employees shall comply with all District policies, including all applicable laws described in Section 44237 of the California Education Code: Fingerprints and Criminal Records Summary

Requirements. Documentation shall be maintained in the employee's records held in security at the District Human Resources Office.

School Wide Rules and Expectations

A positive and caring environment is a key component to maintaining a safe learning environment to the Pittman Charter School community. Pittman Charter School staff promotes a positive and caring environment with high expectations for all students, clear and consistent school-wide rules for behavior, and promotion of character development. *Please refer to Pittman Charter School Student/Parent Information Handbook.*

Counseling and Conflict Management Services

To promote a safe and caring environment and provide for the social/emotional needs of students, Pittman Charter School has a continuum of supports for behavioral needs. Prevention includes instruction in problem solving and positive social skills. Early intervention includes conflict management, reinforcement and review of social skills, Primary Intervention Program, and consultation and staff development on behavioral support. Individualized support for students with moderate to high level needs include services such as Behavior Support Plans, Counseling groups, or referral to school based mental health services.

Emergency Response and Crisis Management

Pittman Charter School is committed to providing a safe school environment and has developed a comprehensive school safety plan and Crisis Response Team that follows the protocols of SUSD's Emergency Response and Crisis Management program. The team is coordinated by the School Counselor and all members participate in annual trainings and tabletop exercises for emergency preparedness.

Dispute Resolution Process

Governing Law:
The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

- California Education Code Section 47605(b)(5)(N)

Disputes within Pittman Charter School

Internal disputes include all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and advisory committee members of the school. These disputes shall be resolved according to the policies and procedures developed by the school and in accordance with SUSD Board Policy and Administrative Regulation.

Disputes between Pittman Charter School and Stockton Unified School District

The following dispute resolution process shall govern disputes between SUSD and Pittman Charter School relating to this charter:

1. In the event of a dispute between Pittman Charter School and SUSD, the staff and/or either of the governing bodies of the two organizations shall provide written notice to the other outlining the nature of the dispute. Both parties agree to first refer the issue to the superintendent of SUSD or their designee and to the principal of Pittman Charter School. In the event that SUSD believes that the dispute relates to an issue that could lead to the revocation of the charter, this shall be specifically noted in the written dispute statement.

2. After receipt of the notice, the district's superintendent or designee and the school's principal shall meet to attempt to resolve the dispute. If a resolution is reached, a written description of that resolution shall be drafted and signed as a guide for future action.

3. In the event that no resolution is reached within thirty (30) days after the date of notification of the existence of the dispute, both parties shall identify two representatives from their respective governing boards to jointly meet with the SUSD superintendent or designee and the school principal and attempt to resolve the dispute.

4. If the dispute remains unresolved following this joint meeting, the SUSD superintendent or designee and the Pittman Charter School principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the SUSD superintendent or designee and the Pittman Charter School principal, and shall incorporate informal rules of evidence and procedures unless both parties agree otherwise. In order for the resolution to be binding, it must be approved by the school advisory committee and the SUSD governing board.

5. Either party may choose to be represented by legal counsel at any point during this dispute resolution process after giving written notice to the other party.

Oversight

SUSD may inspect or observe any part of the school at any time, but shall provide reasonable notice to the principal of the charter school prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The District shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the school or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by SUSD without the mutual consent of the advisory committee of the school.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the advisory committee of the school in writing within 15 calendar days of when the party was made aware of the violation, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety. If the Pittman Charter School staff and the advisory committee and SUSD and governing board cannot resolve the issue, the dispute resolution process outlined above will commence.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION AND EXPULSION POLICIES

Governing Law:
Admission requirement, if applicable.

- California Education Code Section 47605(b)(5)(H)

Governing Law:
No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

- California Education Code Section 47605(f)

Student Admission Policies and Procedures

Pittman Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability [California Education Code §47605(d)].

As codified under state law, attendance at Pittman Charter School is elective. The admissions process seeks to ensure that all potential families understand the mission and the responsibilities, challenges, and rewards of joining the school. The admissions process is an opportunity to educate families about the mission of the school in order for them to determine if Pittman Charter School is the optimal educational placement for a student.

Admission to the general education program is open to:

- students living in the current attendance area and children of staff members employed at the school;
- students living in the attendance area of any Stockton Unified School District school;
- students living in the City of Stockton; and
- students living in San Joaquin County.

In order to attain the vision of a racially, economically, and geographically diverse student population, Pittman Charter School will have an admissions process designed to reach out to families and enable the school to have a balanced and diverse student body. Unfilled spaces will be enrolled on a first-come-first-served basis.

Admission to the Dual Language Academy

In keeping with the Two-Way Immersion instructional model, Pittman Charter School will have a policy of enrollment that aims for a linguistic balance of approximately 50% dominant English speakers and 50% dominant Spanish speakers (but no less than one-third of each language group). This policy will begin with two Kindergarten and 1st grade classes in 2010-2011 and

increasing one grade level each year, and will continue to be maintained at each grade level as much as possible.

In order to attract informed applicants who are committed to the school program and philosophy, all parents who desire to enroll their child in the Dual Language Academy will be required before the end of the enrollment period to attend a group informational meeting or make an on-site visit to view the program. All applicants must complete a written application.

If it is determined at the end of the enrollment period that there are more applicants than available space, an enrollment lottery will be held and the following preferences will be applied. (Existing students of the school shall automatically be enrolled and shall not be a part of the lottery.)

Lottery:
In order to ensure equity and fairness, and to be consistent with the policy of linguistic balance, admittance to the Dual Language Academy will be selected by public lottery at the end of the annual enrollment period.

The lottery shall be held in stages in order of preference group as follows:

1) Siblings of existing students;
2) Children of Pittman Charter School Dual Language Academy
2) District residents; and
3) All other applicants.

After all open positions are filled by lottery; the remaining applications will be drawn by lottery to determine the order in which they will be placed on a waiting list. Applications selected in the lottery will be reviewed and processed in the order in which they are drawn. After receiving responses from the first round of qualified students selected in the lottery, if there are additional openings, applications on the waiting list will be reviewed and candidates notified.

Admission to both the general and Dual Immersion Academy programs will be limited by class size restrictions and by the number of staff and classrooms available.

Non-Discrimination Policy– Achieving Racial and Ethnic Balance

Governing Law:
The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- California Education Code Section 47605(b)(5)(G)

Pittman Charter School will work toward achieving a racial and ethnic balance among its students that is reflective of the general population of the Stockton Unified School District. In order to strive to achieve a racial and ethnic balance among its pupils in the Dual Immersion Academy, that is reflective of the general population residing within the territorial jurisdiction

of the Stockton Unified School District, administration and teaching staff of Pittman Charter School will reach out broadly to the diverse population within the city of Stockton and San Joaquin County. The effort will be comprehensive and will include a broad variety of methods including, but not necessarily limited to:

- Outreach meetings in several areas of the district to reach prospective students and parents.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational material to a broad variety of community groups and agencies that serve a variety of racial, ethnic, and interest groups represented in the District.

Public School Attendance Alternatives

Governing Law:
The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

- California Education Code Section 47605(b)(5)(L)

No student is required to attend Pittman Charter School. Students who opt not to attend Pittman Charter School, or who are not selected for admission, may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Suspension and Expulsion Procedures

Governing Law:
The procedures by which pupils can be suspended or expelled.

- California Education Code Section 47605(b)(5)(J)

Pittman Charter School shall continue to develop and maintain a comprehensive set of student discipline policies. These policies shall clearly describe the school's expectations regarding student attendance, appearance, and behavior. These policies shall be approved by the Pittman Charter School Advisory Committee and shall be distributed to parents and students on an annual basis or upon admittance to the school. All students and their parents or guardians are given copies of these policies, and agree in writing, as a condition of their acceptance to the school to be governed under its principles. *See Pittman Charter School Parent/Student Handbook for details.*

Pittman Charter School shall work towards developing and maintaining its own suspension and expulsion policies. Until that time, Pittman Charter School shall follow the SUSD policies relating to suspension and expulsion.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABLITY

Governing Law:
The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

- California Education Code Section 47605(b)(5)(I)

Budget
See Preliminary Budget.

Inventory Control
Pittman Charter School will create an inventory control system that accounts for all equipment of excess of $500. All procurement of equipment meeting the $500 threshold will be properly recorded and tracking records will be kept that include the following: (1) serial number, (2) original purchase amount, (3) location of equipment, and (4) funding source.

Insurance
Pittman Charter School will acquire and finance general liability, workers compensation, and any other necessary insurance through Stockton Unified School District of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Facilities
The Pittman Charter School location is at 701 E. Park Street, Stockton, California.

Transportation
Transportation services are provided in accordance with the Stockton Unified School District transportation policy.

Audits

Financial Audit
Pittman Charter School elects to be included in the annual audit of SUSD. The Pittman advisory committee will review any audit exceptions or discrepancies and will work with the chief financial officer or their designee to resolve any discrepancies in the audit. Any disputes regarding the resolutions of audit exceptions will be resolved using the dispute resolution procedures outlined in this charter.

Pittman Charter School reserves the right to conduct an additional audit at its own expense at any time it deems necessary. This audit will employ generally accepted accounting principles.

Pittman Charter School will transmit a copy of its annual independent financial audit to SUSD, SJCOE, State Controller and CDE by December 15 of each year.

Financial Reporting

Pittman Charter School will comply with all applicable state and federal accounting and reporting requirements.

Pittman Charter School will annually prepare and submit the following reports to the governing body of SUSD and SJCOE:

1. On or before July 1, a preliminary budget
2. On or before December 15, an interim financial report reflecting changes through October 31
3. On or before March 15, a second interim financial report reflecting changes through January 31
4. On or before September 15, a final unaudited report for the full prior year.

Performance Audit

Programmatic outcomes are composed of goals for student learning, student attendance, and other objectives described in this application. Annually, the school will report, in detail, its performance against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions to remediate these deficiencies. This will be accomplished at the last board meeting of the school year. Additionally, the school will comply with any other requirements specified by the State.

Evaluation of the Educational Program/General Operation

Pittman Charter School shall furnish to the District an annual written report and evaluation of its educational program and general operation in accordance with both the approved charter and the Education Code. The annual report, some of which may be presented in the form of the annual School Accountability Report Card, shall include an evaluation of the fulfillment of the charter's purposes and goals, and shall include all of the following:

- Review of each major component of the charter for compliance.
- Analysis of whether goals included in the charter are being met; review of all state and federal student assessment data and reports.
- Summary of major decisions made/policies established by the Charter School advisory committee in prior year.
- Data on level of parent involvement in governance and operation of the Charter School.
- Summary data from annual student/parent satisfaction survey.
- Data regarding number of staff, their qualifications, verification of credentials and teaching assignments during the prior year.
- Copy of health/safety procedures and summary of any major changes in this program.
- Report on the suitability of the facility in terms of health and safety.
- Report on the suitability of the facility in terms of educational utility.
- Review copies of all appropriate documentation (e.g. budget reports, financial projections, leases, insurance, etc.).
- Overview of admission practices including:
  - Number of students actually enrolled in each grade.

- Waiting lists (if any) for each grade.

- Report on expulsions and suspensions during prior year.
- Review of internal/external dispute resolutions during prior year.
- Report on parent complaints and any disposition of these complaints.
- Report on any claims or lawsuits and any disposition of such claims or lawsuits. The annual Evaluation of the Educational Program/General Operation Report shall be due to the District within 30 days of the receipt of standardized testing data each year.

Closure Protocol

Governing Law:
A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.
- California Education Code Section 47605(b)(5)(P)

Pittman Charter School is an "arm" of the Stockton Unified School District. Upon closure, a final audit regarding assets and liabilities may be done at that time. During the time of the audit and for other closure activities, the principal and clerical will be retained to terminate all school business (audit, transfer of records, disposal of equipment and supplies). Any assets and liabilities, including health benefits, payroll, contracts, service agreement, and purchase orders belonging to Pittman Charter School will automatically become transferred to SUSD. All student records will be transferred to SUSD.

VIII. IMPACT ON THE CHARTER AUTHORIZER

This statement is intended to fulfill the terms of Education Code § 47605 (g) and provides information regarding the proposed operation and potential effects of Pittman Charter School and Stockton Unified School District. This document is intended for informational purposes only and to assist the District in understanding how the proposed school may affect the District. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and District, and is not part of the Charter of Pittman Charter School or any related agreements or memoranda of understanding. Pittman Charter School is a dependent charter school. Under California law, the school is governed pursuant to the regulations and policies of the Stockton Unified School District. The District will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing site visits, engaging in the dispute resolution process (if necessary), and considering charter amendment and renewal requests.

IX. MISCELLANEOUS CLAUSES

Term
The renewed term of the charter shall begin on July 1, 2010 and expire no later than June 30, 2015, i.e., 5 years thereafter.

Amendments
Any amendments to this charter shall be made by the mutual agreement of the advisory committee of Pittman Charter School and the governing body of SUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability
The terms of the charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Stockton Unified School District and the advisory committee of Pittman Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

X. AFFIRMATIONS AND ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Pittman Charter School is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school, and further I understand that if awarded a charter, the school:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)].

- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code.1 [Ref. California Education Code §47605(b)(5)(O)].

- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)].

- Will not charge tuition. [Ref. California Education Code §47605(d)(1)].

- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)].

- Will adhere to all applicable provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)].

- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)].

- Will at all times maintain all necessary and appropriate insurance coverage.

- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

_____ _____

Authorized Representative's Signature *Date*

Pittman Charter School's Teacher Petitioners' Signatures:
We the undersigned teachers have reviewed the attached charter school petition for Pittman Charter School and are meaningfully interested in our students attending the charter school. ***See attached list of staff signatures.***

Petition for the Establishment of Pittman Charter School
The petitioners below certify that they are parents or guardians of pupils who are meaningfully interested in having their students attend the charter school. Education Code 47604 (a) (3): "The petition shall include prominent statement that the signature on the petition means that the parent or guardian in meaningfully interested in having his or her child, or ward, attend the charter school.

Printed Name	Signature	Date
Address		Phone Number
Printed Name	Signature	Date
Address		Phone Number
Printed Name	Signature	Date
Address		Phone Number
Printed Name	Signature	Date
Address		Phone Number
Printed Name	Signature	Date
Address		Phone Number
Printed Name	Signature	Date
Address		Phone Number

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Quality of the Project Design

Introduction

Change is needed in Stockton Unified School District; its leaders are well aware of that. Located in Stockton, California at the northern end of California's great Central Valley and in the thirteenth largest city in California, the district enrolls 37,831 students, 78% of them poor and 28% of them trying to learn the English language. In the last nine years, the poor students have never once exceeded expectations in their academic performance in English Language Arts. Neither have the English Language Learners. Since 2002 both groups have scored below the expectation for a school or district with the same percentage of students in those subgroups. The turnover in administrative leadership In the district has been high: four superintendents since 2006 and 31% of current K-8 schools with first-year principals. Because skilled, effective principals do not usually find schools in these circumstances attractive places in which to work,[1] this application proposes a three-tiered solution that will prepare, support, and develop principals and assistant principals and give them the tools to effectively lead Stockton's high-need schools. Stockton has the highest proportion of persistently low-performing K-8 schools as identified by California under federal Race to the Top guidelines with 81% of its schools identified as persistently low performing.

[1] Clotfelter, C. et al. 2007. High Poverty Schools and the Distribution of Teachers and Principals. National Center for Analysis of Longitudinal Data in Education Research, Urban Institute.

Stockton Unified School District's High-Need Schools					
School	Year in Program Improvement*	1st Year in Program Improvement	Lowest 5%**	% Proficient	
				E/LA	Math
Adams Elementary	5	2003-2004	no	32	39
August Elementary	5	2004-2005	no	25	30
Cleveland Elementary	5	2003-2004	no	29	36
Dolores Huerta Elementary	5	2005-2006	no	32	38
El Dorado Elementary	5	2003-2004	no	29	38
Elmwood Elementary	5	2005-2006	no	28	47
Fillmore Elementary	5	1998-1999	no	34	41
Fremont Elementary	2	2008-2009	yes	0	0
George W. Bush Elementary	1	2009-2010	no	45	49
George Washington Elementary	2	2008-2009	no	23	37
Grunsky Elementary	5	1998-1999	no	34	47
Harrison Elementary	3	2007-2008	yes	26	30
Hazelton Elementary	5	2004-2005	no	41	49
Henry Elementary	2	2008-2009	yes	24	29
Hoover Elementary	1	2009-2010	no	35	41
James Urbani Institute	1	2009-2010	no	1	17
John Marshall Elementary	1	2009-2010	no	38	43
Kennedy Elementary	5	2004-2005	no	33	40
King Elementary	5	2004-2005	no	30	37
Madison Elementary	5	2003-2004	no	35	32
Maxine Hong Kingston Elementary	1	2009-2010	no	41	38
McKinley Elementary	5	1998-1999	no	30	38
Monroe Elementary	5	1997-1998	no	30	39
Montezuma Elementary	5	2004-2005	no	28	40
Nightingale Elementary	5	1998-1999	yes	19	28
Pittman Elementary	2	2008-2009	yes	21	30
Pulliam Elementary	3	2006-2007	no	38	45
Roosevelt Elementary	5	2003-2004	yes	20	23
Taft Elementary	5	2003-2004	no	32	37
Taylor Skills Elementary	5	2004-2005	yes	23	32
Tyler Skills Elementary	1	2009-2010	no	35	34

Stockton Unified School District's High-Need Schools					
School	Year in Program Improvement*	1st Year in Program Improvement	Lowest 5%**	% Proficient	
				E/LA	Math
Valentine Peyton Elementary	1	2009-2010	no	30	30
Valenzuela Elementary	1	2009-2010	no	37	40
Van Buren Elementary	5	1998-1999	no	23	40
Victory Elementary	3	2006-2007	no	37	44

*California does not label schools any higher than Year 5 Program Improvement regardless of how long beyond 5 years they have been failing to meet academic expectations. Based on the year in which they entered Program Improvement, SUSD has 6 schools in Program Improvement years 12 and 13; 14 are in years 5 through 7; 15 are in years 1-4

**Persistently Low Performing (PLP) identified school

Stockton has a population of 287,037 and a median household income of $49,034, below the state average. Approximately 21.6% of the residents live in poverty, 15.4% have a college degree (below the state average), 18.5% are unemployed (above the state average), 24.4% are foreign born (above the state average), and a 709.5 crime index (U.S. average is 320.9). Called "one of America's most miserable cities,[2]" Stockton was ranked by Forbes Urban Affairs columnist, Kirk Badenhausen, as near the bottom in commute times, income tax rates, unemployment, and violent crime. He noted that in 2008, Stockton had the highest rate of home foreclosures in the nation. Even though Forbes moved Stockton from the most miserable city in the country to the

[2] Badenhausen, K., 2009. "America's Most Miserable Cities," *Forbes*, February 6, 2009.

second most miserable in 2010, Stockton and its largest public school district, Stockton Unified School District (SUSD), still face extreme challenges in leading local schools to teaching and learning gains.

The Targeted Empowerment Assistance Model (Leadership TEAM) project will draw together San Joaquin County Office Of Education (SJCOE), Teachers College of San Joaquin (TCSJ), the California Business for Education Excellence (CBEE), the Association of California School Administrators-CASST Region (Calaveras, Amador, Stanislaus, San Joaquin, and Tuolomne Counties) and Stockton Unified School District (SUSD) to recruit and train principals and assistant principals who will be able to lead teaching and learning gains in the persistently low-achieving schools (Invitational Priorities 1 and 3) of SUSD. Leadership TEAM builds upon other successful funded projects between the partners and is part of a concerted effort to improve student academic achievement and learning in SUSD. SJCOE, as the applicant and fiscal agent in this application, brings these partners together for a collaborative effort to recruit and train principals and assistant principals for SUSD, a high-need local educational agency (LEA). Ultimately, the model can be used to assist other LEAs throughout the country.

The focus of Leadership TEAM is to bring change to SUSD by developing strong leaders in the district. Leadership TEAM will implement objectives for SUSD leadership that will:

- Develop and empower principals and assistant principals in schools that have been persistently low performing by using one-to-one mentoring from principals

who have led SUSD's successful schools (Sixteen schools in the district met their academic targets last year).[3]

- Provide professional level coaching for assistant principals to enhance their leadership skills.
- Focus on outstanding teacher leaders in SUSD for participation in an innovative field-based training program for new school principals and assistant principals.
- Through Leadership TEAM's business partner, CBEE, train new and existing principals on how to use customized school-site data effectively, how to replicate best practices, how to learn from facilitated site visits to look-alike schools, and how to engage productively in a professional learning community for school leaders.

Working in collaboration, SUSD and San Joaquin County Office of Education (SJCOE) have had a long and successful working relationship. Since 2004 they have partnered on the successful Transition to Teaching federally funded program which has produced more than 500 new teachers for the region. SUSD has served as the catalyst for the innovative Teacher Apprentice Program created and developed at SJCOE in which promising SUSD high school math students are supported through community college, a four-year college, and the SJCOE teacher intern training program which leads to teacher certification in California. The two also partner in the Paraprofessional Teacher Training Program through the California Commission on Teacher Credentialing. Leadership TEAM will leverage the work that has been instituted over the years in order

[3] Academic Performance Index, 2009 Growth Report, California Department of Education.

to build a strong partnership for the Leadership TEAM project that should sustain it beyond the term of the grant.

Conceptual Framework

The purpose of the Leadership TEAM project is to build and sustain a systematic principal pipeline in SUSD that recruits, selects, trains, and supports instructional leaders at school sites. The project fundamentally shifts the definition of a school leader/principal from one who has been an organization/plant manager to one who is laser focused on instructional leadership and quality teaching in the classroom. The conceptual framework of Leadership TEAM provides both direction and vision for the School Leadership Program, its projects, its staff, and the students of SUSD. It communicates values for decision making and brings cohesion to the project with its partnerships. The framework provides vision for academic planning, project revision, and project innovation. The framework has been collaboratively developed by the SJCOE and its partners.

In the Leadership TEAM vision, Leadership TEAM participants close the "knowing-doing gap.[4]" Participants will be able to determine the gap in their current skill set to direct and support student success. They will be able to analyze multiple sources of data and determine a targeted priority for improvement. They will identify current needs in their schools based on data analysis and make a plan aimed at improving student achievement Leadership TEAM intensively supports SUSD to align meaningful, relevant, acquired knowledge with effective and efficient application on the school site.

[4] Zoul, J. and Link, L. 2007. *Cornerstones for Strong Schools: Practices for Purposeful Leadership*, Eye On Education, Larchmont, N.Y.

The mission of Leadership TEAM is to ensure that SUSD schools are led by individuals who are well prepared and capable of meeting the demands of urban principalship and the needs of their students and staffs. Leadership TEAM will prepare school leaders who approach their work with purpose, knowing that their work is relevant to the results needed at their schools and knowing how to make that work relevant.

The philosophy that drives Leadership TEAM is based on a belief in the effectiveness of professional learning communities. Leadership TEAM participants will be members of a learning community that values its members by building upon and expanding their prior knowledge, skills, and abilities. Leadership TEAM believes that all members of the learning community bring rich and diverse experiences to the program and that, by interweaving theory with the contextual experience of leading the culturally and linguistically diverse schools in SUSD, past experiences and knowledge will bond to new learning experiences and culminate in best practices.

According to a report prepared for the Institute of Education Sciences (IES) by REL West,[5] it is expected that school districts in the Central Valley of California, SUSD's location, will need to increase their workforce by 46 percent over 2007/2008 levels (more than 2,200 principals and assistant-principals) during the next ten years as compared to an average of 27 percent of districts in the rest of California.

Central Valley districts tend to have higher projected enrollment-driven demand than most other California districts. Additionally, according to the REL report, they have higher poverty rates, lower education attainment, and a net loss of college graduates

[5] White, M., Fong, A., and Makkonen, R., 2010. *School-site administrators: a California county and regional perspective on labor market trends.* Regional Educational Laboratory at WestEd

due to migration. Only 14 percent of San Joaquin Valley residents are college graduates compared to 28 percent in the rest of California. These factors combine to create an urgent need for more well-prepared school principals and assistant principals in the coming years.

Leadership challenges are great in California due to the large numbers of students who need extra support such as English learners and students from low-income families. In addition, California has some of the highest student to administrator ratios in the country.[6] High poverty rates, local low educational attainment, and a diverse student population will present additional challenges to SUSD as it seeks new school administrators over the next few years.

Stockton Unified School District Profile*		
Enrollment		37,831
English Learners		28%
Student/Adm Ratio	Students per FTE Adm	292
Poverty Rate	Qualify for free lunch	74%
Educational Attainment	Parents with no high school graduation	30%
Diverse Population		
	African American	12.6%
	Asian	11.2%
	Hispanic	57.2%
	White	9%

*California Department of Education, Data Quest http://dq.cde.ca.gov/dataquest/

[6] Darling-Hammond, L., and Orphanos, S., 2007. Leadership development in California. Palo Alto, CA: Stanford University, Institute for Research on Education Policy & Practice.

Leadership TEAM adheres to the standards established by the California Commission on Teacher Credentialing for the Administrative Services Credential. These standards are reflected in the California Professional Standards for Educational Leaders (CPSEL)[7], which were developed through a process that relied heavily on administrator performance standards created by the Interstate School Leaders Licensure Consortium (ISSLC). The Standards for Quality and Effectiveness for Preliminary Administrative Services Credential Programs were adopted by California in August 2009. These standards incorporate individualized induction plan concepts with a focus on support, mentoring and assistance for the beginning administrator while allowing for the beginning administrator's developmental needs.[8]

Leadership TEAM is based on the theories, research, wisdom of practice, and educational policies that inform what we know about successful leadership in high-poverty schools,[9] effective leadership for culturally and linguistically diverse schools,[10] and strong leadership for urban school districts.[11]

The three levels of the Conceptual Framework of the Leadership TEAM is shown in the model below.

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[7] Available at http://www.acsa.org/MainMenuCategories/ProfessionalLearning/PromisingPractices/CPSELs.aspx

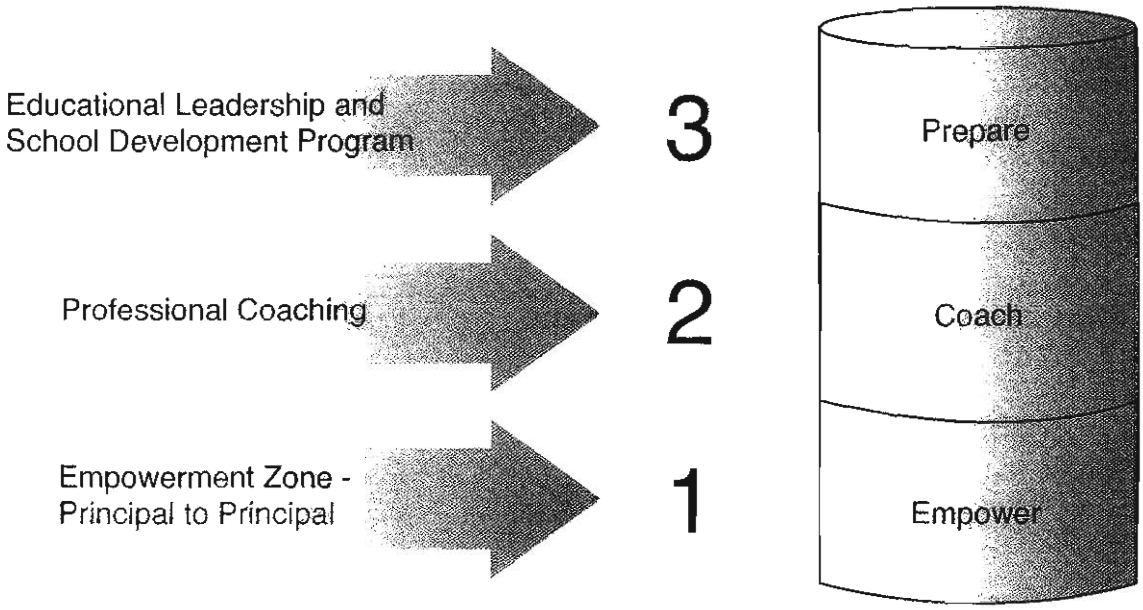
[8] California Commission on Teacher Credentialing, 2009. "Standards of Quality and Effectiveness for Administrative Services Credentials," Sacramento, CA.

[9] Jacobson, S. 2008. Leadership for Success in High-Poverty Elementary Schools, Journal of Educational Leadership, Policy and Practice, Vol. 23, No. 1.

[10] Adger, C. 1996. Language Minority Students in School Reform: The Role of Collaboration. Center for Applied Linguistics, Online Resources available at http://www.cal.org/resources/digest/adger001.html

[11] Haberman, M. 2004. Creating Effective Schools in Failed Urban Districts, EducationNews.org available at http://www.ednews.org/articles/creating-effective-schools-in-failed-urban-districts-.html

Figure 1



The Leadership TEAM concept has three intervention levels that will provide transformational change in SUSD . Level 1 empowers current principals and builds on and expands their knowledge, skills, and abilities to help them evolve into highly effective leaders for what have been persistently low performing schools. Level 2 coaches assistant principals toward meeting the competencies of effective principals. Level 3 prepares new, aspiring administrators recruited from among the strong teacher leaders of the district.

Training Program

Coursework

Coursework will be provided at Level 3. New candidates for the administrative credential will be provided with a curriculum of coursework and field work through TCSJ. Coursework at TCSJ is aligned with program standards established by the California

Commission on Teacher Credentialing. A fourteen-month sequenced course of study consisting of cohort-grouped classes and administrative fieldwork leads to an administrative services credential and/or a master's degree. The entire program leads candidates to meet the school leader competencies desired in SUSD that are the target of Leadership TEAM and can lead to a Master of Education degree and an Administrative Services Credential.

TCSJ Coursework
Required M.Ed. Core (15-19 units)*
CURR 320 Research Methods (2)
CURR 340 Individually Designed Experience Application (4)
CURR 341 Multiple Pathways Lab: Exploration (3)
CURR 343 Multiple Pathways Lab: Implementation (3)
CURR 345 Multiple Pathways Lab: Inquiry (3)
EADM 385 Masters Project(4)
Optional M.Ed. Electives (minimum 2 units)
CURR 350 Change Leadership (1)
CURR 351 Grant Writing (1)
CURR 352 Graduate Level Writing Skills (1)
TECH 294 Advanced Technology(1)
Required Credential Courses (24 units)
EADM 270 Administration of Public Schools in a Democratic Society(2)
EADM 271 The Principalship (1)
EADM 272 Climate Development, School Culture, and Motivation (2)
EADM 273 Supervision of Instruction (1)
EADM 274 School Law (2)
EADM 275 Administration of Human Resources (1)
EADM 276 Equity and Access (1)
EADM 277 Building Partnerships and Community (1)
EADM 284 School Finance (1)
EADM 286 A/B Administrative Fieldwork (4/4)
EADM 288 Educational Planning, Delivery, and Assessment (2)
EADM 290 Culminating Seminar(1)

TECH 292 Technology for School Administrators (1)

School-based Work Experiences

All three levels of training will provide school-based work experiences. At Level 1, SUSD has developed a system of support and expectations that is based on a set of competencies (see attached School Leaders Competencies Record) that should be visible in an effective principal's work at a school site. SUSD will use these competencies to interview and select four highly competent principals who will be released from their positions in order to coach other principals who are assigned to twelve identified high-need schools in the district. Twelve schools have been targeted for this project: 7 of them are in the bottom 5% of persistently low-performing schools in the district, 3 of them have new principals, and 2 of them have been Program Improvement (PI) schools for more than twelve years. The four Principal Coaches will rotate through the twelve high-need schools on a daily basis in order to provide school-based coaching experiences to the schools' current principals. The effort is designed to enhance the skill level of the schools' current principals and help them to meet the School Leader Competencies.

At Level 2, CASST will provide coaching for assistant principals at their school sites six hours per month, ten months a year for two years for each assistant principal. CASST coaches have a minimum of five years of successful site principal experience, have completed an intensive training course in coaching techniques and are certified in coaching methodology. Coaching is based on the six CPSEL standards of vision, culture and program, management, collaboration, ethical leadership, and understanding

context; for this project, CASST coaching will be personalized and targeted to meet the needs of SUSD and will embed SUSD's School Leadership Competencies within its coaching model. Level 2 coaching will foster growth through shared leadership with the ultimate goal of increasing student achievement.

CASST will collaborate with SUSD on the selection of coaches for Leadership TEAM. Coaches will go through an interview and selection process similar to the process that the Principal Coaches for Level 1 will go through. Leadership TEAM will provide training and orientation for Principal Coaches at Level 1, CASST Coaches at Level 2, and Fieldwork Supervisors at Level 3 based on foundational coaching (listening, observing, questioning, giving feedback, and establishing relationships), blended coaching (contextualized at the school site), and courageous conversations (*Courageous Conversations About Race: A Strategy for Achieving Equity in Schools* by Glen Singleton, 2006). This training will include an orientation to SUSD's School Leader Competencies and to the EdResults.org system (through the CBEE partner) of data analysis for school improvement. All partners of Leadership TEAM will collaboratively plan this training and SUSD will host the inservice.

A professional learning community (PLC) will be established and implemented for the team of four coaches and the principals from the twelve high-need schools. A professional learning community will support the participants in purposeful, collegial learning that is intentional for the purpose of improving staff effectiveness.[12] The highly-skilled Principal Coaches and the principals from the selected schools will meet together

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[12] Hord, S. 2008. Evolution of the Professional Learning Community, *JSD*, National Staff Development Council, Vol. 29 No. 3.

to share ideas and to learn from each other. PLC meetings will be held on a monthly basis.

Fieldwork at Level 3, TCSJ's preparation program, will provide an authentic experience designed to permit candidates to become familiar with the roles and functions of a school administrator. Candidates in the TCSJ program will be released one day a week from their teaching responsibilities and assigned to a school site. Over the course of a school year these candidates will serve in the capacity of intern administrator at their assigned sites. During their internships they will be supported by TCSJ field supervisors who will be experienced and skilled in school leadership.

Leadership TEAM will align coaching efforts throughout all three levels of the project with SUSD's School Leader Competencies and the CPSELS. Alignment will build vision, purpose, and outcomes that are competency based throughout the project.

Based on the design of this project, SUSD has restructured its interview process for entry level applicants for principal and assistant principal positions in an effort to attain more highly qualified school administrators initially, thus folding a better qualified leadership staff into the model for improving all of the district principals and assistant principals. Through this restructuring, SUSD's interview and selection process will draw on School Leader Competencies to identify and screen candidates who have the highest level of potential to succeed in becoming strong instructional leaders with the motivation and desire to dedicate the time required to turn around a school.

Intensive Induction Support

Leadership TEAM will provide intensive induction support. At Level 1 of the Leadership TEAM model, support focuses on the importance of effective induction in the recruitment, development and retention of school principals. SUSD's School Leader Competencies, a standards-based format, will guide the interview and selection process and coaching will develop new administrators' leadership qualities and promote positive school culture. New principals will learn how to develop collaborative teams that support all stakeholders in the school and how to use consistent follow-up and reliable accountability systems to achieve student academic success. Initially, Leadership TEAM will include three new principals from high-need schools and each year, all additional new principals will participate in the project.

CASST will provide one to one coaching for all assistant principals as induction support. Provided by an experienced and accomplished education leader who has been trained in research-based coaching techniques and certified as one who demonstrates the ability to effectively apply coaching skills and resources, this coaching will take place for six to eight hours per month over a two-year period for each assistant principal and will be based on an individual development plan for each new Leadership TEAM participant.

Assistant principals will learn together in a professional learning community that brings together all district assistant principals and coaches so that they all can experience the day-to-day work of moving a school out of Program Improvement status and into increased achievement for all students. The coaches for the assistant

principals can focus on and wrap their coaching around that experience. By meeting together in a professional learning community environment, participants will learn from each other as well as from their coaches.

TCSJ field supervisors in the preparation program will provide to each candidate complete, accurate and timely feedback including constructive suggestions for improvement. As candidates become increasingly familiar with their fieldwork sites, they will take on leadership roles similar to that of the site administrator. The specific nature of these responsibilities will vary according to the needs and the nature of the fieldwork site. Responsibilities will align with SUSD's School Leader Competencies. The field supervisor will verify and record the candidate's beginning mastery of each competency. Candidates also will maintain a professional portfolio which must demonstrate that their skills and abilities are aligned with standards.

Placement and Retention Strategies

Coaching interventions will target low performing schools and match successful administrators and coaches with administrators of those schools. The Leadership TEAM project model will empower current school principals in its seven identified persistently low-performing schools and five other high-need schools by enhancing their leadership skills. SUSD will be able to retain more school principals as a result. The Leadership TEAM model is based on research that indicates that high-performing school leaders can be developed through on-the-job coaching and skill enhancement.[13]

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[13] Darling-Hammond, L. 2007. *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs – Final Report*, Stanford University.

Currently, there is no program of skills and knowledge in SUSD that would ensure a high skill level among assistant principals. Leadership TEAM will develop the skills of the assistant principals through the Leadership TEAM coaching model to prepare them for future principalship roles. The SUSD School Leader Competencies will guide the development of assistant principals.

Assistant principals also will participate in coaching that will lead to their retention in the district. In the first project year, fifteen assistant principals will receive coaching through CASST to help them enhance their leadership skills and help them meet the School Leader Competencies. All of the assistant principals will participate in coaching through the project. These assistant principals will be prepared to assume principalships in the district and be retained.

Through TCSJ's preparation program, project participants will be placed as new intern administrators working one day per week for a school year alongside current administrators in SUSDs successful schools. In this capacity, participants will take on increasing responsibility, becoming a member of the administrative team at the site. As such, candidates will participate in principal meetings, committee work, parent meetings, school functions, and board meetings. They will learn to monitor student achievement data, coach teachers, and lead curriculum development.

Comprehensive Effort

Partners

As the fiscal agent and applicant for this grant, San Joaquin County Office of Education has engaged partners who will ensure success:

- Teachers College of San Joaquin (TCSJ), providing a preparation program for the Administrative Services Credential and a Master of Education in Educational and School Development
- Stockton Unified School District (SUSD) (Figure 2), a high-need urban school district
- Association of California School Administrators' CASST Region (CASST), a professional coaching program for principals and assistant principals
- California Business for Education Excellence (CBEE), a business-education organization that is the leading voice for business leaders in California education policy and improvement

TCSJ's program is committed to providing rigorous, authentic, and innovative teaching and learning approaches. It is designed to build upon and expand the prior knowledge, skills, and abilities of its students and to interweave theory with the contextual experience of working in the culturally and linguistically diverse classrooms of California.

SUSD is an urban K-12 school district facing struggles in increasing the academic achievement of students who are challenged with poverty and language barriers and

the associated conditions that make academic learning difficult. SUSD meets the High-Need LEA Requirements for this grant.

Figure 2

High-Need LEA Requirements									
Name of LEA	**# of Children**		**Poverty Rate**			**Percent of Teachers**			
	A1	**#**	**A2**	**%**	**And**	**B1**	**%**	**B2**	**%**
Stockton Unified School District			√	27.94				√	2.9
Data Source for A2:	**U.S. Department of Education Website http://www.ed.gov/programs/lsl/eligibility.html**								
Data Source for B2:	**California Basic Educational Data System (CBEDS) 2008-09 Teacher Credential and Experience Report**								

Leadership TEAM is also partnering with CASST, the regional affiliate of the Association of California School Administrators which, since 1971, has been the largest umbrella organization for school leaders in the nation, serving more than 16,000 school leaders. The California Professional Standards for Education Leaders (CPSEL), a set of high quality standards for effective school leadership, has been the basis for coaching programs for new and experienced leaders to ensure quality among the ranks of school administrators.

The California Business for Education Excellence (CBEE) is the parent organization for EdResults.org. Both are non-profit 501(c)(3) organizations. CBEE is a business-ed organization that is the leading voice for business leaders in California education policy and improvement. CBEE's mission is to raise student academic achievement and close achievement gaps in California public schools by ensuring every student reaches a minimum of grade level proficiency. This is accomplished through connecting low-

performing schools with high-performing schools that have similar student populations in an organized and systematic way. This peer exchange of best practices not only dispels myths often used as excuses for lack of performance, but also helps low performing schools to clearly understand and replicate the best practices of high performing, look-a-like schools. CBEE will provide lessons in collecting and understanding data that will strengthen leadership in SUSD's high need schools.

Capacity to Prepare Leaders for Schools in High-Need LEAs

SUSD, through Level 1 of Leadership TEAM, will develop the skills and knowledge of district principals and assistant principals who serve high-need schools by implementing an innovative, research-based program of professional development that includes on-the-job coaching and learning. Twelve high need schools have been identified in the district. Seven of these are persistently low performing, three are low performing schools that have new principals, and two are schools participating in Program Improvement (PI). SUSD will implement Leadership TEAM in two parallel efforts: 1) principals and assistant principals from these schools will each work with a coach to empower them to effectively lead their schools to success; and 2) assistant principals at other schools will be coached through CASST to improve their leadership skills. The target for all principals and assistant principals in SUSD is to meet SUSD's School Leader Competencies.

CASST, which serves the counties of Calaveras, Amador, Stanislaus, San Joaquin, and Tuolumne, will provide professional level on-the-job coaching for assistant principals in SUSD through Level 2 of Leadership TEAM. CASST, in collaboration with

the New Teacher Center at the University of California, Santa Cruz, has a long record of providing successful coaching experiences for California's new principals and assistant principals. CASST coaching has been based on the required CPSEL elements: 1) Facilitating a vision of learning; 2) Developing a school culture and instructional program; 3) Managing the organization; 4) Collaborating with families and communities; 5) Modeling ethics and building leadership capacity; and 6) Responding to political, social, economic, legal and cultural contexts. CASST will align the CPSEL standards with SUSD's School Leader Competencies so that the Competencies guide all three levels of intervention of the project. The program includes six hours per month of on-site coaching, an average of two hours per month of email/phone coaching, one-to-one relationships, resources, research and strategies and a goal-driven, data-based program. It provides principals and assistant principals with the bridge between knowing the research, skills, and policies behind effective school administration and performing and positively thriving as an educational leader skilled in guiding continuous growth in student achievement.

TCSJ, at Level 3 of Leadership TEAM, will enhance and provide its administrator credential preparation program that has been successfully implemented for more than five years. Candidates have succeeded in this program as a result of a strong model of collaboration between the program and local school districts. Partner districts have seen the opportunity to "grow their own" district administrators and school leaders through this preparation program. By providing the opportunity to obtain an administrative services credential and concurrently, if desired, a master's degree in school leadership, the TCSJ preparation program will continue to develop new

administrators for local districts, specifically SUSD through this Leadership TEAM project.

Replication

As part of the evaluation process of the project, Leadership TEAM will determine implementation steps for replication at other institutions so its impact can be broadened region wide. In addition to reporting standard data on the efficacy of the program, Leadership TEAM will include a section in the evaluation report on replication of this project elsewhere. Throughout implementation and evaluation of the project, Leadership TEAM will document the strategies, materials and curriculum that have been developed and implemented to ensure that the project's mission is achieved. Documentation will include steps taken, persons involved, levels of staffing and fiscal support required, any implementation problems, evaluation results, and all recommendations for change or adjustment. Prototypes of any new materials developed will be maintained. As a result, a functional model will be made ready for replication and dissemination. To that end, Leadership TEAM has developed replication standards to provide a concrete pathway to guide these efforts.

Replication Standards

Standard 1: Develop a conceptual framework that establishes purpose, vision, mission and philosophy. The concept is built on standards of quality and the theories, research, wisdom of practice and educational policies that lead to achieving schools.

Standard 2: Design a training program of delivery strategies, school-based work experiences, induction support and placement and retention strategies.

Standard 3: Ensure a comprehensive effort by selecting partners, ensuring that the organization has the capacity to prepare leaders for high-need schools and collaborating with other local efforts to improve schools.

Standard 4: Select and assess participants using specific criteria and processes for recruiting and choosing project participants who are likely to be successful. Choose assessment tools and processes to determine their level of accomplishment.

Leadership TEAM will assess the strength of its efforts in each standard and determine success. Following the assessment and evaluation report, Leadership TEAM will create a step-by-step pathway to guide other organizations in implementing the model. The guide will be developed as an implementation guidebook and made available to other organizations.

The evaluation process will use student academic outcome data, participant interviews and surveys, and on-site observations of the project in the process. The annual evaluation reports will indicate to what degree participants in Leadership TEAM are a) obtaining administrative certification at a high rate, b) benefitting from the professional coaching they receive as new principals or assistant principals, and c) developing the skills required to lead high-need schools to higher student academic achievement. The evaluation report will identify essential elements of the project and other criteria that bring about success of the Leadership TEAM model. The report will suggest guidelines on how to replicate the program in other school districts.

Participant Selection and Assessment

For Level 1, development of current administrators of high-need schools in SUSD, participants will be the principals of the twelve identified high need schools. Seven of these schools are identified as among the lowest 5% of persistently low-achieving schools in the state; three of the schools are high-need and have new principals; and the two other schools are in their twelfth year of Program Improvement status. Leadership TEAM will enhance and strengthen the skills of these principals so that they are empowered as leaders and can be retained in their positions while the district ensures that these schools will improve in student achievement. These current principals will be assessed with a standardized measure, School Leaders Competency Record, twice a year.

Assistant principals will be selected for coaching according to set criteria: the first cohort will be from the twelve targeted high-need schools and from three other Program Improvement schools; second and additional cohorts will be selected from the remaining assistant principals in the district.

For TCSJ's Educational Leadership and School Development program, SUSD will select from among the best and brightest teacher leaders in the district. In addition, the district will seek candidates from diverse cultural, linguistic, and academic backgrounds, as well as those who come with a variety of work experiences. Candidates must demonstrate strong potential for professional success in schools, academic and work-related achievement and a commitment to inquiry.

Assessment of participants at the preparation level will include both formative and summative assessment practices in both their coursework and fieldwork. In order to assess participants' competency throughout their coursework experiences, participants will be assessed as they exhibit their level of knowledge and skills by creating a simulation of setting up a new school, making a formal presentation on their understanding of school law, participating in mock interviews on human resource scenarios, role playing evaluation conferences, completing projects on school finance, curriculum theory, and school culture, completing significant reading and writing of research, and taking both oral and written examinations. Course grades will be recorded for participants along with both oral and written feedback from instructors.

During the fieldwork portion of the TCSJ program, participants will be assessed on their ability to meet the competencies outlined in California's Standards of Quality and Effectiveness for Preliminary Administrative Services Credentials. The TCSJ Candidate Competency Record will be aligned with SUSD's School Leader Competency document and used to document the participant's observation, participation, and beginning mastery of the competencies. Participants also will maintain a professional portfolio of evidence of their developing competencies. Through an individual learning plan, participants, working with their Field Placement Administrator, will document strengths and set goals for professional growth.

Successful completion of coursework and beginning mastery of the standards of administrator competencies will combine to determine the overall assessment of the participant. These summative strategies will include course grades, the Candidate

Competency Record, the Professional Portfolio, and requirements for the Masters of Education degree.

Quality of the Project Evaluation

Methods

Objectives and Outcome Measures

Objective 1: To prepare participants for certification as new principals or assistant principals.

Performance Measure: The percent of participants who become certified as new principals or assistant principals.

Benchmark 1a: 100% of participants targeted as new principals or assistant principals for SUSD receive certification by the end of one preparation program cycle (fourteen months);

Benchmark 1b: 100% of participants targeted for SUSD receive certification as a new principal or assistant principal each year thereafter.

Objective 2: To place new principals and assistant principals in schools in high-need LEAs.

Performance Measure: The percent of participants who receive certification who are placed in schools in SUSD.

Benchmark 2a: 90% of participants are placed in schools in SUSD by the end of the second year of the project.

Benchmark 2b: At least 90% of participants are placed in SUSD schools each year of the project thereafter.

Objective 3: To retain new principals and assistant principals in schools in SUSD.

Performance Measure: The percent of participants who are retained as principals or assistant principals in schools in SUSD.

Benchmark 3a: At least 8 participating principals or assistant principals are retained in schools in SUSD after the second year of the program.

Benchmark 3b: At least 20 participating principals or assistant principals are retained in schools in SUSD after the fifth year of the project.

Objective 4: To retain existing principals who participate in the project.

Performance Measure: The percent of principal participants who are retained as principals in SUSD schools.

Benchmark 4a: At least 12 principals and 15 assistant principals participate in professional development in the first year of the project.

Benchmark 4b: At least 20 principals or assistant principals participate in professional development each year of the project thereafter.

Benchmark 4c: 100% of the existing principals who participate in the project are retained in SUSD after the first year of the project.

Benchmark 4d: At least 90% of the existing principals who participate in the project are retained after the fifth year of the project.

Benchmark 4e: Of the 7 PLP schools in the district, at least 5 will increase the number of students testing proficient in EL/A or math by 5 percentage points each year of the project.

Objective 5: To ensure that participants increase their scores on a standardized measure of principal skills from pre- to post-testing.

Performance Measure: The percent of participants who increase their scores.

Benchmark 5a: At least 80% of the participants who are tested prior to and following the project's professional development achieve Mastery level on the School Leader Competencies (attached) assessment by the end of the first project year.

Benchmark 5b: At least 80% of the participants who are tested achieve Mastery level on the School Leader Competencies assessment each project year thereafter.

Data Collection

Both qualitative and quantitative data elements will be collected. Qualitative data will include participant surveys, focus group interviews, observations and individual interviews. Survey batteries and interview questions will focus on determining the strength of the interventions relative to the California Standards for the Administrative Services Credential and to the California Professional Standards for Educational Leaders. SUSD's School Leader Competency Record is aligned with these two

standard sets. The purpose for collecting data relative to these two sets of standards is to judge the potency of the interventions and to assess the participants' ability to apply what they have learned through the project. The content assessed includes: The ability to facilitate the development of a shared vision of learning; the ability to promote a school culture and program conducive to student learning and staff professional growth; the ability to effectively manage an education organization; the ability to effectively collaborate with the school community; the ability to model a personal code of ethics and professional leadership capacity; and, the ability to respond to and influence the larger political, social, legal, and cultural context.

Quantitative data will include elements that indicate the strength of the interventions as measured by student achievement data. Through its partnership with the California Business for Education Excellence, Leadership TEAM will evaluate the strength of the interventions by collecting quantitative data on student achievement through the Educational Results Partnership[14] system. A "free school improvement system for actionable data and best practices to raise student achievement and close achievement gaps," the Educational Results Partnership is co-sponsored by the California Business for Education Excellence, a Leadership TEAM partner. Through this system, objective data will be collected and analyzed related to the selected project schools in SUSD.

Through the Educational Results Partnership system, quantitative data for every school in which participants work as principals or assistant principals will be collected in order to provide feedback to participants that will help them successfully lead student achievement progress in their schools and to determine effectiveness of project

[14] http://datadrivenschools.org/change/

interventions based on student achievement data. Data will include comparisons to ten high-performing schools with comparable demographics to the participant's school, the California Star Tests (standardized academic achievement tests), the California High School Exit Exam, and the California State University Early Assessment Program. Comparison data will allow participants and their coaches and mentors in the project to find out what other schools with similar demographics are doing to increase student achievement through a best practices section of the system. Comparing their schools with comparable demographics will help participants overcome some of the real or perceived challenges of educating the students in their school based on student characteristics. Putting into practice at their own schools what they learn from the similar schools will increase the success of their students.

Evaluation Instruments

Participant surveys, focus group interview questions, individual interview questions, and observation protocols will be developed to collect the qualitative data for the evaluation reports. Student achievement data used to evaluate the effect of the interventions on project success will be collected from California Star Tests (CST), California High School Exit Exam (CAHSEE), and California State University Early Assessment Program (CSU-EAP) results. Within the project, the following exiting evaluation instruments will be used: 1) the Candidate Competency Record for recording the developing mastery of candidates for the Administrative Services Credential; 2) the Professional Portfolio, a participant's own record of developing

competencies; 3) the CASST coaches' logs and individual learning plans; 4) the SUSD School Leader Competencies checklist and Principal Coaches' logs.

Data Analysis

Data will be analyzed using a mixed methods approach including both formative and summative information. Using both qualitative and quantitative data will provide a triangulation of evidence that will validate findings from each. With the qualitative data from surveys, interviews, and observations, an effort will be made to verify the strength of the project interventions as related to student achievement outcome data for the schools of the principals and assistant principals who are participating in the project. Additionally, qualitative data will be used to strengthen the reasons for the quantitative outcomes relative to the numbers of principals and assistant principals who are prepared, supported, and retained through the efforts of the project.

Logic Model

Level 3		
Inputs	**Outputs**	**Outcomes**
• Recruitment and screening of participants • Prepare candidates • Retain candidates	• Teachers enroll in the program • Candidates meet competency requirements • Candidates successfully complete the program	• More highly skilled principals and assistant principals are available for high-need LEAs

Level 2		
Inputs	**Outputs**	**Outcomes**
• Provide professional coaching for assistant principals	• Assistant principals learn from coaching	• More assistant principals successfully lead high-need schools

Level 1		
Inputs	**Outputs**	**Outcomes**
• Provide mentoring for principals in persistently low-performing schools • Provide professional development activities for assistant principals	• Principals in low-performing schools learn and implement new, effective leadership skills • Assistant principals learn effective leadership practices	• More effective Principals and assistant principals are retained in the district • Student achievement scores increase in identified schools

Performance Feedback and Assessment of Progress

Benchmarks of Progress

Performance feedback will be based on the project benchmarks of progress: 1) The number of new principals and assistant principals prepared for the administrative services credential; 2) The number of new principals and assistant principals placed in schools in high-need LEAs (specifically SUSD); 3) The number of new principals and assistant principals retained in SUSD; 4) The number of principals and assistant principals in SUSD who participate in professional development activities; 5) The number of PLP schools that increase student achievement scores on standardized

measures; 6) The number of participants who increase their scores on a standardized measure of principal skills from pre- to post-testing; and 7) The number of principals and assistant principals who are retained in SUSD as a result of the project's professional development activities.

Reporting

Evaluation reports will describe the findings of the evaluation and make recommendations for action. In addition to the annual performance reports required by the U.S. Department of Education, summative program evaluation reports will be written by the project evaluator and shared with all of the partners of the project annually. During each project year, the evaluator will tabulate data and present it to Leadership TEAM project partners in statistical summaries based on regression analyses that estimate the independent effects of project participation. This formative evaluation process will allow partners to make periodic assessment of progress toward project objectives and intended outcomes.

Significance

Potential Contribution

Leadership TEAM builds on the long-term successful collaboration between the partners. TCSJ has successfully prepared principals, assistant principals and other school leaders for high-need schools since 2005 through the administrative credential preparation program. Now, with the offering of a master of education program in addition to the credential preparation program through TCSJ, partnership with SUSD

has the potential to build the knowledge, experience, and infrastructure to prepare leaders for the specific needs of persistently low-achieving schools in SUSD and ultimately in other high-need LEAs. Leadership TEAM offers a unique long-term combination of preparation, support, and development for principals and assistant principals not often found in typical administrator preparation programs.

SUSD will place their successful principals side by side with principals from high-need schools and will provide professional development activities for their assistant principals specifically designed for success with high need schools. TCSJ will prepare new principals and assistant principals specifically for the challenges they will face in high-need schools through coursework, fieldwork, and coaching that is based on the research from high achieving high-need schools. CASST professional coaching will support assistant principals as they face the day-to-day challenges of leading high-need schools. This project has the potential to contribute a model of comprehensive principal and assistant principal preparation, support, and development that brings together high need LEAs and institutions of higher education and strengthens the quality of new school leaders.

The Leadership TEAM Replication Standards described earlier will be used in the development of an Implementation Guide so that interested organizations can replicate the Leadership TEAM model. Potentially, the model will contribute to the development of more school principals and assistant principals for high-need schools locally and in other regions.

Likelihood of System Change or Improvement

Leadership TEAM is likely to lead to systemic change in SUSD's professional development for principals and assistant principals as the project evaluation records successes related to the professional development activities initiated in the district. SUSD will learn from the project the effect of the interventions of professional development for assistant principals and mentoring of current principals in persistently low-achieving schools. Successful interventions are likely to be continued. At TCSJ, successes of the effect of preparation of new principals and assistant principals as leaders for persistently low-performing schools through attempts to meet the needs of a high-need district are likely to be continued as continuous program improvement efforts.

An important system change or improvement that is likely to occur in SUSD as a result of Leadership TEAM is that the district could exit its Program Improvement status. Currently, SUSD is receiving District Assistance and Intervention Team support, according to California Department of Education requirements, because it had reached Year 3 of Program Improvement (PI) designation for not meeting Adequate Yearly Progress (AYP) for three years. As such, SUSD has worked with an external technical assistance intervention team to examine current practices at both the district and school levels, evaluate the effectiveness of those practices, and develop and implement practices that will help the district exit Program Improvement status. The efforts implemented through Leadership TEAM are likely to accelerate the district's exit from PI status.

Magnitude of Outcomes Likely to be Obtained

Effect on Teaching and Learning

As documentation of student achievement at the project schools is shared with the school staffs, project participants leading those schools will be able to provide a vision for teaching and learning that will impact instructional efforts. Mentoring and coaching for the school leaders will help them to analyze achievement data in ways that will inform methods and instructional plans. Participants will use data from the Educational Results Partnership system through the CBEE partnership to collect, compare, and analyze student achievement data. Then, using the system's Best Practices component, they will be able to find other schools with comparable demographics, communicate with those schools, and bring back successful teaching and learning ideas to their own schools where they will lead their students to greater academic success. San Joaquin County has difficulty luring new businesses to the area due to an inability to find local workers with adequate skills and knowledge to do their jobs. Leadership TEAM will ultimately help to stimulate the local economy by improving student academic achievement.

SUSD currently has a severe dropout problem (17.7% as of July 2009[15]). Many students do not feel safe at school: Among surveyed[16] Grade 11 students, 8% said they had carried a gun to school and 13% said they had brought some other kind of weapon. Among district staff, including teachers, 36% said that fighting was a moderate to

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[15] DataQuest, California Department of Education.

[16] California Healthy Kids Survey, 2006. Key Findings-Secondary.

severe problem among students, 65% said that disruptive behavior was a moderate to severe problem, and 29% said that gang related activity was a moderate to severe problem.[17] When school principals and assistant principals are skilled, knowledgeable, and effective in their jobs as a result of Leadership TEAM, school climate is expected to improve and more students are expected to remain in school and graduate.

Effect on Need for Skilled, Competent Principals

Currently, SUSD has identified twelve persistently low-performing schools and each school has a need for a strong, effective school leader. In addition, with fifty-five schools (thirty-six of them in Program Improvement status) in which nearly 28% of the students live in poverty, nearly 79% qualify for free meals, and 28% of them do not speak English as their first language, the entire district continues to need skilled, competent principals who come with the leadership skills required to successfully lead high-need schools. Leadership TEAM expects to prepare twenty-five new principals/ assistant principals and to retain at least 90% of SUSD principals and assistant principals who participate for at least two years.

Leadership TEAM will emphasize across all three levels of the project the preparation training, and reteaching of participants to prepare them for the environment of fundamentally changing school culture. Leadership TEAM is looking for significant progress in a relatively short period of time; the partnerships and planning established for this project indicate a strong potential for success

[17] California School Climate Survey, 2008.

Quality of the Management Plan

Adequacy of the Management Plan

Project Personnel

Key project personnel include a principal investigator, a project coordinator, a project evaluator, a representative from the school district, a coaching coordinator, and data analysis facilitators.

The principal investigator will be Dr. Catherine Kearney, Dean, Teachers College of San Joaquin. She will devote twenty percent of her time to this project contributed in kind. Dr. Kearney's responsibilities will include overseeing the program, serving as liaison to SUSD, responding to the state legislature and the Commission on Teacher Credentialing, recruiting and selecting faculty, and overseeing student recruitment, advisement and selection, and the project budget.

SJCOE will hire a 1.0 FTE coordinator for the project, Leadership TEAM, who will be responsible for coordinating all activities under each of the project's objectives. The coordinator will ensure communication and cooperation among all of the project's partners for the implementation of the project activities.

The project evaluator will be Sharon Wieland, Ph.D. of Wieland Consulting, an education program evaluation firm. A member of the American Evaluation Association, Dr. Wieland has extensive experience in evaluating both federal and state education grant projects.

The key representative from the school district will be SUSD Assistant Superintendent for Human Resources, Steve Vaczovsky, a former teacher, principal, personnel director, and assistant superintendent, who will oversee the implementation of the Level 1 principal and assistant principal development activities in SUSD, and who will work closely with Dr. Kearney and the Leadership TEAM Coordinator in implementing the project.

The coaching coordinator for assistant principal coaching will be Jackie Flowers, CASST Program Coordinator, who has served in teaching and administrative positions in regional schools and now coordinates the CASST program throughout the five-county region. She will collaborate with TCSJ and SUSD to align coaching standards and methodology throughout the project.

The data analysis facilitators will be the CEO of CBEE, Kirk M. Clark and the Director of Development and Outreach, Ken Sorey. As representatives of the business community and as experts in analysis of school student achievement data, Mr. Clark and Mr. Sorey will provide crucial links to community development needs as well as training on understanding and using data for school improvement.

Management Timeline

All Levels		
Activity	**Person Responsible**	**When**
Hire TEAM Coordinator	TCSJ Dean	2010 October
Establish and maintain communication/collaboration in project	TEAM Coordinator	2010-2015 Ongoing

All Levels		
Advisory Board Meetings	Advisory Board	2010-2015 Monthly
Conduct Pre- and Post- assessments of participants on Competency measure	Principal Coaches	2010-2015 Oct & June
Data Collection and Annual Project Evaluation	TEAM Coordinator, Evaluator	2010-2015 Monthly
Final Project Evaluation and Develop Replication Handbook	TEAM Coordinator, Evaluator	2010-2015 June
Level 1		
Activity	**Person Responsible**	**When**
Select Principal Coaches	SUSD HR Director	2010-2015 October
Provide training for Principal Coaches	TEAM Coordinator	2010-2015 October
Implement coaching with procedures, timeline	SUSD HR Director	2010-2015 Ongoing
Provide training for new and existing principals on data, best practices, facilitated site visits, and PLCs.	CBEE Partner	2010-2015 Monthly
Hold PLC meetings for participants.	TEAM Coordinator	2010-2015 Monthly
Level 2		
Activity	**Person Responsible**	**When**
Select assistant principals to receive coaching	SUSD HR Director	2010-2015 October
Select coaches and provide orientation	CASST Coordinator	2010-2015 October
Provide CASST coaching for participants	CASST Coord	2010-2015 Ongoing
Level 3		
Activity	**Person Responsible**	**When**

All Levels		
Advise/screen applicants	TCSJ Program Coordinator	2010-2015 September
Provide administrative services credential and Masters of Education preparation program	TCSJ Dean	2010-2015 Ongoing
Provide retention activities-mentoring, support, coaching	TCSJ Program Coordinator	2010-2015 Ongoing

Monitoring

Diversity of Perspectives

The management plan will include a diversity of perspectives by including on the Leadership TEAM management team not only the staff representatives from each of the three tiers of the project--development (SUSD), coaching/support (CASST), and preparation (TCSJ),--but also the perspectives of the business community through Leadership TEAM's business partners at California Business for Education Excellence.

Procedures for Feedback and Continuous Improvement

Leadership TEAM will hold monthly meetings of an advisory board that will monitor progress toward project goals and objectives and suggest mid-course corrections as needed. Members of the advisory board will include Catherine Kearney, Ed.D., Principal Investigator, the TEAM Coordinator, Steve Vaczovsky, SUSD Assistant Superintendent for Human Resources, Sharon Wieland, Ph.D., Project Evaluator, Jackie Flowers, CASST Coordinator, Pamela Dunham, M.Ed., TCSJ Administrative Credential Program Coordinator, Kirk M. Clark, Chief Executive Officer, California Business for Education Excellence and Ken Sorey, Director of Development and Outreach, California Business for Educational Excellence.

Leadership TEAM will ensure close coordination between the Principal Investigator, Evaluator, TCSJ faculty and staff, CASST Coordinator and staff, and SUSD Superintendent and staff. The TEAM Coordinator will ensure communication between these groups that will allow for continuous feedback, reactions and assessment of project activities.

The external evaluator will develop an evaluation team made up of key staff from all three levels of the project's implementation services to examine implementation and outcomes. The evaluator will provide updates to the Advisory Board throughout the year and prepare and write annual evaluation reports, including recommendations for project improvement, that will be shared with the Advisory Board for discussion and analysis.

Conclusion

The three-level model of Leadership TEAM is designed to prepare new principals and assistant principals, support them through coaching as they begin their careers, and develop the skills and abilities of current high-need school leaders through a program of intensive professional development and side-by-side mentoring. Leadership TEAM is a comprehensive, innovative endeavor to develop school leadership for the most needy schools.

Nine Instructional Strategies

. . . most likely to improve student achievement across all content areas and across all grade levels.

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

* Use Venn diagrams or charts to compare and classify items.
* Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

* Provide a set of rules for creating a summary.
* When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

* Use teacher-prepared notes.
* Stick to a consistent format for notes, although students can refine the notes as necessary.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:
* Share stories about people who succeeded by not giving up.
* Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.
Applications:
* Find ways to personalize recognition. Give awards for individual accomplishments.
* "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.
Applications:
* Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.
* Tell students if homework is for practice or preparation for upcoming units.
* Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.
Applications:
* Assign timed quizzes for homework and have students report on their speed and accuracy.
* Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.
Applications:
* Incorporate words and images using symbols to represent relationships.
* Use physical models and physical movement to represent information.

6. Cooperative Learning

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.
Applications:
* When grouping students, consider a variety of criteria, such as common experiences or interests.
* Vary group sizes and objectives.
* Design group work around the core components of cooperative learning-positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.
Applications:
* Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
* Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.
Applications:
* Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
* Keep feedback timely and specific.
* Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.
Applications:
* Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
* Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

Cues, questions, and advance organizers help students use what they already know

about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

* Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
* Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results.[1]

The idea of improving schools by developing professional learning communities is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning.

The professional learning community model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts. In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative. Another reform movement has come and gone, reinforcing the conventional education wisdom that promises, "This too shall pass."

The movement to develop professional learning communities can avoid this cycle, but only if educators reflect critically on the concept's merits. What are the "big ideas" that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school?

Big Idea #1: Ensuring That Students Learn

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.

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[1] DuFour, Richard. **Schools as Learning Communities:** What Is a "Professional Learning Community"? May 2004 | Volume **61** | Number **8** Pages 6-11

School mission statements that promise "learning for all" have become a cliché. But when a school staff takes that statement literally—when teachers view it as a pledge to ensure the success of each student rather than as politically correct hyperbole—profound changes begin to take place. The school staff finds itself asking, What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our own school? What commitments would we have to make to one another to create such a school? What indicators could we monitor to assess our progress? When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative.

As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

The answer to the third question separates learning communities from traditional schools.

Here is a scenario that plays out daily in traditional schools. A teacher teaches a unit to the best of his or her ability, but at the conclusion of the unit some students have not mastered the essential outcomes. On the one hand, the teacher would like to take the time to help those students. On the other hand, the teacher feels compelled to move forward to "cover" the course content. If the teacher uses instructional time to assist students who have not learned, the progress of students who have mastered the content will suffer; if the teacher pushes on with new concepts, the struggling students will fall farther behind.

What typically happens in this situation? Almost invariably, the school leaves the solution to the discretion of individual teachers, who vary widely in the ways they respond. Some teachers conclude that the struggling students should transfer to a less rigorous course or should be considered for special education. Some lower their expectations by adopting less challenging standards for subgroups of students within their classrooms. Some look for ways to assist the students before and after school. Some allow struggling students to fail.

When a school begins to function as a professional learning community, however, teachers become aware of the incongruity between their commitment to ensure learning for all students and their lack of a coordinated strategy to respond when some students do not learn. The staff addresses this discrepancy by designing strategies to ensure that struggling students receive additional time and support, no matter who their teacher is. In addition to being systematic and schoolwide, the professional learning community's response to students who experience difficulty is

- Timely. The school quickly identifies students who need additional time and support.

- Based on intervention rather than remediation. The plan provides students with help as soon as they experience difficulty rather than relying on summer school, retention, and remedial courses.
- Directive. Instead of inviting students to seek additional help, the systematic plan requires students to devote extra time and receive additional assistance until they have mastered the necessary concepts.

The systematic, timely, and directive intervention program operating at Adlai Stevenson High School in Lincolnshire, Illinois, provides an excellent example. Every three weeks, every student receives a progress report. Within the first month of school, new students discover that if they are not doing well in a class, they will receive a wide array of immediate interventions. First, the teacher, counselor, and faculty advisor each talk with the student individually to help resolve the problem. The school also notifies the student's parents about the concern. In addition, the school offers the struggling student a pass from study hall to a school tutoring center to get additional help in the course. An older student mentor, in conjunction with the struggling student's advisor, helps the student with homework during the student's daily advisory period.

Any student who continues to fall short of expectations at the end of six weeks despite these interventions is required, rather than invited, to attend tutoring sessions during the study hall period. Counselors begin to make weekly checks on the struggling student's progress. If tutoring fails to bring about improvement within the next six weeks, the student is assigned to a daily guided study hall with 10 or fewer students. The guided study hall supervisor communicates with classroom teachers to learn exactly what homework each student needs to complete and monitors the completion of that homework. Parents attend a meeting at the school at which the student, parents, counselor, and classroom teacher must sign a contract clarifying what each party will do to help the student meet the standards for the course.

Stevenson High School serves more than 4,000 students. Yet this school has found a way to monitor each student's learning on a timely basis and to ensure that every student who experiences academic difficulty will receive extra time and support for learning. Like Stevenson, schools that are truly committed to the concept of learning for each student will stop subjecting struggling students to a haphazard education lottery. These schools will guarantee that each student receives whatever additional support he or she needs.

Big Idea #2: A Culture of Collaboration

Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.

Despite compelling evidence indicating that working collaboratively represents best practice, teachers in many schools continue to work in isolation. Even in schools that endorse the idea of collaboration, the staff's willingness to collaborate often stops at the

classroom door. Some school staffs equate the term "collaboration" with congeniality and focus on building group camaraderie. Other staffs join forces to develop consensus on operational procedures, such as how they will respond to tardiness or supervise recess. Still others organize themselves into committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. Although each of these activities can serve a useful purpose, none represents the kind of professional dialogue that can transform a school into a professional learning community.
The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

Collaborating for School Improvement

At Boones Mill Elementary School, a K-5 school serving 400 students in rural Franklin County, Virginia, the powerful collaboration of grade-level teams drives the school improvement process. The following scenario describes what Boones Mill staff members refer to as their teaching-learning process.

The school's five 3rd grade teachers study state and national standards, the district curriculum guide, and student achievement data to identify the essential knowledge and skills that all students should learn in an upcoming language arts unit. They also ask the 4th grade teachers what they hope students will have mastered by the time they leave 3rd grade. On the basis of the shared knowledge generated by this joint study, the 3rd grade team agrees on the critical outcomes that they will make sure each student achieves during the unit.

Next, the team turns its attention to developing common formative assessments to monitor each student's mastery of the essential outcomes. Team members discuss the most authentic and valid ways to assess student mastery. They set the standard for each skill or concept that each student must achieve to be deemed proficient. They agree on the criteria by which they will judge the quality of student work, and they practice applying those criteria until they can do so consistently. Finally, they decide when they will administer the assessments.

After each teacher has examined the results of the common formative assessment for his or her students, the team analyzes how all 3rd graders performed. Team members identify strengths and weaknesses in student learning and begin to discuss how they can build on the strengths and address the weaknesses. The entire team gains new insights into what is working and what is not, and members discuss new strategies that they can implement in their classrooms to raise student achievement.
At Boones Mill, collaborative conversations happen routinely throughout the year. Teachers use frequent formative assessments to investigate the questions "Are students learning what they need to learn?" and "Who needs additional time and

support to learn?" rather than relying solely on summative assessments that ask "Which students learned what was intended and which students did not?"
Collaborative conversations call on team members to make public what has traditionally been private—goals, strategies, materials, pacing, questions, concerns, and results. These discussions give every teacher someone to turn to and talk to, and they are explicitly structured to improve the classroom practice of teachers—individually and collectively.

For teachers to participate in such a powerful process, the school must ensure that everyone belongs to a team that focuses on student learning. Each team must have time to meet during the workday and throughout the school year. Teams must focus their efforts on crucial questions related to learning and generate products that reflect that focus, such as lists of essential outcomes, different kinds of assessment, analyses of student achievement, and strategies for improving results. Teams must develop norms or protocols to clarify expectations regarding roles, responsibilities, and relationships among team members. Teams must adopt student achievement goals linked with school and district goals.

Removing Barriers to Success

For meaningful collaboration to occur, a number of things must also stop happening. Schools must stop pretending that merely presenting teachers with state standards or district curriculum guides will guarantee that all students have access to a common curriculum. Even school districts that devote tremendous time and energy to designing the intended curriculum often pay little attention to the implemented curriculum (what teachers actually teach) and even less to the attained curriculum (what students learn) (Marzano, 2003). Schools must also give teachers time to analyze and discuss state and district curriculum documents. More important, teacher conversations must quickly move beyond "What are we expected to teach?" to "How will we know when each student has learned?"

In addition, faculties must stop making excuses for failing to collaborate. Few educators publicly assert that working in isolation is the best strategy for improving schools. Instead, they give reasons why it is impossible for them to work together: "We just can't find the time." "Not everyone on the staff has endorsed the idea." "We need more training in collaboration." But the number of schools that have created truly collaborative cultures proves that such barriers are not insurmountable. As Roland Barth (1991) wrote,

Are teachers and administrators willing to accept the fact that they are part of the problem? . . . God didn't create self-contained classrooms, 50-minute periods, and subjects taught in isolation. We did—because we find working alone safer than and preferable to working together. (pp. 126–127)
In the final analysis, building the collaborative culture of a professional learning community is a question of will. A group of staff members who are determined to work together will find a way.

Big Idea #3: A Focus on Results

Professional learning communities judge their effectiveness on the basis of results. Working together to improve student achievement becomes the routine work of everyone in the school. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. The focus of team goals shifts. Such goals as "We will adopt the Junior Great Books program" or "We will create three new labs for our science course" give way to "We will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent" or "We will reduce the failure rate in our course by 50 percent."

Schools and teachers typically suffer from the DRIP syndrome—Data Rich/Information Poor. The results-oriented professional learning community not only welcomes data but also turns data into useful and relevant information for staff. Teachers have never suffered from a lack of data. Even a teacher who works in isolation can easily establish the mean, mode, median, standard deviation, and percentage of students who demonstrated proficiency every time he or she administers a test. However, data will become a catalyst for improved teacher practice only if the teacher has a basis of comparison.

When teacher teams develop common formative assessments throughout the school year, each teacher can identify how his or her students performed on each skill compared with other students. Individual teachers can call on their team colleagues to help them reflect on areas of concern. Each teacher has access to the ideas, materials, strategies, and talents of the entire team.

Freeport Intermediate School, located 50 miles south of Houston, Texas, attributes its success to an unrelenting focus on results. Teachers work in collaborative teams for 90 minutes daily to clarify the essential outcomes of their grade levels and courses and to align those outcomes with state standards. They develop consistent instructional calendars and administer the same brief assessment to all students at the same grade level at the conclusion of each instructional unit, roughly once a week.

Each quarter, the teams administer a common cumulative exam. Each spring, the teams develop and administer practice tests for the state exam. Each year, the teams pore over the results of the state test, which are broken down to show every teacher how his or her students performed on every skill and on every test item. The teachers share their results from all of these assessments with their colleagues, and they quickly learn when a teammate has been particularly effective in teaching a certain skill. Team members consciously look for successful practice and attempt to replicate it in their own practice; they also identify areas of the curriculum that need more attention.

Freeport Intermediate has been transformed from one of the lowest-performing schools in the state to a national model for academic achievement. Principal Clara Sale-Davis believes that the crucial first step in that transformation came when the staff began to honestly confront data on student achievement and to work together to improve results rather than make excuses for them.

Of course, this focus on continual improvement and results requires educators to change traditional practices and revise prevalent assumptions. Educators must begin to embrace data as a useful indicator of progress. They must stop disregarding or excusing unfavorable data and honestly confront the sometimes-brutal facts. They must stop using averages to analyze student performance and begin to focus on the success of each student.

Educators who focus on results must also stop limiting improvement goals to factors outside the classroom, such as student discipline and staff morale, and shift their attention to goals that focus on student learning. They must stop assessing their own effectiveness on the basis of how busy they are or how many new initiatives they have launched and begin instead to ask, "Have we made progress on the goals that are most important to us?" Educators must stop working in isolation and hoarding their ideas, materials, and strategies and begin to work together to meet the needs of all students.

Hard Work and Commitment

Even the grandest design eventually translates into hard work. The professional learning community model is a grand design—a powerful new way of working together that profoundly affects the practices of schooling. But initiating and sustaining the concept requires hard work. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.

When educators do the hard work necessary to implement these principles, their collective ability to help all students learn will rise. If they fail to demonstrate the discipline to initiate and sustain this work, then their school is unlikely to become more effective, even if those within it claim to be a professional learning community. The rise or fall of the professional learning community concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.

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