

Supplemental Documents for the April 27, 2009 PreK-12 Education Work Group Meeting

Pre K-12 Education SCOPE of WORK

Lead Organization:

Central Valley Educational Leadership Institute

California State University, Fresno

Overall Work Group Staffing Requirements		
Actions	Status	Status Notes
Plan, organize and manage all work group meetings; maintain work group records and minutes; maintain K-12 portion of Partnership web site; provide monthly and quarterly reports.	<input checked="" type="checkbox"/>	Ongoing. This has been the primary responsibility of Dr. Marcy Masumoto, PreK-12 Education Work Group Consultant from CVELI. Because initial funding for this project ran out, the eight county offices of education have funded the position January - June, 2009.
Goal 1: Increase the achievement level of students, schools and school districts in the San Joaquin Valley.		
Objective A: Implement a school and school district support system through county offices of education.		
Organize regular K-12 Work Group meetings involving 8 county superintendents and Partnership representatives.	<input checked="" type="checkbox"/>	Ongoing. This has been the primary responsibility of Dr. Marcy Masumoto, PreK-12 Education Work Group Consultant from CVELI.
ADD: Gather information on achievement gap.	<input checked="" type="checkbox"/>	Done by Fresno County Office of Education
Objective B: Implement a curricular and instructional program to ensure all children are able to read at or above grade level.		
Focus all meetings, discussions, programs and services on ways to close the achievement gap in Valley schools. See program descriptions below.	<input checked="" type="checkbox"/>	Ongoing.

ADD: Expand the discussion to include PreKindergarten in all facets of the work plan as feasible.	<input checked="" type="checkbox"/>	This was made official by CPSJV resolution in June 2008.
ADD: Gather information about availability and quality of preschool programs in the region and conduct a conference related to preschool programs in the region	<input checked="" type="checkbox"/>	Funded by the Packard Foundation, Merced County Office of Education has completed. This was also part of the Exemplary Practices Conference 1-13-09.
Objective C: Provide school choice, intra-district and inter-district options consistent with state and federal law.		
Legal issues workshops on school choice and other timely issues.	<input checked="" type="checkbox"/>	Quarterly sessions offered to school/district administrators. Specific session related to Charter Schools and School Choice held in May 2008.
Objective D: Establish an executive leadership academy to train principals of low-performing schools in “turn-around” educational and management services.		
Expand Springboard leadership development programs from 13 districts to 25 districts in the San Joaquin Valley.	<input checked="" type="checkbox"/>	As of 1-30-09, 33 Valley districts receive support and professional development from Springboard Schools.
Expansion of Superintendent staff development from 3 counties to 8 counties.	<input checked="" type="checkbox"/>	CVELI is offering a series of leadership sessions for superintendents across the region. Typically, we have representation from at least 6 counties at each event. This has resulted in new information and unprecedented networking and sharing of resources.
Expand Best Practice Institutes.	<input checked="" type="checkbox"/>	The Exemplary Practices Conference on Jan. 13, 2009 is one example of the expansion of best practices institutes. 300 people attended, representing 9 counties. Furthermore, Springboard Schools, in partnership with CVELI, has expanded their best practices programs and professional development opportunities through superintendents' networks, High School ELL network and contracted services with districts.

Establishment of the Superintendents Leadership Network.	<input checked="" type="checkbox"/>	Fresno County Office of Education (FCOE) has established a new superintendent's network, and Springboard Schools has also established a regional Central Valley Superintendents Network through federal appropriations funding pursuant to this partnership.
ADD: Expand and continue English Learner Leadership Academy as developed under the SEED Grant.	<input checked="" type="checkbox"/>	FCOE has continued the Academy with a second cohort.
ADD: Lead by the Fresno County Office of Education, develop a long-range (10 year?) regional plan to address needs of English Learners	<input checked="" type="checkbox"/>	FCOE has developed a plan to be presented at the April Work Group meeting.
ADD: Objective F: Coordinate and communicate regional positions regarding state and/or federal school reform.		
ADD: Write a resolution to accept and recommend goals defined by Governor's reform initiatives.	<input checked="" type="checkbox"/>	This was made official by CPSJV resolution in September 2008.
ADD: Write a position "white" paper on alignment of state and federal standards.	<input type="checkbox"/>	This was to be a project of Larry Powell and FCOE. NEED FURTHER INPUT HERE.
Goal 2: Develop a college-going culture in the San Joaquin Valley.		
Objective A: Support collaborations between school districts and the community colleges, CSU and UC systems.		
Objective B: Increase the rates of high school graduates completing courses for college admission.		
Serve as liaison between K-12 Work Group and Central Valley Higher Ed Consortium to help implement CVHEC action plan.	<input checked="" type="checkbox"/>	Ongoing.
Disseminate curricula and success stories developed from existing school, community college, university collaboratives.	<input checked="" type="checkbox"/>	This was part of the Exemplary Practices Conference 1-13-09
ADD: Develop a regional plan and pilot project concept proposal to enhance the college going culture.	<input checked="" type="checkbox"/>	This plan was developed with leadership of Kern County Office of Education and endorsed by all 8 counties and the work group. Kern COE has also received some funding from the AT&T foundation to support some of the priorities of this plan.

<p>ADD: Align academic options for higher education with career/technology education options leading to greater post secondary opportunities for students in the region</p>	<input checked="" type="checkbox"/>	<p>We have collaborated with the regional ROP representatives, the State Center Consortium, Campaign for College Opportunity, ConnectEd, and the Higher Education/ Workforce Development and Economic Development work groups on various aspects of this project.</p>
<p>Goal 3: Implement a computer literacy initiative for K-12 students aligned with community college curriculum and/or business criteria/ work force assessments.</p>		
<p>Disseminate information on AALF programs through work group and Superintendents Leadership Network.</p>	<input checked="" type="checkbox"/>	<p>Ongoing. Corcoran Unified, one of the districts who has used AALF services conducted a session at the conference on 1-13-09.</p>
<p>As requested, develop timelines, staff development programs, and funding plans for one-to-one computing programs.</p>	<input checked="" type="checkbox"/>	<p>Anytime Anywhere Learning Foundation is working on this project in our region. The CTAP Regional Services also provide support to established one-to-one computer programs.</p>
<p>ADD: Identify unique and/or exemplary technology projects in the region.</p>	<input checked="" type="checkbox"/>	<p>This was part of the Exemplary Practices Conference 1-13-09. We were also able to recommend Valley educators who could serve on the Evaluation development team for the School 2 Home program of the California Emerging Technology Fund.</p>
<p>Additional Goal 5: Align career technical education to target industry clusters.</p>		
<p>Develop and review curricula and programs that support target clusters.</p>	<input type="checkbox"/>	<p>Tulare County Office of Education is completing assessment Nov 08 - Mar 09. RANDY -- WE NEED YOUR HELP HERE!</p>
<p>Disseminate curriculum and information about exemplary programs through K-12 Work Group, Superintendents Leadership Network and Higher Ed/Workforce Development Work Group.</p>	<input checked="" type="checkbox"/>	<p>This was part of the Exemplary Practices Conference 1-13-09. A white paper/summary of the conference has been completed and is accessible at: www.csufresno.edu/cveli.</p>
<p>ADD Additional Goal 6: Develop a regional “Contract for Kids” concept.</p>		
<p>ADD: Identify resources to incorporate into development of a regional “Contract for Kids”</p>	<input checked="" type="checkbox"/>	<p>Strive Cincinnati was identified as a model for a regional P-20 system for kids. CVELI sought funding through Living Cities to implement this model locally. The model was not embraced by all participating counties, but may first be piloted in the Fresno County area prior to expansion to the region if promised funding is secured.</p>

<p>ADD: Draft a regional “Contract for Kids”</p>	<p><input type="checkbox"/></p>	<p>It was not identified as top priority for 08-09. This may potentially be part of the Living Cities partnership development project if funding is secured. We have been working with multiple agencies in the Fresno area that are convening a Community Summit to address issues related to dropouts. Something like a contract for kids may also result from that effort.</p>
<p>ADD Additional Goal 7: Examine data systems to meet needs of districts and higher education institutions in the region to enhance data collection, transference of information across institutions and more adequately monitor PreK-16 student achievement/progress.</p>		
<p>ADD: Identify data needs of PreK-12 and higher education institutions that are not adequately being met.</p>	<p><input checked="" type="checkbox"/></p>	<p>This was initially tackled from the higher education perspective through collaboration with the data committee of the Central Valley Higher Education Consortium. One of the primary needs identified was student-specific data for high school students transitioning into colleges and universities in the region. Cal-PASS was enlisted as the data provider for this purpose and was subsequently the state's data system related to Perkins funding for career training for students. Sponsored by the Chancellor of West Hills Community College District, a pilot project was developed fall of 2008 with Cal-PASS and the schools in the WHCCD area. Based on that model further training sessions, hosted by community colleges were held in February and March 2009 in other parts of the region. Resulting from those events, the secondary schools representative at FCOE has taken the lead to help convene collaborative groups in the Fresno area to address data needs and articulation issues identified through the Cal PASS data, model and process. Merced is currently ahead of the others in the region with cross-institutional data sharing, planning and collaboration.</p>
<p>ADD: Develop a plan to access and implement a data collection system to better meet needs of educational institutions at all levels in the region.</p>	<p><input type="checkbox"/></p>	<p>This was not identified as top priority for 08-09, particularly due to budget limitations at the county offices.</p>

ENGLISH LEARNER ACADEMY FOR SUPERINTENDENTS' LEADERSHIP TEAMS
SUMMARY REPORT

The purpose of the English Learner Academy is to provide districts and schools with research based curriculum, instruction, and intervention strategies required to ensure equitable access and accelerated learning of English Learner students.

Components of the strategic action plan proposal include:

Goal 1 Increase the achievement level of students, schools, and school districts in the San Joaquin Valley.

Objective A Implement a school and school district support system through County Offices of Education.

Objective B Implement a curricular and instructional program to ensure all children are able to read at or above grade level

Objective D Establish an executive leadership academy to train principals of low-performing schools in turn-around educational and management services.

Through the cooperative effort of eight county superintendents, the 2007-208 English Learner Academy for Superintendents' Leadership Teams (Cohort I) was developed. Eighty-four participants from 16 districts/schools were able to attend either a north or south valley location. Academy participants were provided with instructional sessions that addressed research based best practices in the areas of systems development, culture, curriculum, assessment, instructional strategies, instructional programs, learning styles, and professional development. Additional excursion opportunities were available to support efforts to implement and monitor practices relevant to the challenges faced by Second language learners. Local school practitioners were invited to share their programs and strategies that have proven successful in accelerating EL student learning.

To incorporate the components of a Professional Learning Community, time was provided during each session for leadership teams to discuss and evaluate current practices in their schools. . A coach from each of the eight County Offices of Education assisted teams during and between sessions to determine action, ensure fidelity of implementation of practices and programs, and monitor for effectiveness.

EVALUATION OF SESSIONS

At the end of each session, participants were asked to evaluate session's activity in relation to the information each provided or the discussion it prompted about English Learner students in their district or school. Results indicate a high level of participant satisfaction:

Rating scale ranged from 1 (*lowest*) to 5 (*highest*)

Average rating per session:

Session 1	Written responses	Session 5	4.5	Session 8	4.7
Session 2	4.3	Session 6	4.5	Session 9	4.0
Session 3	4.2	Session 7	4.6	Session 10	Written Responses
Session 4	McREL				

Average Rating 4.4 out of 5

DATA COLLECTION

Two forms of data have been collected and compiled for county offices, districts, and schools that attended the 2007-2008 EL Academy Cohort I--California Standards Test (CST) academic achievement data and participant survey information.

- CST data was compiled showing percent of growth for all students in grade levels 2-11 in Language Arts and Math, as well as for English Learner students in the same grades and content areas.
- Participant Survey information was collected from Academy participants. Participants were surveyed to determine the level to which attendance at the Academy influenced their thinking about Best Practices presented during Academy sessions. It also surveyed the level of implementation of those Best Practices. Results were compiled through Zoomerang.

NOTE: Student academic data is baseline data only and is not used to draw conclusions.

2008 academic assessments and participants survey information has provided baseline data as to how English Learners have progressed in the areas of Language Arts and Math, as well as the degree to which participants were influenced by information presented at the Academy. The Academy Director will continue to monitor future assessment results for EL students in participating schools.

The EL Academy sessions concluded in September of 2008 and Cohort II began with different school leadership teams. Cohort I participants indicate they would favor future meetings and updates. (See attached). The thirty-five participants in Cohort II represent two counties and ten school districts. To date, Cohort II has completed six of eight sessions and will conclude in May of 2009.

No Child Left Behind mandates that English Learners make academic targets, yet many second language learners struggle to meet increasing performance goals. School leaders must continue to implement educational programs and practices that will ensure access, opportunity, rigor, and assessment growth for EL students. On-going opportunities, funding, and professional development is needed to continue the promising work begun with the district and school leadership teams of the 2007-2008 EL Academy.

Cohort I Comments

CONTINUING CHALLENGES	NEEDS	BENEFICIAL
Eliminate excuses	SIOP Training	Time with team to learn, discuss, and plan
Building relationships with students	Sentence Framing	Practitioners sharing the “how we did it” at our school stories
Attitudes toward EL students	Language Objectives	Sanger Unified School District information
Instructional Strategies	Continuing Research updates	Cutler-Orosi School District information
Monitoring for fidelity	Onsite training	Waterford High School information
Accountability for teaching and learning		McREL Training
Pacing is a guide not an end all		
Culture		
Maintain focus		
Teacher effectiveness		
How today’s students learn		
Monitoring teaching		

Draft Concept Paper Presented by the Fresno County Office of Education
A Comprehensive System Supporting the Acquisition of Language and Academic Proficiency among English Learners

Background: The twin goals of this project is that all learners of English will rapidly acquire the native-like skills of English while developing academic language required to fully access core content. These goals are bound together – yet many districts and states emphasize one goal to the detriment of the other. Many programs for English learners assume student academic growth takes second priority to learning English in the early years, but that once English proficiency has been achieved, the student will then accelerate in academics, reaching English language and academic proficiency along with their English speaking peers. Unfortunately, data indicate that many English learners abruptly stop making progress in both English language development and in academic learning after reaching early advanced levels of English language competence. The issue is more profound for students enrolling for the first time in grades 7-12 and the consequences are too often an unacceptably high drop out rate. Clearly something isn't working.

Reasons for Failure: The failure of many programs attempting to address the needs of English learners is understandable. Assumptions that teaching English to the early advanced level is sufficient to insure future academic proficiency, while ignoring academic achievement during that time, are clearly wrong. Furthermore, students are often redesignated fluent at this arbitrary point and, while law requires monitoring academic progress for 2 years, usual practice is that all support ends upon redesignation. Thus, by ending language and academic supports too early, the failure to achieve the twin goals is understandable but not excusable. Finally, programs for English learners are often 'add on' programs that are inserted into the regular instructional day. This approach creates a 'deficit model' for achieving the twin goals. It may also be true that selected strategies are often implemented without support systems and resources to promote effective implementation. Poor quality implementation may well be the leading cause of failure.

Project Challenge: There are isolated examples of districts that are doing a good job educating English learners. The challenge of this project is to learn from these fragments of success and to create a comprehensive and cohesive blueprint of what we know works then add a county, district and community support system to insure quality implementation. The project assumes that we already know enough about how students acquire English and academic proficiency, and that failure to achieve those twin goals comes from the lack of a comprehensive blueprint of essential components required for success (fragmented or isolated initiatives) and/or through a failure to implement those components with quality and support sustainable over time. The project design encompasses appropriate instruction, early intervention and support structures which will enable all learners of the English language to achieve at proficient and advanced levels in all content areas while also fully participating in the arts, co-curricular and extra curricular activities necessary for a well-rounded education. The plan encompasses support from preschool (4 year olds) through grade 12, with monitoring of matriculation through post-secondary education. The plan as envisioned is systemic and comprehensive in the extreme - encompassing best instructional and leadership practices identified by research - and innovative in the depth and breadth of support in the

acquisition of English proficiency while achieving academic proficiency without compromising the student's primary language.

Project Scope: This is envisioned to be a regional project initially limited to the 8 counties identified as the California Partnership for the San Joaquin Valley – but critical to the scope is that it would also be scalable to larger areas including state-wide implementation and even expansion to multiple states struggling to serve the language and academic needs of their English learners. The project directors will identify one or two model districts or schools in each county. Each model site would be a district vertical link from Preschool, K-12, and Institutes of Higher Education (IHE), with a focus on instruction and support for English learner students. Each site of the district vertical link would have continual intensive expert coaching for implementation of the research-based best practices for English learner high academic achievement. In addition, regional trainings, videoconferencing and on-line training and support will be utilized. Critical to scalability is building district and regional capacity to sustain and enhance the initiative.

Key Components: From the work of several researchers such as Douglas Reeves, it is obvious that the major reason for the failure of initiatives is the lack of effective implementation, including viewing initiatives as isolated from other initiatives, the lack of coaching, and failure of administrators to monitor and collect data. In almost all recent initiatives, there has been little support outside the school and even less beyond the district. This project envisions county offices of education, institutions of higher education and professional organizations, providing staff development and implementation support for entire regions. Data would be collected to evaluate and guide the effectiveness of the project. A key focus will be on the quality of implementation of the skills, strategies, and structures integral to the success of English learners as evidenced by their opportunities to qualify for college and a consequent lowering of the dropout rate.

Project Costs – 10 Year: \$26,800,000

Year 1: \$1,000,000 Planning and design.

Identify initial field test sites and collect best practices into EL Blueprint.

Years 2-4: \$1,600,000 per year

Field test, professional development, data collection, plan modification, hire 2 regional coaches and counselors.

Years 5-10: \$3,500,000 per year

Expand project to additional 10 districts, hire 10 coaches and counselors, and continue professional development and data collection.

College Going Culture Update

by Christine Frazier, Kern County Office of Education

Multiple meetings have been held in January, February and March with the Kern County workgroup to develop the college/career website. A preliminary site was unveiled in February to the workgroup leads which included a critical review. As a result, the website is continuing to be scrutinized, refined, and improved. We are moving slowly on the interactive web portion as we want to make sure we have the security issues all worked out.

A meeting with the two superintendents of the pilot school districts was held in January to explain the expectations for the project. The superintendents were asked to develop criteria for the selection of a control group that would be identified at the end of the 08/09 school year to be compared with the first participants in the college/career centers in 09/10. The criteria was identified and approved in March.

Contacts have been made with California State University Bakersfield and Bakersfield College to begin the filming of the virtual campus tours. We have been able to access virtual tours of other campus' in and out of state that have already been developed and easily incorporated into our website. We will be contacting other higher education institutions throughout the valley concerning filming in the months to come.

Filming has also begun on the industry clusters with wonderful narration by local high school and college talent. I think you are going to find that using young talent will be very attractive to students.

We received the check for \$25,000 from AT&T in January. As a result we have purchased various software packages that will enable the site to have a very updated feel for the students. We hope to present the website to the two pilot schools in May with the actual roll out in August. We at that time will be working with the technical staff from each of the eight county offices to identify the technical requirements for the site and any assistance that is needed. Perhaps we can present the website to the 8 county superintendents at the CCESSA meeting held in June.

**CSUF Doctoral Student Project:
A Data Collection Framework and Beginning Inventory of Special Services for
English Language Learners in the San Joaquin Valley
April 2009**

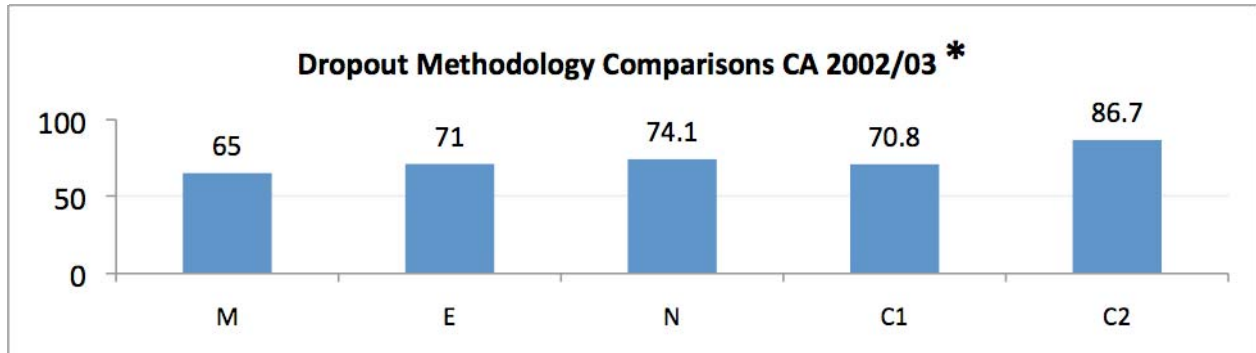
Conclusions/Recommendations

The following are some suggestions on next steps:

- Complete the assessment/directory with entries for other organizations and school districts that were not accessed within the time constraints of this project
- Utilize assessment data (California Standards Test, California English Language Development Test, reclassification rates) to develop a methodology to help determine which programs are successful at meeting the needs of English Language Learners
- Profile schools, districts and/or county offices within the Central Valley with high achieving English Language Learners in a Case Study format.
- Sample schools and districts utilizing questionnaires to examine implementation of English Language Learner support programs
- Highlight innovative programs in the Central Valley that have a track record of success with English Language Learners

**What do we know about dropouts and dropout prevention in the Valley?
Are there any schools/districts in the San Joaquin Valley that have been identified
as exemplary in dropout prevention?**

Are the Current Educational Policies & Programs making a difference?
Does California have a reliable and valid high school graduation rate methodology that
would allow sound empirical conclusions regarding educational policies and programs?



C1 – Total graduates divided by ninth graders enrolled four years prior , C2 - NCES formula used for State/National accountability
*California Dropout Research Project (Statistical Brief August 2007), (Manhattan, Editorial Projects, NCES, CDE rate 1, CDE rate 2)

Chart explanation:

- 1) Chart demonstrates several methodologies to calculate graduation rates.
- 2) 21.7% between these different calculation methods, not all methodologies shown.
- 3) C2 graduation rate of 86.7% is from the California State Department of Education’s (CDE) using the October 2003 adopted formula from the National Center for Educational Statistics (NCES). Formula for State/National Accountability, No Child Left Behind Act

Is there a best methodology?

According to a nationally recognized expert in the field, Dr. Russell Rumberger, “there is no best method for calculating high school graduation rates. Each method has limitations and biases. Some of the methods that work best at the state-level can’t be used at the district or school level. So you are very limited. All of the various methods use federal Common Core Date (CCD), which is reported by each state to the feds.”

What is California doing about this methodology challenge?

Currently California has adopted a new tracking mechanism, State Student Identifier (SSID). Reporting requirements of NCLB Act require the assignment of unique, non-personally identifiable identifiers for all K-12 students in California public schools. The SSID data is used for the school’s official enrollment count, and will be used for official graduate and dropout counts in 2008-09 (<http://www.cde.ca.gov/ds/td/lo/ssid.asp>).

California State and San Joaquin Valley Model Dropout Prevention Program Findings

California 2009 Model Programs for Dropout Prevention

State School Attendance Review Board, State SARB

- Created in 1974 to address attendance & behavioral problems
- State School Chief, Jack O’Connell recognized 8 exemplary Districts
 - Removing barriers to the learning & achievement of students
 - Successfully partnering with parents & community
 - Diagnose school attendance problems and get students back to school
 - Conejo Valley Unified School District
 - Colton Joint Unified School District
 - Hesperia Unified School District
 - **Kern Union High School District**
 - Palm Springs Unified School District
 - San Bernardino City Unified School District
 - Victor Valley Union High School District
 - Yucaipa-Calimesa Joint Unified School District

According to the California Department of Education Dataquest NCES formula, graduation rates for Kern Union High School are; 75.4% in 2006/07. 81.9% in 2005/06, and 84.3% in 2004/05 (<http://dq.cde.ca.gov/dataquest/>). The graduation percentage has decreased 8.9%, from 2004/05 to 2006/07. This begs the question, does the State SARB program positively impact graduation rates? Because current year Kern Union High School District’s graduation rates are not yet available, further research will be needed.

San Joaquin Valley Model Districts for Dropout Prevention

District	Minority Students	Total Enrollment	Graduation Rate*
Bassett Unified, Los Angeles	98%	1,444	96.6%
Duarte Unified, Los Angeles	85%	1,207	96.7%
Riverdale Joint Unified, Fresno	79%	548	100.0%
Sanger Unified, Fresno	82%	2,224	95.9%
Selma Unified, Fresno	88%	1,673	93.4%
Valley Elk Grove Unified, Sacramento	94%	1,940	84.5%

*SOURCE: Dataquest. Retrieved December 10, 2007, from <http://data1.cde.ca.gov/dataquest/>
California Dropout Research Project (December 2007, Policy Brief 6)

The California Dropout Research Project study identified four overarching themes/strategies in these districts listed above:

- Connecting with Students
- Engaging parents & community members
- Interventions & supports to students at risk for dropping out
- Creating a culture of accountability & high expectations

Exemplary Practices Conference 2009

Registration and Attendance Summary

By Marcy Masumoto, CVELI

- Approximately 300 people attended the event
- 232 people pre-registered for the conference using the Organizational Management System (OMS). Of those 232, 11 cancelled prior to the event.
- Registrants by county:
 - Fresno: 73
 - Kern: 2
 - Kings: 15
 - Madera: 18
 - Mariposa: 17
 - Merced: 22
 - San Joaquin: 4
 - Stanislaus: 6
 - Tulare: 31
 - Not identified (business, higher education, statewide and community): 50
- There were an additional 70 presenters, volunteers and staff who attended, but did not register through the OMS system (and are not reflected in the numbers listed below).
- Breakout session presenters represented all 9 participating counties.
- Breakout session registrations follow:

Block 1: Early Morning (10:00 am - 11:00 am)

- ☐ **Dinuba USD Elementary English Learner Summer School (10:00 am - 11:00 am)** **English Learners** 28 registered
- ☐ **AVID: Preparing 4th – 12th Grade Students for College (10:00 am - 11:00 am)** **College Going Culture** 20 registered
- ☐ **Health Partnership Madera High School (10:00 am - 11:00 am)** **Career Preparation/Work Force Development** 8 registered
- ☐ **Embedded Mini Conference for All Counties San Joaquin Valley Preschool Planning and Implementation (10:00 am - 11:00 am)** **Pre-Kindergarten** 66 registered
- ☐ **CaHSEE Success Stories in Reading (10:00 am - 11:00 am)** **Reading** 11 registered
- ☐ **One to One (Laptop) Learning (10:00 am - 11:00 am)** **Computer Literacy** 11 registered
- ☐ **Just for the Kids - California (10:00 am - 11:00 am)** **Data Systems** 17 registered
- ☐ **FULL Sanger's Success Story: Professional Learning Communities in Action (10:00 am - 11:00 am)** **Teacher and Administrator Training Initiatives** 35 registered
- ☐ **Tulare County Youth Services (10:00 am - 11:00 am)** **Community Collaboratives and Partnerships** 14 registered
- ☐ **UC Merced Partnership and Outreach Services (10:00 am - 11:00 am)** **Conversations with Valued Educational Leaders** 16 registered

Block 2: Mid-Morning (11:00 am - 12:00 pm)

- High School Panel (11:00 am - 12:00 pm) **English Learners** 14 registered
- Clovis USD Algebra I Initiative (11:00 am - 12:00 pm) **College Going Culture** 12 registered
- SUCCESS Academy: Building Workforce Readiness in Alternative Schools (11:00 am - 12:00 pm) **Career Preparation/Work Force Development** 16 registered
- Embedded Mini Conference for All Counties San Joaquin Valley Preschool Planning and Implementation (11:00 am - 12:00 pm) **Pre-Kindergarten** 66 registered
- Northern Valley Success Stories: Raising Elementary Reading Scores (11:00 am - 12:00 pm) **Reading** 22 registered
- Classroom Technology: Enhancing Learning in the 21st Century (11:00 am - 12:00 pm) **Computer Literacy** 20 registered
- Using Data to Raise the Performance of EL Students (11:00 am - 12:00 pm) **Data Systems** ([View Details](#)) 31 registered
- Merced County P-16 Education and Community Council-Transforming Schools into Opportunity Institutions (11:00 am - 12:00 pm) **Community Collaboratives and Partnerships** 16 registered
- Regional System of Leadership Training (11:00 am - 12:00 pm) **Teacher and Administrator Training Initiatives** 11 registered
- Conversation with Dr. Jim Lanich, Just for the Kids - California and California Business for Education Excellence (11:00 am - 12:00 pm) **Conversations with Valued Educational Leaders** 24 registered

Block 3: Afternoon (1:30 pm - 2:30 pm)

- Yomato Colony Elementary Livingston Union Elementary (1:30 pm - 2:30 pm) **English Learners** 19 registered (this session was replaced by Del Rey Elementary School, Sanger Unified)
- Sunnyside High School Doctors' Academy (1:30 pm - 2:30 pm) **College Going Culture** 2 registered (this session was cancelled due to lack of preregistration)
- Firefighting Technician ROP (1:30 pm - 2:30 pm) **Career Preparation/Work Force Development** 6 registered
- Embedded Mini Conference for All Counties San Joaquin Valley Preschool Planning and Implementation (1:30 pm - 2:30 pm) **Pre-Kindergarten** 66 registered
- Southern Valley Success Stories: Raising Elementary Reading Scores (1:30 pm - 2:30 pm) **Reading** 26 registered
- On-Line Classes as Emerging Technology (1:30 pm - 2:30 pm) **Computer Literacy** 18 registered
- California Partnership for Achieving Student Success (Cal-PASS) (1:30 pm - 2:30 pm) **Data Systems** 15 registered
- Stanislaus County's Approaches to Building Collaborative Relationships Between Schools & Communities (1:30 pm - 2:30 pm) **Community Collaboratives and Partnerships** 28 registered
- California Technology Assistance Project: Training Teachers & Administrators (1:30 pm - 2:30 pm) **Teacher and Administrator Training Initiatives** 10 registered
- Conversation with Dr. Thelma Melendez de Santa Ana, Superintendent, Pomona Unified School District, and 2009 CA Superintendent of the Year (1:30 pm - 2:30 pm) **Conversations with Valued Educational Leaders** 32 registered

**Exemplary Practices in Education Conference:
Achievement Gains in our San Joaquin Valley**

Held January 13, 2009 at CSU, Fresno

Conference Evaluation Summary

By Ginny Boris, CVELI

On January 13, 2009, the PreK-12 Education Work Group of the California Partnership for the San Joaquin Valley sponsored its first conference, showcasing outstanding K-12 programs from throughout the Central Valley. Organized around the nine strands of the Work Group's strategic plan, the Exemplary Practices Conference featured successful programs found here in our Central Valley that demonstrated effectiveness through measurable achievement results.

Jim Lanich, Executive Director of California Just for the Kids, keynoted the first general session. Participants rated his presentation as 4.05, on a five point scale, where five was the most positive score. Participants cited the new information, relevancy, and exposure to new features of the Just for the Kids site as strengths. Some participants indicated that Dr. Lanich's presentation did not advance their understanding of the challenges of bringing education to all students in our Valley, his slides were content overload or his delivery was dry. In evaluating the kick off session, participants cited the cold room as a major detractor. Participants suggested that future conferences limit the speeches by local dignitaries.

Dr. Thelma Melendez de Santa Ana, superintendent of Pomona Unified School District, was our luncheon keynote. Her message was very well received with an overall rating of 4.26, on a five point scale, where five was the most positive score. Almost every participant strongly agreed with the statement that Dr. Melendez's comments assisted them in their current leadership role. Although few participants cited Dr. Melendez's information as new to them, many praised the relevancy and content related to the needs of English Learners. Audience members were captivated by her passion and powerful message.

The 27 break-out sessions were the conference highlight. Break out session presenters appreciated the recognition of their efforts. Participants found the work particularly relevant because all of work was occurring in our Valley; they also appreciated the professional contacts that nurtured through the break-out sessions.

Participants were asked to share what they will take away that will enhance their daily work. These quotes communicate the key themes that emerged from the responses:

- Techniques to use the Just for the Kids website in powerful ways
- Strategies for improving services to English Learners
- Concrete ideas for addressing PI challenges at the district, school and classroom level
- Practical suggestions to increase the intensity of our work with students

- Practices to more effectively integrate technology into classrooms
- Programs to better prepare students for post graduation opportunities
- The Cal PASS data system

Participants were asked to list the elements of the conference that were particularly helpful. These quotes communicate the key themes that emerged from the responses:

- The break out sessions
- Hearing how schools are supporting their EL learners
- The Reading Strand presented by Del Rey and Sierra Vista Elementary Schools
- Going deeper with data
- Emphasis on networking and collaboration
- Sanger Unified presentation
- The inspirational luncheon speaker

Participants were asked to make suggestions for future conferences. These quotes communicate the key themes that emerged from the responses:

- More time for break-out sessions allowing for dialogue and Q&A
- More break out-sessions
- Limit large group speeches to keynote speakers only
- Provide video clips of programs where possible
- Select dynamic keynote speakers who communicate the passion
- More information on ‘best practices’ in data use
- Include sessions on diversity and multi-culturalism
- Heat the student union room

Overall, participants enjoyed being a part of a conference that focused on Valley needs and Valley programs. They expressed a strong need to expand opportunities to network and discuss common challenges and the wide variety of solutions.

Note: A regional PreK Planning strand was conducted as a self-contained mini-conference within the conference. This strand was part of the work of the Merced County Office of Education’s Preschool Coordination and Alignment Project funded by the Packard Foundation. Attended by approximately 65 preschool participants from all 8 counties, this strand was evaluated is reported by MCOE on the next page.

Preschool Strand Summary Report

by Gaye Riggs, Merced County Office of Education

As part of the California Partnership for the San Joaquin Valley's *Exemplary Practices in Education* regional conference held on January 13, 2009 at California State University, Fresno a group of nearly seventy interested persons from eight San Joaquin Valley counties met to discuss the status of preschool planning and implementation in the valley. This imbedded preschool strand was funded by The David and Lucile Packard Foundation and was the culminating element of the Preschool Coordination and Alignment Project (PCAP). PCAP was funded to publish a written report on the status of preschool planning and implementation in San Joaquin, Stanislaus, Merced, Madera, Fresno, Kings, Tulare and Kern counties and to use the report as a catalyst for conversation about the counties' interest in exploring a regional voice for preschool issues.

Karen Hill-Scott, a premier group facilitator and well-known preschool champion facilitated the day-long dialogue. The group reviewed the final draft of the preschool status report. More important, it discussed rationale for and explored interest in continuing a regional preschool conversation. The group consensus was that the first step was to develop a regional message a draft of which emerged at the end of the day: *8 Counties, One Voice for Today's Children and for the Future of California's Great Central Valley – Beginning Now*. Nine persons (one from each county and a representative of the California Preschool Instructional Network) were identified to continue the regional conversation and to explore next steps. Merced County agreed to facilitate the process.



California Partnership for the
San Joaquin Valley

EXEMPLARY PRACTICES IN EDUCATION *Achievement Gains in Our San Joaquin Valley*

California State University, Fresno
January 13, 2009

Conference Resources and Contact Information

A primary goal of the Exemplary Practices in Education Conference was to establish a network of resources and expertise among Valley educators and supportive community partners. Because so many Valley schools share similar challenges, the Partnership felt that our presenters would have valuable insights to share with their fellow Valley educators.

This Conference Resources and Contact Information is organized by conference strand. A brief summary of each break out session is provided as well as power point or PDF files of presenter handouts. When available, contact links have been included so that interested parties can contact these Valley experts to learn more about the keys to their success.

Organized by strand, click on the following links to locate information regarding the *keynote messages* and *break out session* presentations:

[Morning Speaker, Dr. James Lanich](#)

[Luncheon Speaker, Dr. Thelma Melendez de Santa Ana](#)

[English Learner Break Out Sessions](#)

[College Going Culture Break Out Sessions](#)

[Workforce Development Break Out Sessions](#)

[Reading Break Out Sessions](#)

[Technology and Computer Literacy Break Out Sessions](#)

[Data Systems Break Out Sessions](#)

[Partnerships and Collaborations Break Out Sessions](#)

[Teacher and Administration Training Break Out Sessions](#)

[Preschool Planning Strand](#)

The complete set of conference resource documents may be accessed at:
www.csufresno.edu/cveli/conference

and/or student voices) and table discussion with cross-section groups. Afternoon sessions will involve vertical teams for discussion and planning regarding institutional support of student transitions.

Key Note Speaker(s): Bill Daggett (AM - confirmed), possibly Dr. Rita Cepeda, President, San Diego Mesa College.

Breakout Session Facilitators: Ginny Boris (Site Administrators), Walt Buster (District Administrators), Marcy Masumoto and/or Sharon Brown-Welty (higher education)

Proposed format of the day:

	Site Leaders	District Leaders	Higher Education
8:30 – 9:30	General Session on Models of Success with Bill Daggett Keynote		
9:45 – 10:30	Reflections and New Knowledge through case studies	Bill Daggett directed dialog	Reflections on Daggett content and applicability to Higher Education
10:45 – 11:30	Bill Daggett direct dialog to apply strategies	Reflections and New Knowledge through case studies	Dr. Cepeda (or other Keynote speaker) Successful high school to college transition strategies and the role of higher education
11:30 – 12:15	Sharing of best practices by Valley Exemplary Schools	Sharing of best practices by Valley Exemplary Districts	Sharing of best practices by Valley Exemplary higher education programs
12:15 – 1:00	Lunch and table discussions and reflections of morning sessions with cross-sections of participants Student voices (may be video clips)		
1:00 – 1:30	Keynote on K-12 and Higher Education Partnerships by Dr. Rita Cepeda (or another respected higher education leader)		
1:30 – 2:30	District/Institutional or Vertical Teams (by locale/feeder systems) meet to reflect and discuss what can be done further to facilitate student transitions		
2:30 – 3:00	Closing?		

Sponsors: State Center Consortium, County Offices of Education (specify counties), CVELI/Kremen School of Education, CA Partnership for the San Joaquin Valley, Central Valley Higher Education Consortium or specified colleges?, Cal-PASS?, OTHERS?

Advisory committee: Site based leaders, district leaders, higher education leaders and program staff, county office representatives

Organizing Committee: Marcy Masumoto (CVELI), Ginny Boris (CVELI), Amanda Hopkins (SCCCC), Camilla Sutherland (FCOE), others to be added.