

# SJ 2020

A Collaborative Initiative to Close the Achievement Gap in San José Within The Next Decade  
Co-Chairs: Chuck Reed, Mayor of San José and Dr. Charles Weis, County Superintendent of Schools

## Building the Foundation for SJ2020

January 14, 2010

Breakout Group Outputs

The Santa Clara County Office of Education hosted a public forum on SJ2020 on January 14, 2010. The purpose of this first public forum was to learn about powerful, proven educational strategies to improve student performance and to engage the community and solicit input on strategies and resources for achieving the goals of the initiative.

Dr. Robert Marzano, an educational researcher, author, and trainer was the keynote speaker for the event, delivering a presentation entitled “Getting Serious About School Reform: Three Critical Commitments Schools and Districts Should Make.” His presentation was followed by four simultaneous breakout sessions. Each breakout session was facilitated by SCCOE staff, and was designed to get input from the attendees on a strategic vision for the session’s focus area and on 1) recommended strategies, 2) model programs that should be replicated or expanded, and 3) local resources that could support the SJ2020 initiatives goals.

The four breakout sessions were organized around nine SJ2020 strategies.

### Standards and Instruction

- High Standards
- Using Assessments to Inform Instruction

### Students

- School Culture/Engaging Students in Learning
- Extended Learning Time
- Preparing Students for Careers/College
- Other Strategies (EL, CTE- Multiple Pathways, Technology, STEM, etc.)

### High Quality Staff

- High-Quality Teachers/Effective Leaders

### Parents and Community

- Parent Involvement
- Community Partnerships/Supports for Students

The outputs from each these four breakout sessions (vision elements, recommended strategies, model programs, and local resources) are presented on the following pages.

STANDARDS AND INSTRUCTION BREAKOUT SESSION

VISION - Question: *“What will it look like when we have high standards and are using assessments to inform instruction?”*

MOTIVATION/ ENGAGEMENT/ LEARNING	GOOD ASSESSMENT PRACTICES	FOCUS ON INDIVIDUAL STUDENTS	TEACHER SUPPORT	ARTICULATION & ALIGNMENT	IMPROVED STANDARDS	RESOURCES/SUPPORT
<ul style="list-style-type: none"> <li>Teachers are passionate and feel successful as all students achieve.</li> <li>Teachers are energized, students motivated, school achieving results.</li> <li>Students are engaged, motivated, and involved in their own assessment.</li> <li>Reciprocal learning + Engagement + Reflection = Achievement for All.</li> <li>Students will see relevance to real life and be prepared for workforce.</li> <li>Students engaged in rigorous</li> </ul>	<ul style="list-style-type: none"> <li>Cycle of inquiry – all levels of organization (classroom, school, grade, central office)</li> <li>Students receive immediate feedback from assessments and explain their learning.</li> <li>Language development will be assessed regularly &amp; results interpreted with validity &amp; reliability.</li> <li>Clear targets – teachers/students understand expectations &amp; criteria.</li> <li>Districts will use <u>multiple</u> measures of student learning, including</li> </ul>	<ul style="list-style-type: none"> <li>Every child has an ILP (Personal Development Plan).</li> <li>Every child will be met where they are.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher performance measured and linked to student growth.</li> <li>Teachers competent in multiple levels of academic content</li> </ul>	<ul style="list-style-type: none"> <li>Integration and alignment: Pk-3<sup>rd</sup> grade, intermediate grades, high school</li> <li>District leadership connects performance at all levels. (Pk-16)</li> <li>School readiness part of equation. (social &amp; emotional; not just academic).</li> <li>Parents will know how to interpret what report cards say about their child’s learning.</li> </ul>	<ul style="list-style-type: none"> <li>Standards focused on understanding, learning, rather than assessment (improving <u>not</u> proving)</li> <li>Interdisciplinary connections</li> <li><u>Fewer</u> more general academic standards will be taught, assessed, and learned.</li> <li>All standards &amp; assessments will be publically available and easy to interpret.</li> <li>Consensus on essential standards and their meaning (skills and outcomes).</li> <li>Entire school community will understand and</li> </ul>	<ul style="list-style-type: none"> <li>Professional development to help teachers learn best practices around assessment.</li> <li>Teacher’s database with various assessment formats.</li> <li>Ongoing Professional Development focusing on formative assessment and standards-based instruction &amp; assessment.</li> <li>Customer service standards are established &amp; reported.</li> <li>Identifying and mobilizing resources for students (timely).</li> <li>Afterschool programs have access to data &amp; reinforce core day.</li> <li>Students have <u>access</u> to tools, resources, strategies to meet standards in</li> </ul>

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<p>meaningful learning.</p>	<p>academic, social, emotional.</p> <ul style="list-style-type: none"> <li>• Rubrics w/ student exemplars for use by students to achieve mastery.</li> <li>• Assessments are aligned with the standard (outcome/skill).</li> <li>• Measure key standard with reliable assessment and use results to inform instruction, plan professional development and share with students, parents, school &amp; community</li> </ul>				<p>articulate the high bar standards.</p> <ul style="list-style-type: none"> <li>• Deep understanding of cognition &amp; developmental learning.</li> <li>• Performance level descriptors with a rubric.</li> </ul>	<p>multiple ways.</p> <ul style="list-style-type: none"> <li>• Teachers will have the resources &amp; respect they need to reach each child.</li> </ul>

**Standards & Instruction – Identify:**

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
<ul style="list-style-type: none"> <li>• By Fall 2010, Task Force to define rubrics to address K entry, 3<sup>rd</sup> grade, 8<sup>th</sup> grade</li> <li>• All SCC teachers (new, existing) trained on assessment principles &amp; practice</li> <li>• All teachers trained on assessment tools</li> <li>• Professional development on interpreting data</li> <li>• Charting individual assessment knowledge for teachers &amp; students</li> <li>• Inter-agency agreement form</li> <li>• Early &amp; Often Parent approval/privacy release</li> <li>• County wide:               <ul style="list-style-type: none"> <li>Formative assessment (relevant, rigorous, research-based)</li> <li>Data Base</li> <li>Common language for system</li> <li>“30 words” for students</li> <li>Professional development for teachers in assessment skills</li> <li>Common Teacher Evaluation &amp; Observation Rubric</li> <li>Agreed up Articulation between grades</li> <li>Key Standards – in common language and shared with community</li> </ul> </li> <li>• Forum to get the right people in the room               <ul style="list-style-type: none"> <li>Information to everyone</li> <li>Action teams Pk→College/College→Pk aligning what students should look like/mastery</li> <li>Timeline/accountability</li> <li>Agreements of “non-negotiable” for participating districts (to include metrics, practices, and communication)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up on Marzano’s recommendations (Do not waste time on unproven or “favorite” programs)</li> <li>• University Prep Academy</li> <li>• Downtown College Prep (individual goal setting)</li> <li>• Rocketship Schools (formative assessment informs instruction)</li> <li>• Bracher Elementary (Santa Clara Unified)</li> <li>• Campbell HS: ELA</li> <li>• Upward Bound</li> <li>• K-16 Bridge Program</li> <li>• Emersion Programs</li> <li>• Santa Clara Unified – using assessments to plan curriculum &amp; professional development</li> <li>• LAUSD</li> <li>• Morgan Hill Charter (Parent Engagement, project-based learning, Merit pay for teachers)</li> <li>• *develop a rubric for what constitutes a model program – 1) results based, 2) replicable should be in this rubric)</li> <li>• 21<sup>st</sup> Century Skills (Partnership)</li> <li>• NETS – National Education Technology Standards</li> <li>• National Standards for Professional Development</li> <li>• Cycles of inquiry</li> <li>• Partnerships (Business, schools, high education) on/within the school site</li> <li>• K-16 Bridge Program</li> <li>• K-12 CA Virtual Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Data warehouse with item bank – centralized</li> <li>• Partnerships (business, industries)</li> <li>• Technology</li> <li>• Common Assessments (formative, summative)</li> <li>• Applications that can help track students</li> <li>• Parents</li> <li>• After school programs</li> <li>• High education</li> <li>• Model schools (replicate what is happening)</li> <li>• Resource Area for Teachers (RAFT) – Standards-based materials</li> <li>• SCCOE Item Bank (Standards)</li> <li>• SCCOE Standards &amp; Assessment Department &amp; Professional Development Department</li> <li>• Funding to acquire &amp; sustain</li> <li>• San Jose State University – College of Education, College of Science – Maureen Schorberg</li> <li>• “Infrastructure” – libraries, counselors, librarians, school nurses, arts/music, PE/sports</li> <li>• Afterschool Programs, Child Development Centers, the “Y”, Homework club, ASES (CDE), 21<sup>st</sup> Century, Head Start</li> <li>• Digital Media: Multimedia tools (audio, visual, kinesthetic, constructive tools)</li> <li>• Manipulatives (virtual &amp; real)</li> <li>• Resources in various languages; at different developmental levels</li> <li>• Parent &amp; community &amp; business involvement (i.e., PACT, Strong Neighborhood Association,</li> </ul>

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
<p>Professional development/staff development            – Over &amp; Under – all people involved            Clear Plan of Implementation based on agreed goals (consensus of agreement)            Willingness &amp; ability (time) to collaborate (towards meeting same goals (All SJ2020 Workgroups → <u>county</u> wide, <u>district</u> wide, <u>school</u> wide) based on “Best Practices”</p>	<ul style="list-style-type: none"> <li>• Federal GEAR UP Program</li> <li>• ST Math</li> <li>• ESUHSD Summer Math/Literacy Institute</li> <li>• Summer Bridge Programs (between levels→middle to high; HS to college, etc.)</li> <li>• “Professional Development” Courses for Districts</li> <li>• “Assessment Leaders” on best ways to use assessment data</li> <li>• CA Partnership Academies</li> </ul>	<p>SVLG – Dennis Cima)</p> <ul style="list-style-type: none"> <li>• Santa Cruz/Silicon Valley New Teacher Center</li> <li>• LAUSD</li> <li>• Silicon Valley Education Foundation</li> <li>• WestEd – assessment unit</li> <li>• Just for the Kids – assessment data &amp; assessment best practices</li> <li>• ALearn</li> <li>• State Asm EDU Committee</li> <li>• Elected officials</li> <li>• TIME</li> <li>• Alignment &amp; Linkages between various resources to coordinate efforts</li> <li>• EPC #9: Align fiscal resources</li> <li>• Professional Development based on data of teacher &amp; administration needs with an overall focus on standards-based instruction &amp; assessment</li> </ul>

SJ2020 – January 14, 2010  
Santa Clara County Office of Education

Standards and Instruction – Breakout

Facilitators:

Diana Wilmot, Ph.D., Coordinator, Assessment & Accountability, SCCOE  
Gina Liebig, Manager of Evaluation & Research, Office of the Superintendent, SCCOE

Participants:

Erwin Morton, 6<sup>th</sup> District PTA  
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Karen Ranson, SCCABE  
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Alicia Henderson, F-M School District  
Julie Cates, ALearn  
Lori Burns, Partnership for School Readiness

“STUDENTS” BREAKOUT SESSION

VISION - Question: “What would quality student engagement look like to ensure high student achievement?”

Support	Relevance and Active Involvement	Cultural Competency for Teachers & Students	Student Centered (Ownership)	Behavior	Rigor, Academics & Career Tech
<ul style="list-style-type: none"> <li>• Safe &amp; supportive environment (<i>feeling understood by peers &amp; teachers, teachers who are culturally competent, feeling safe &amp; appreciated</i>)</li> <li>• Focused collaboration</li> <li>• All students receive human &amp; material support</li> <li>• Extended learning – community resources, school day</li> <li>• Educational support (technology, curriculum &amp; support) – (<i>students involved in collaborative discourse, involvement, students have access to different technologies, students have voice in the “how” &amp; “what” – student input/feedback is valued</i>)</li> <li>• Students equipped with cognitive skills</li> <li>• Students interacting with each other – discussing the objective</li> <li>• Lessons accommodate different learning styles</li> <li>• Teacher frequently checks for student understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Positive teacher &amp; student discussion</li> <li>• Experience/interest-based (<i>culturally relevant curriculum driven by student experience, invigorate students by tapping into their interests, identified interests &amp; passions, culturally relevant-academically rigorous student-teacher discussions</i>)</li> <li>• A curriculum that is personally relevant &amp; modern/current</li> <li>• Student driven activities (<i>make learning fun, viewing the learning process as reciprocal, students creating a product together, enthusiastically demonstrating concepts learned, let students create their own assignments,</i></li> <li>• Engaged student participation (<i>peer-directed teacher-guided work groups, students are at the discussion table &amp; allowed to voice their opinions/ideas, asking questions to peers and/or teachers, engaging conversations between peers &amp; teachers about subjects, participating in discussions without interrupting others, listening actively to others for information, asking questions for clearer understanding, providing relevant answers to share with class, following instructions given to solve the problems, all students would know behavioral expectations</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased exposure to cultural/ social experiences (<i>all students are supported by a human support network, make <u>all</u> materials visible to all students</i>)</li> <li>• Cultural context/ individuality (<i>culturally significant contexts for academic engagement, allow the opportunity for students to express their individuality, personally interesting after-school activities or in-school extra-curricular projects – e.g., shops like metal, wood, sports, school gardens, field trips</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• All Students – multi-learning approach that ensures each student learns the same information</li> <li>• End goal – big picture outcomes</li> <li>• Pursuing an inspiring vision of their own</li> <li>• Involved in the goal/expectation plan</li> <li>• Process – critical thinking, self-assessment</li> <li>• Student ownership of success – student planning improvement</li> <li>• Engage students in THIS process</li> <li>• Assessment &amp; evaluation (for students &amp; teachers)</li> </ul>		

**“Students” – Identify:**

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<ul style="list-style-type: none"> <li>• CCOC</li> <li>• Community College</li> <li>• Kinder Camita</li> <li>• River glen Charter</li> <li>• Magnet in all schools</li> <li>• ROP</li> <li>• Com Ed Da TechIQsystem</li> <li>• Business Partners</li> <li>• Career Days – per sector</li> <li>• Parent Ed/Outreach</li> <li>• PK-20 - - start early</li> <li>• STEM Competition</li> <li>• Magnet</li> <li>• Guest Speakers</li> <li>• Junior Achievement</li> <li>• A-G course offerings</li> <li>• Resources for teachers = support</li> <li>• Agilent computer resources</li> <li>• Tours</li> <li>• Partnership academies</li> <li>• Field Trip + virtual presentation</li> <li>• Grants</li> <li>• Professional Development</li> <li>• CEL, Multiple Pathways, CTE, STEM</li> </ul> <p><u>Preparing Students for Careers/College –</u></p> <ul style="list-style-type: none"> <li>• Schools using data</li> <li>• A-G rates – college entry</li> <li>• Field trips</li> <li>• Job shadowing, internships, apprenticeships</li> <li>• Test prep (e.g. SAT, AP, PSAT)</li> <li>• Scholarship Opportunities – FAFSA &amp; College</li> </ul>	<ul style="list-style-type: none"> <li>• AVID</li> <li>• ROP</li> <li>• MITES – Minority Introduction to Engineering &amp; Science (MIT)</li> <li>• PUENTE</li> <li>• Cal-SOAP</li> <li>• Upward Bound</li> <li>• Role Model Program</li> <li>• MESA</li> <li>• Ed Talent Search</li> <li>• See University Summer Programs</li> <li>• BAWSI (Bay Area Women’s Sports Initiative)</li> <li>• CCOC</li> <li>• CA Mini Corps (Migrant Education)</li> <li>• Enterprise Leadership Conference (Rotary)</li> <li>• ComEdDa Tech iQ System (technical certification)</li> <li>• Earn While You Learn – <i>for students</i> (Krause Center)</li> <li>• Union Apprentice Programs</li> <li>• Silicon Valley Future Starts</li> <li>• Greene Scholars</li> <li>• CAAAE</li> <li>• Breakthrough</li> </ul> <p><u>School Culture/Engaging Students – models</u></p> <ul style="list-style-type: none"> <li>• Rocketship</li> <li>• Lowell High School – S.F. – Community Project</li> <li>• High Tech High School</li> <li>• Mt. Pleasant Magnet programs</li> <li>• Lincoln High School – Mariachi</li> <li>• Sherman Oaks Charter</li> </ul>	<p><u>Preparing students for careers/college – resources</u></p> <ul style="list-style-type: none"> <li>• CSU brochures</li> <li>• 100 Black Men of Silicon Valley</li> <li>• Fraternities/Sororities → Black/Latino</li> <li>• Project 1000</li> <li>• Workforce Investment Act → Pathways to Teaching</li> <li>• Role Model Program</li> <li>• Scholarship opportunities</li> <li>• Stanford Med Youth Science Program</li> <li>• Counselors →middle school-high school – community college – university collaboration</li> <li>• Alumni Association from Historically Black colleges</li> <li>• Junior Achievement</li> <li>• College/Career Days</li> </ul> <p><u>School Culture/Engaging Students – resources</u></p> <ul style="list-style-type: none"> <li>• San Jose Cal-SOAP</li> <li>• The Role Model Program</li> <li>• SV FACES – Common Ground &amp; Every town</li> <li>• College Success Collaborative</li> <li>• Coaching Network</li> <li>• Marzano</li> <li>• Computers for Youth</li> </ul> <p><u>Extended learning time model programs</u></p> <ul style="list-style-type: none"> <li>• San Jose City</li> <li>• Santa Clara County Afterschool Collaborative</li> </ul>

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
<ul style="list-style-type: none"> <li>Application process – explore, plan, act</li> <li>• Parent/family information</li> <li>• Role models</li> <li>• Understanding economics of education</li> <li>• Job application/resume/living skills (managing finances)</li> <li>• Inclusion of college instructors in the discussion</li> <li>• Tutoring – extra support</li> <li>• Media literacy – 21<sup>st</sup> century skills</li> <li>• Concurrent enrollment</li> <li>• 10-year college &amp; career plan (middle school &amp; high school collaboration)</li> <li>• How to stay in college/navigate in college program</li> <li>• P-16 continuum</li> <li>• A-G completion is the standards</li> <li>• Make services school-wide &amp; collaborate/integrate</li> <li>• Bring back/expand <u>Career</u> centers at middle school &amp; his schools</li> <li>• College ✓lists → financial aid, testing, etc.</li> <li>• Teaching students to advocate for themselves in college</li> <li>• Early childhood education</li> <li>• Community service</li> <li>• College essay preparation</li> <li>• Encourage students to pursue teaching as a career</li> <li>• Don't forget GATE students &amp; high achievers – keep the college discussion going &amp; start early</li> <li>• Use of social networks (Facebook, Twitter, Google docs) – post?? re: College/teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Sunset Beacon Center – S.F.</li> <li>• Small Learning Communities – Overfelt, Andrew Hill</li> <li>• Almaden Elementary – SCUSD</li> <li>• SJUSD</li> <li>• Generation YES → Tech Training</li> <li>• Orches – Dance Program</li> <li>• Help U2 Learn – After school program</li>   <li style="text-align: center;"><u>Extended learning time model programs</u></li> <li>• Nor Cal Mountain Bike League</li> <li>• UC Summer Academies</li> <li>• Afterschool All Stars</li> <li>• Youth Commission</li> <li>• YMCA</li> <li>• Boys &amp; Girls Clubs</li> <li>• ASES</li> <li>• ASSETS</li> <li>• SJSU Precollege programs</li> <li>• Green Scholars</li> <li>• Silicon Valley Future Starts</li> <li>• Extended Opportunity Program &amp; Services</li> <li>• Inner City Outdoors</li> <li>• Bay Area Wilderness</li> <li>• Kidango</li> <li>• Ozone</li> <li>• Jose Valdes Math Institute</li> <li>• Citizen Schools</li> <li>• Latino Parent Group → Cupertino High School</li> <li>• California Community Partners for Youth (CCPY)</li> </ul>	<p>(SCCOE)</p> <ul style="list-style-type: none"> <li>• Tech Museum</li> <li>• Society of Women Engineers (Get Set – Santa Clara University)</li> <li>• AAUW – Tech Trek (Stanford)</li> <li>• Interfaith Youth Core</li> <li>• Girl/Boy Scouts</li> <li>• Library</li> <li>• PTA</li> <li>• Chaboya – student celebration with staff</li> <li>• Santa Clara University</li> <li>• Second Harvest Food Bank</li>   <li style="text-align: center;"><u>Other Resources</u></li> <li>• Project Cornerstone</li> <li>• NAACP</li> <li>• CCPY</li> <li>• YMCA – SV</li> <li>• Stanford – EPGY</li> <li>• Enrique Pin – Almaden Elementary</li> <li>• Glen Singleton</li> <li>• National Coalition for Equity in Education – NCEE</li> <li>• San Jose Youth Commission</li> <li>• SB 70</li> <li>• Tech Museum</li> <li>• Lawrence Hall of Science</li> <li>• Exploratorium</li> <li>• Children's Museum</li> <li>• High expectations for EL students in <u>all</u> classes</li> <li>• Monterey Aquarium (field trip)</li> </ul>

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<ul style="list-style-type: none"> <li>• PSA/television spots/commercials → speaking about college</li> <li>• Media – Adobe Visions – Youth Voices</li> <li>• International Days – Cultural Awareness</li> <li>• Create TV – project based</li> <li>• Student ownership – ILP</li> <li>• Start in early years</li> <li>• Student clubs</li> <li>• SHPE – Society for Hispanic engineers</li> <li>• Students develop lessons – Google Apps</li> </ul> <p><u>School culture/engaging students – strategies</u></p> <ul style="list-style-type: none"> <li>• Cultural competency</li> <li>• Conflict resolution</li> <li>• PBIS</li> <li>• School/district/community collaboration</li> <li>• Project-based engagement</li> <li>• Alternative teaching strategies (Marzano)</li> <li>• Student empowerment</li> <li>• Assessment for learning</li> </ul> <p><u>Extended Learning Time – strategies</u></p> <ul style="list-style-type: none"> <li>• Civic engagement – internet club</li> <li>• Review academic workload to facilitate participation in extra-curricular activities</li> <li>• Company field trips</li> <li>• Extend school year</li> <li>• Combine learning &amp; fun</li> <li>• Virtual teaching &amp; learning</li> <li>• Tutoring</li> <li>• Credit recovery/transfer, specific</li> <li>• Time with principals/teachers after school</li> <li>• High school students shadow college students</li> </ul>		

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<ul style="list-style-type: none"> <li>• Credit transfer</li> <li>• Meaningful suspensions (i.e., community service)</li> <li>• Service learning programs</li> <li>• Student government to reach other students</li> <li>• Integrate afterschool/school day support – articulate – fluid – coherence</li> <li>• Internships/work study</li> <li>• Relationships/tutoring time during the school day</li> <li>• Securing resources to provide nourishing meals &amp; snacks</li> <li>• Establish guidelines/criteria for afterschool programs – quality &amp; guidance to consumers</li> <li>• Involve students in the design</li> <li>• Sports</li> <li>• Parents provide background knowledge</li> <li>• Inclusion/diverse parent participation; reflective of the school</li> <li>• Outreach to <u>all</u> parents</li> <li>• Enrichment – arts/music</li> </ul>		

**“Students” Breakout**

Facilitators:

Edy Mourtos, Director, Curriculum & Instruction, Educational Services Branch, SCCOE  
Cary Dritz, Deputy Superintendent, SCCOE  
Andrea Lichter, Director, AVID, Educational Services Branch, SCCOE  
Alyssa Lynch, Director, Career Technical Education, Educational Services Branch, SCCOE

Participants:

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Jeff Bornfeld, California Community Partners for Youth (CCPY)  
Marilyn Brodie, San Jose City College  
Marie Elaine Burns, San Jose City College  
Leslie Reynolds, San Jose Unified School District Board Member  
Vanji R. Unruh, Legal Advocates for Children & Youth  
Noemi C. Ramirez, Andrew Hill, ESUHSD  
Sheila Waters, AVID, SCCOE  
Camille Llanes-Fontanilla, Kidango  
Eric Valasquez, The Role Model Program  
Betty Montoya, San Jose Youth Commission  
Ben Liao, Cupertino Union School District  
Karen Wright, Cupertino Union School District  
Mr. Ashley J. Redhill, Andrew Hill High School  
Keegan McLoskey, Andrew Hill  
Bruce R. Bramlett, SVFACES  
Angelica Estrella, Andrew Hill High School  
Pam Parker, CUHSD  
Lizandro Carrasco, LBSD/Office of Senator Alquist  
Molly Uzoh, SV Future Stars/Learning Right  
Angela Estrella, Overfelt High School  
Robert E. Hale, LACY  
Martin Cisneros, Tech for Learning Partnership, SCCOE  
Judy Wilson, Goodwill, Silicon Valley  
Deborah Raymond, Santa Clara County Alliance of Black Educators  
Jackie Felbinger, Orchard School District  
Joe Amelio, Orchard School District

Sonia Ramos, UCSC Educational Partnership Center/San Jose Cal-SOAP  
Maura Villanueva, Californians for Justice  
Igdulia Rojas, CFJ  
Francisco Alvarado, YESS@EVC  
Marie Elaine Burns, VP Student Affairs, San Jose City College  
Jenner Perez, Piedmont Hills  
Tim Nguyen, ESUHSD  
Charles Jones  
John Porter, Franklin-McKinley School District  
Vickie Ramos, Preschool California  
Matthew Sarna-Wojcicki, County Substitute: SJ Unified, Alum Rock, Franklin McKinley  
Melisa Wonch, Asm. Jim Beall  
Joyce Miller, Oak Grove School District  
Jackie Adams, Oak Grove School District (PISA)  
JoAnn Yamani, Congresswoman Zoe Lofgren  
Valarie Ikemoto, Central YMCA After-School Enrichment Program  
Stephanie Sanchez, Central YMCA After-School Program  
Leslie Robledo, Cupertino High School  
Dina Bautista, Sen. Abel Maldonado  
Carie Vaeth, East Side Union High School District  
Lorri Capizzi, San Jose State  
Deborah LaFalle, Mission College  
Karen Fuqua, San Jose Unified  
Renee Lizcan, EPGY  
Todd Livingstone, Orchard School District  
Helen Donald, Com Ed Da Computer Services

**“HIGH QUALITY STAFF” BREAKOUT SESSION**

**VISION - Question: “What will it look like when we have high quality teachers and effective leaders?”**

VISIONARY	REFLECTIVE, EFFECTIVE PRACTITIONERS	PASSION FOR KIDS	CULTURALLY	PERSONAL ATTRIBUTES	WORKING WITHIN A COHERENT SYSTEM	INTEGRATION SUSTAINED ALIGNED
<ul style="list-style-type: none"> <li>• Visionary (belief that closing the achievement gap is possible)</li> <li>• Vision of high expectations for ALL – equity!</li> <li>• Agent of historical change</li> <li>• Consistency &amp; articulation schoolwide</li> <li>• Accountable to goals and mission</li> <li>• Ability to build relationships with all stakeholder groups</li> <li>• Socially &amp; emotionally competent</li> </ul>	<ul style="list-style-type: none"> <li>• A continuous improvement mindset</li> <li>• Engaging skills that responds to students</li> <li>• Commitment to inquiring into their own practice</li> <li>• Commitment to continual development of effective pedagogical practices</li> <li>• Content and pedagogically competent</li> <li>• Content &amp; pedagogic experts</li> <li>• Uses effective strategies for student success</li> <li>• Flexible &amp; collaborative environment</li> <li>• Use data to inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for kids</li> <li>• Child-centered at heart-loves children-passion for children</li> <li>• Student-centered in school &amp; after 3:00</li> </ul>	<ul style="list-style-type: none"> <li>• Culturally competent learner</li> <li>• Respectful of students &amp; parents</li> <li>• Culturally sensitive to student needs</li> <li>• Culturally conscious staff focused on student needs</li> <li>• Knowledge of kids/families/culture</li> <li>• Culturally responsive</li> <li>• Effective learning environment where all students are supported</li> <li>• Belief that diversity is strength</li> <li>• Students in high need areas will have routinely have high quality teachers</li> <li>• Effective principals...years in the classroom ...are instructional leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Accountable and responsible for all</li> <li>• Flexible</li> <li>• Life-long learner</li> <li>• Empowered and curious</li> <li>• Ambitious (think they can succeed as a learner) – efficacy</li> <li>• Sense of purpose &amp; identify</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development to help teachers learn best practices around assessment.</li> <li>• Teacher’s database with various assessment formats.</li> <li>• Ongoing Professional Development focusing on formative assessment and standards-based instruction &amp; assessment.</li> <li>• Customer service standards are established &amp; reported.</li> <li>• Identifying and mobilizing resources for students (timely).</li> <li>• Afterschool</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment to Instructional Core</li> </ul>

VISIONARY	REFLECTIVE, EFFECTIVE PRACTITIONERS	PASSION FOR KIDS	CULTURALLY	PERSONAL ATTRIBUTES	WORKING WITHIN A COHERENT SYSTEM	INTEGRATION SUSTAINED ALIGNED
					<p>programs have access to data &amp; reinforce core day.</p> <ul style="list-style-type: none"> <li>• Students have <u>access</u> to tools, resources, strategies to meet standards in multiple ways.</li> <li>• Teachers will have the resources &amp; respect they need to reach each child.</li> </ul>	

**High Quality Staff – Identify:**

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
<ul style="list-style-type: none"> <li>• Effective recruitment of teachers/leaders (+support services) of color or culturally competent</li> <li>• Provide training to all staff re culturally competent strategies</li> <li>• Align teacher/leader pre-service programs to the vision</li> <li>• Articulate in recruitment practices and vision of hiring – philosophical alignment (“Right people on bus”)</li> <li>• Establish “Future Teachers of America Club”</li> <li>• Connect Univer. Of teacher prep/admin prep to develop common language/ knowledge/ expectations (preservice – induction – district)</li> <li>• Develop systematic coaching model for teachers/leaders (target) w/ differentiated support for professional growth and development tied w/ credential requirements</li> <li>• Work with unions re: teacher evaluation, enhance communication, collaboration (build relationships), knowledge, etc.</li> <li>• Complete systematic literature/research review of models, resources &amp; actions</li> <li>• Build a shared understanding of teacher/leader candidates &amp; hiring protocols &amp; competencies (i.e., T.F.A.) portfolios, etc.</li> <li>• Provide culturally diverse experiential opportunities (i.e., Camp Everytown) to connect and build empathy</li> <li>• Build coaching &amp; support for</li> </ul>	<ul style="list-style-type: none"> <li>• Teach for America (understanding content – where, how...)</li> <li>• Teacher credential programs – Identified Stanford Study Kentucky, Michigan State</li> <li>• Alternative Certification</li> <li>• Industry Fellowships (IISME)</li> <li>• EnCore</li> <li>• New Leaders for New Schools</li> <li>• Harvard University Leadership Program – PreK-3 Early Learning Success</li> <li>• UC Berkeley Leadership Development</li> <li>• KIPP/Rocketship (SRI Study) – Figure out what’s working</li> <li>• Project Lead the Way (SJSU – Hub)</li> <li>• Intel Math – Teacher Professional Development</li> <li>• McRel Institute</li> <li>• Beat the Odds – Phoenix</li> <li>• SABLE – Atlanta</li> <li>• SJSU – IE Collaborative Program (Mentor w/ teacher)</li> <li>• SJSU – Creating College Bound Culture Program (AIAS – April 10)</li> <li>• SJSU – Urban School Leadership ... Masters Program → Action Research Project Teacher Leadership Education</li> <li>• Acclaim – Math/Science Coaching Model – CSU East Bay</li> <li>• Silicon Valley New Teacher Project</li> <li>• Camp Every Town – High School Level Common Ground</li> <li>• Building Connection – Elem</li> </ul>	<ul style="list-style-type: none"> <li>• Effective district level data system that measures student learning (usage, access)</li> <li>• Leaders access to research (TN) access to high/poor teachers – things to do now &amp; building level flexibility in instruction</li> <li>• Saunders, Darling-Hammond, Excel (Chris)</li> <li>• Culturally relevant SES – one on one instruction/relationship</li> <li>• Equitable distribution plan (T2) preemptive</li> <li>• Culturally responsive out of school experiences</li> <li>• Silicon Valley FACES (breaking down stereotypes and barriers – cultural proficiency)</li> <li>• CTE @ elementary level – making learning relevant</li> <li>• Teaching reading &amp; writing expertise (+ district coaching)</li> <li>• Teachers College @ HMB (Partners in School Innovation)</li> <li>• Coaching research</li> <li>• Coordination-data sharing among non-unified districts</li> <li>• RTT application</li> <li>• Use of technology – expanding PD possibilities (coaching) leverage limited resources</li> <li>• TFA teaching as leadership – examples/practices teacher preparedness</li> <li>• Use DOE website sharing resources</li> <li>• “What Works Clearinghouse”</li> <li>• CSTP/CSPEL – mapping existing work</li> <li>• ACSA → Whole continuum (CTA, CSBA)</li> <li>• CSLA – professionally focused/culturally</li> </ul>

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
<p>teachers/leaders that focus on balance, resources support systems to access</p> <ul style="list-style-type: none"> <li>• Training in critical areas: data use, instruction, formative assessment, academic vocabulary, common language.</li> <li>• Increase credential requirements for teacher instruction (state advocacy): Math/sciences <u>content</u> &amp; <u>pedagogy</u></li> <li>• Develop and teach leaders in “Crucial-critical conversation” skills &amp; how to apply</li> <li>• Create a centralized hiring system four county distribution based on needs, match of students</li> <li>• Create effective teacher/leader retention, employment strategies/incentives (i.e., teacher compensation, loans, housing model)</li> <li>• Build critical mass &amp; community support</li> <li>• Consolidate school districts to maximize resources, communication</li> </ul>	<ul style="list-style-type: none"> <li>• NCEE (Equity Focus)</li> <li>• SJSJ- Social/Emotional - Center for Reaching/Teaching Whole Child</li> <li>• Ed Equity</li> <li>• Santa Clara University – Teacher Education and Admin. Program</li> <li>• (Models of districts – placement of teachers Highly qualified/effective teachers → highest need students</li> </ul>	<p>specific groups</p> <ul style="list-style-type: none"> <li>• Advocacy Groups – CABE, Californians Together</li> <li>• Valley focused consortium for educational research (non-existent) WestEd, SRI, AIR, Educational Trust-West, etc. – a local research agenda?</li> <li>• SV education groups</li> <li>• Museum communities</li> <li>• CSMP training opportunities</li> <li>• College access – CAL SOAP, Summer Search, Build</li> <li>• Project Cornerstone – social/emotional work</li> <li>• Citizen Schools, MACSA, AACI mental health organization</li> <li>• CASEE Collab Acad. Social/emotional learning</li> <li>• South Valley YMCA Afterschool Aftercare – incl. developmental assets</li> <li>• Afterschool All-Stars</li> <li>• State Legislature → increased per student spending</li> <li>• Local example – Hillsdale HS small learning communities</li> <li>• PACT – school reform organization</li> <li>• SCCOE Teacher Leadership Academy (CLC)</li> <li>• ISM Summer Internships in business world</li> </ul>

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High Quality Staff – Breakout

Facilitators:

Linda Aceves., Chief Academic Officer, Educational Services Branch, SCCOE  
Martha Martinez, Director, District & School Support Services, Educational Services Branch, SCCOE

Participants:

Juliet Tiffany-Morales, SRI Campbell Union  
Phyllis Vogel, Cupertino, USD  
Carolyn Nelson, CSU East Bay  
Chris Norwood, XCEL Educational Systems  
Traci Williams, ESUHSD  
Vito Chiala, Overfelt High School/ESUHSD  
Shehz Ali, Partners in Schools  
Viviana Cabrales Garcia, Partners in Schools  
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Lisa Kaufman, Preschool Services/SCCOE  
Emily Brizendine, CSU East Bay  
Sarah Skinner, Partners in School Innovation  
Patty McDonald, BUSD

Karen Thomas, School Psch./Admin. Consultant  
Gina Dalma, Silicon Valley Community Foundation  
Dennis Cima, S.V. Leadership Group  
Pat Mitchell, Silicon Valley FACES  
Elliot Haspel, Teach for America  
Emilie Smith, Teach for America  
Carolyn Johnson, Santa Clara County Alliance of Black Educators  
(SCCABE)  
Dolores Marquez, ARSD Board of Trustees  
Nancy Markowitz, SJSU  
Chris Moore, FUHSD  
Michael Henry, Bellarmine

**“PARENTS AND COMMUNITY” BREAKOUT SESSION**

**VISION - Question:**

***“What will it look like when we have high quality parent involvement, community partnerships, and supports for students?”***

**Consensus Statement:** “The school/parent community relationship is based on mutual respect and understanding in goals and expectation in having open communication and tolerance of differences in culture and aspirations.”

Hub of Community Resources & Services	Culturally Competence and Respect	Parents as Partners, customers, advocates
<ul style="list-style-type: none"> <li>• Pipeline of services</li> <li>• School going outbound to the community</li> <li>• Afterschool programs with parent &amp; community involvement</li> <li>• Students need to know and see the greater community – Field trips</li> <li>• Regularly scheduled visits for all students (elementary and middle) to local colleges</li> <li>• Families know P-12 pathway to college preparedness</li> <li>• Use schools as neighborhood community centers</li> <li>• Proportionate amount of funding based &amp; according to district’s needs</li> <li>• Engage business in support for resources</li> <li>• “Peace Maker” program in which young adults are trained in dispute resolution and serve as classroom peacemakers, as in Harlem Children’s Zone</li> <li>• Use school campus as community center/ BASE with parent, business, neighborhood initiative</li> <li>• Basic needs of the students met (Maslow’s hierarchy – food, shelter, safety, etc.)</li> <li>• Centralization of non-profit support services &amp; resources to schools/students</li> <li>• Every young person has <u>team</u> of advocates</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple entry points for real parent involvement</li> <li>• Parents served as “customers” in schools/districts</li> <li>• Families perceived as customers – “The customer is always right!”</li> <li>• Pre-K to 12<sup>th</sup> grade u.s.(sic) parent education training</li> <li>• The culture of families is the asset</li> <li>• Mutual respect between parents (of color) and school staff</li> <li>• The school/parent/community relationship is based on mutual respect &amp; understanding in goals &amp; expectations having open communication &amp; tolerance of differences in culture &amp; aspirations</li> <li>• Teachers providing open &amp; inviting environment for parent involvement</li> <li>• Break down language barrier to make parents comfortable in coming to school</li> <li>• Schools provide accessibility to out-of-box roles to address language, cultural perspective and create parent leadership</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify community assets</li> <li>• Provide parents with educational support “coaching”</li> <li>• Parents should treat education as a paid services; parent accountability – “not free”</li> <li>• Home visits – building teacher-parent relationship</li> <li>• Informed/engaged parents won’t tolerate failing schools</li> <li>• Provide incentives for parents to be at school</li> <li>• Parents reading to and with children from an early age</li> <li>•</li> </ul>

**“Parents and Community” – Identify:**

<b><i>strategies/actions to achieve the vision</i></b>	<b><i>local, national, or international models/programs that could be replicated or expanded</i></b>	<b><i>local or other resources that could be used to achieve the vision</i></b>
<ul style="list-style-type: none"> <li>• Everyone in SCC schools <u>experiences</u> diversity/cultural training</li> <li>• Parent training in educational success and advocacy</li> <li>• Coordinated outreach &amp; referrals with community agencies &amp; educational systems</li> <li>• Recruit young members of the community to become part of a school-based <u>high school</u> teacher academy</li> <li>• Support for community services (CBOs) that support student achievement</li> <li>• Community &amp; business endorsing public officials who are willing to change the systemic problems in education</li> <li>• Revamp financial formulas for weighted student level to ADA &amp; basic aid districts to equalize access to an equitable distribution of funding for each student</li> <li>• Peacemakers Program for conflict resolution</li> <li>• Identify the zones and gaps of success</li> <li>• Identify matriculation/self-esteem programs that ensure all students are successful – cultural relevance with appropriate role models</li> <li>• Students can participate in internships for \$ and these kids can excel when seeing the relevance of the job to academic skills (computer skills/team dynamics)</li> <li>• Why is the student passing my algebra class and how does the teacher make it relevant?</li> <li>• Incorporate activity-based learning &amp; look at multiple learning styles</li> <li>• Leverage the learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Harlem Children’s Zone – coordinated services, resources</li> <li>• Head Start – home visits, parent training &amp; decision-making, conferences (funded), family goal setting</li> <li>• Chicago Community Schools – medical, dental services on-site &amp; free</li> <li>• Rocketship Charter Schools – real parent engagement</li> <li>• James Lick High School – turn around</li> <li>• San Jose High School – Baccalaureate program</li> <li>• Free Green Scholars – 100% graduate/not school based</li> <li>• Downtown College Prep – parent involvement</li> <li>• Adelante – parent involvement &amp; dual language</li> <li>• River Glen Elementary – dual language</li> <li>• Career Technical Education – Andrew Hill High School</li> <li>• Charter Schools Model</li> <li>• Public schools → K-3 parent contract – parent volunteer &amp; enrichment for kids</li> <li>• Silicon Valley Future Starts – academic improvement through active learning, technology, parent involvement &amp; collaboration with university &amp; industry</li> <li>• Parent University – West Valley College/K-16 component</li> <li>• PACT – parent leadership</li> <li>• PTA</li> <li>• School site councils</li> </ul>	<ul style="list-style-type: none"> <li>• Public libraries</li> <li>• “vintage”/senior citizens/”retired</li> <li>• Politicians, Chamber of Commerce</li> <li>• Churches</li> <li>• Business – “Adopt a child/school”</li> <li>• Medical Facilities – Services</li> <li>• Schools → Universities + training programs</li> <li>• Service organizations – curriculum</li> <li>• Non-profits – United Way – 211 – etc.</li> <li>• City/County/State Support Services – sccgov.org – public safety &amp; Justice resources/ social services</li> <li>• Other county exchange programs</li> <li>• Professional, cultural programs – Latino engineers, African American science</li> <li>• Foundations – research &amp; money</li> <li>• MHS – funding of targeted groups</li> <li>• Legislative action to increase funding to schools → 48<sup>th</sup> to 1<sup>st</sup></li> <li>• Families</li> <li>• Cal SOAP – High School Outreach Programs</li> <li>• Open/free textbooks → CCOTC community colleges</li> <li>• Cross-age tutors</li> <li>•</li> </ul>

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
<ul style="list-style-type: none"> <li>• Teacher calls parent in first two weeks to say something good about the child</li> <li>• Recognize &amp; acknowledge small academic steps</li> <li>• Implement positive behavior supports &amp; Project Cornerstone in schools</li> <li>• Home visits with collaborative conversations on what they want for their children, where they are going in academic &amp; how they will mutually support the process</li> <li>• Field trips with leveraged funding &amp; community partners</li> <li>• Building programs for teachers to get out of the school &amp; participate in community activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Student Assistance Programs (SAP) – schools identify resources, any adult can refer at-risk student; adults → plan → resources</li> <li>• Comm University – SJSU – services learning, school-based hub</li> <li>• Foundation for a College Education (FCE) – engage parents → prepare kids for college &amp; return to the community</li> <li>• Independent Learning school – formative evaluations (one in Palo Alto)</li> <li>• KIPP</li> <li>• Trio – college exploration &amp; prep/entry, federally funded, 1<sup>st</sup> generation, low income students, middle school through college/graduation (GEAR-UP)</li> <li>• Diplomas Now – Philadelphia, Boston, 3 NPS → communities in Schools, talent development, City Year. ↑ attendance, behavior, outcomes</li> <li>• AVID</li> <li>• Magnet Schools – technology &amp; arts</li> <li>• Breakthrough Collaborative – middle school focus</li> <li>• Franklin-McKinley – ESUHSD &amp; Evergreen – College Connection</li> <li>• Middle College – SJCC, DeAnaza/Foothill</li> <li>• Online Education – credit recovery</li> <li>• Distance learning – general education</li> <li>• Articulation – Prek- 16/20; data base; align curriculum; records transfer</li> <li>• Silicon Valley FACES – Camp Everytown – sensitivity, diversity awareness retreat</li> <li>• SPARK (San Mateo County) – middle school apprenticeships</li> </ul>	

<i>strategies/actions to achieve the vision</i>	<i>local, national, or international models/programs that could be replicated or expanded</i>	<i>local or other resources that could be used to achieve the vision</i>
	<ul style="list-style-type: none"> <li>• Girls for a Change</li> <li>• Role Model Program</li> <li>• Credit for work experience</li> <li>• Political internships</li> <li>• Experiment in International Living</li> <li>• Community/Community Day Schools</li> <li>• Go to high school, Go to College</li> <li>• Metro Ed</li> <li>• Libraries as schools and service centers</li> <li>• Chicago model – family learning centers, education &amp; training for parents, one facility, community school, resources for children, preschool, early education</li> <li>• International schools</li> <li>• Democratic schools (aka Waldorf)</li> <li>• Montessori</li> <li>•</li> </ul>	

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“Parents & Community” – Breakout

Facilitators:

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Participants:

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John Danner, Rocketship Education  
Greg Lippman, ACE Charter  
Dana Bunnett, Kids in Common  
Bobbie Infelise, Berryessa USD  
Dawn Perry, City of San Jose, ECE Services  
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Lynda Greene, Applied Materials, Adobe Youth Voices  
Tania Wilcox, DCP, Breakthrough  
Nick Driver, California Charter Schools Association  
Pearl Cheng, United Way Silicon Valley  
Jennifer Andaluz, Downtown College Prep  
Bob Grimm, DCP Volunteer  
Beach Pace, City Year  
Veronica Ruiz, Youth Commission  
Bill Kindricks, 100 Black Men of Silicon Valley, National Forum of Black  
Public Administrators  
Clarissa Moore, SV FACES  
Rasheed Salaam, Be A Champion Foundation  
Chris Stampolis, West Valley/Mission Community College District  
Betzy Barron, ASD, SCCOE  
Ana M. Trujillo, Head Start, SCCOE

Mary Metz, Andrew Hill High School  
Marybeth Nacey, The Role Model Program  
Noemi C. Ramirez, Andrew Hill High School, ESUHSD  
Alicia Gallegos Fambrini, SJ Charter School Consortium  
Grace Mah, SCCOE  
Liza Loop Vasconcellos Project  
Diana Miller, City of San Jose – Vice Mayor Chirico’s staff  
Annie M. Handy, Retired Teacher- SCCABE  
Wilbur Jackson, Alpha Phi Alpha Fraternity, Inc.  
Rufus H. White, Silicon Valley African Productions/Future Starts  
Hema Sareen Mohan, Office of State Senator Simitian  
Stephen Betts, Dept. of Alcohol & Drug Services  
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Ann Stekelberg, Berryessa Union School District  
Anjali Kausar, Cupertino U.S.D.  
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