

BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF SPECIAL MEETING

Date: May 18, 2010

To: Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520
Jordan Brandman, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Thomas "Hoagy" Holguin, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
News Enterprise, P.O. Box 1010, Los Alamitos, CA 90720
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630
Excelsior, 523 N. Grand Avenue, Santa Ana, CA 92701

You are hereby notified that a special meeting of the
Board of Trustees of the Anaheim Union High School District
is called for

Wednesday the 19th day of May 2010

in the District Board Room, 501 Crescent Way, Anaheim, California

Closed Session-3:00 p.m.
Open Session-Immediately Following Closed Session

CLOSED SESSION

ACTION/INFORMATION ITEM

The Board of Trustees will meet in closed session for the following purpose:

To consider matters pursuant to Government Code Section 54957: Public employee administrative appointments-director, child welfare and attendance, superintendent, deputy superintendent, and assistant superintendents.

ITEMS OF BUSINESS

Revised 2010-2011 Student/Teacher Calendar with Furlough Days

ACTION ITEM

The Board of Trustees is requested to adopt the revised 2010-2011 Student/Teacher Calendar reflecting furlough days as agreed to in the collective bargaining agreements with ASTA, APGA, ALTA, and CSEA. The 2010-2011 Student/Teacher Calendar was previously adopted at the board meeting on March 3, 2010. The revised Student/Teacher Calendar identifies the non-student/non-teacher furlough days. The student's school year will be reduced from 180 days to 176 days. The teacher's work year will be reduced from 185 days to 179 days. Of the 179 days, 176 will be instructional days and three days will be non-instructional days. This calendar will be shared with the parents, students, and community. The specific days were selected to minimize the impact on instruction, testing, and the loss of student attendance. A separate calendar

designating all furlough days for each employee unit will be created and distributed to employees upon board approval.

Employee Work Calendar with Furlough Days

ACTION ITEM

The Board of Trustees is requested to adopt the 2010-2011 Work Calendar with the Anaheim Secondary Teachers Association (ASTA), the Anaheim Personnel and Guidance Association (APGA), the Classified School Employees Association (CSEA), and the Anaheim Leadership Team Association (ALTA) designating specific furlough days. The number of furlough days for each employee unit for the 2010-11 year was previously adopted as part of the collective bargaining agreements or by a resolution adopted on April 1, 2010, (CSEA), April 29, 2010, (ASTA and APGA), and May 10, 2010, (ALTA). The following furlough days are reflected in the new Employee Work Calendar.

ASTA–August 26, 2010, October 11, 2010, November 12, 2010, January 3, 2011, March 14, 2011, and April 22, 2011.

APGA–October 11, 2010, November 12, 2010, January 3, 2011, March 14, 2011, April 22, 2011, and 1.5 floating furlough days within the work year.

ALTA (Certificated, Classified, and Confidential)–October 11, 2010, November 12, 2010, January 3, 2011, March 14, 2011, April 22, 2011, and 1.5 or 2 (as determined by the resolution approved on May 10, 2010) floating furlough days within the work year.

CSEA–October 11, 2010, November 12, 2010, January 3, 2011, January 28, 2011, March 14, 2011, April 22, 2011, and one floating furlough day within the work year.

Floating furlough days will be taken when services the employee provides are not critical. Floating furlough days at a site/department will also be coordinated to ensure continuation of services.

Race To The Top, Letter of Intent and Memorandum of Understanding

ACTION ITEM

The Board of Trustees is requested to consider submitting a letter of intent and a Memorandum of Understanding (MOU) to participate in the second round of Race To The Top funding. The letter of intent is due to the state today and the follow-up MOU is due May 21, 2010. The Race To The Top funding is designed to provide approximately one million dollars per year for three years. Funds are to be used to support the transition to national standards, to develop high quality assessments, improve student achievement through the effective use of data, to improve principal and teacher effectiveness through professional development and evaluation, and to turn around the lowest-achieving schools, by implementing one of the four state identified interventions. The legislation requires several large scale commitments that may negate the benefits of the funding award. The exhibit to this item includes detailed information on the updated Race To The Top program.

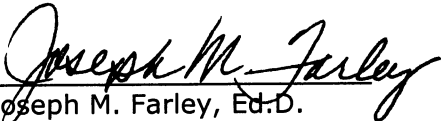
CONSENT

ACTION ITEM

Certificated Personnel Report

Recommendation:

It is recommended that the Board of Trustees approve/ratify the Certificated Personnel Report as submitted.


Joseph M. Farley, Ed.D.
Superintendent

BOARD OF TRUSTEES
Special Meeting Agenda
Wednesday, May 19, 2010
Closed Session-3:00 p.m.
Open Session-Immediately Following Closed Session

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 Crescent Way in Anaheim, California. The office is open from 7:30 a.m. to 5:00 p.m., Monday through Friday, and is closed for most of the federal and local holidays. These materials are also posted with the meeting agenda on the district web site, www.auhsd.us, at the same time that they are distributed to the Board of Trustees. Meetings are recorded for use in the official minutes.

- | | | |
|----|--|-------------------------|
| 1. | CALL TO ORDER-ROLL CALL | ACTION ITEM |
| 2. | ADOPTION OF AGENDA | ACTION ITEM |
| 3. | PUBLIC COMMENTS, CLOSED SESSION ITEMS | INFORMATION ITEM |

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

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|----|-----------------------|--------------------------------|
| 4. | CLOSED SESSION | ACTION/INFORMATION ITEM |
|----|-----------------------|--------------------------------|

The Board of Trustees will meet in closed session for the following purpose:

To consider matters pursuant to Government Code Section 54957: Public employee administrative appointments-director, child welfare and attendance, superintendent, deputy superintendent, and assistant superintendents.

- | | | |
|----|---|--|
| 5. | RECONVENE MEETING AND PLEDGE OF ALLEGIANCE | |
|----|---|--|

The Board of Trustees will reconvene into open session.

Board President Brian O'Neal will lead the Pledge of Allegiance to the Flag of the United States of America.

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|----|--|-------------------------|
| 6. | REPORT ACTION TAKEN IN CLOSED SESSION | INFORMATION ITEM |
| 7. | PUBLIC COMMENTS, OPEN SESSION | INFORMATION ITEM |

Opportunities for public comments occur at the beginning of each agenda item and at this time for items not on the agenda. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes;

each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

8. ITEMS OF BUSINESS

8.1 **Revised 2010-2011 Student/Teacher Calendar with Furlough Days** **ACTION ITEM**

The Board of Trustees is requested to adopt the revised 2010-2011 Student/Teacher Calendar reflecting furlough days as agreed to in the collective bargaining agreements with ASTA, APGA, ALTA, and CSEA. The 2010-2011 Student/Teacher Calendar was previously adopted at the board meeting on March 3, 2010. The revised Student/Teacher Calendar identifies the non-student/non-teacher furlough days. The student's school year will be reduced from 180 days to 176 days. The teacher's work year will be reduced from 185 days to 179 days. Of the 179 days, 176 will be instructional days and three days will be non-instructional days. This calendar will be shared with the parents, students, and community. The specific days were selected to minimize the impact on instruction, testing, and the loss of student attendance. A separate calendar designating all furlough days for each employee unit will be created and distributed to employees upon board approval. **[EXHIBIT A]**

Recommendation:

It is recommended that the Board of Trustees adopt the 2010-2011 Student/Teacher Calendar.

8.2 **Employee Work Calendar with Furlough Days** **ACTION ITEM**

The Board of Trustees is requested to adopt the 2010-2011 Work Calendar with the Anaheim Secondary Teachers Association (ASTA), the Anaheim Personnel and Guidance Association (APGA), the Classified School Employees Association (CSEA), and the Anaheim Leadership Team Association (ALTA) designating specific furlough days. The number of furlough days for each employee unit for the 2010-11 year was previously adopted as part of the collective bargaining agreements or by a resolution adopted on April 1, 2010, (CSEA), April 29, 2010, (ASTA and APGA), and May 10, 2010, (ALTA). The following furlough days are reflected in the new Employee Work Calendar.

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Floating furlough days will be taken when services the employee provides are not critical. Floating furlough days at a site/department will also be coordinated to ensure continuation of services. **[EXHIBIT B]**

Recommendation:

It is recommended that the Board of Trustees adopt the 2010-2011 Work Calendar.

8.3 **Race To The Top, Letter of Intent and Memorandum of Understanding** **ACTION ITEM**

The Board of Trustees is requested to consider submitting a letter of intent and a Memorandum of Understanding (MOU) to participate in the second round of Race To The Top funding. The letter of intent is due to the state today and the follow-up MOU is due May 21, 2010. The Race To The Top funding is designed to provide approximately one million dollars per year for three years. Funds are to be used to support the transition to national standards, to develop high quality assessments, improve student achievement through the effective use of data, to improve principal and teacher effectiveness through professional development and evaluation, and to turn around the lowest-achieving schools, by implementing one of the four state identified interventions. The legislation requires several large scale commitments that may negate the benefits of the funding award. The exhibit to this item includes detailed information on the updated Race To The Top program. **[EXHIBIT C]**

Recommendation:

It is recommended that the Board of Trustees discuss the Race To The Top program and determine if it wishes to submit a letter of intent and the MOU for district participation.

9. **CONSENT CALENDAR** **ACTION ITEM**

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. This item will be considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of this consent item. This item on the consent calendar, approved by the board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of this item prior to the board vote unless a member of the board, staff, or the public requests the specific item be discussed, or removed, from the consent calendar.

Certificated Personnel Report

Recommendation:

It is recommended that the Board of Trustees approve/ratify the Certificated Personnel Report as submitted. **[EXHIBIT D]**

10. **ADJOURNMENT** **ACTION ITEM**

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the Board of Trustees at (714) 999-3503 by noon on Wednesday, May 19, 2010.

Anaheim Union High School District 2010-2011

DRAFT

Student/Teacher Calendar

(Revised with Furlough Days)

July 2010					November 2010					March 2011				
			1	2	1	2	3	4	5		1	2	3	4
5*	6	7	8	9	8	9	10	11*	12	7	8	9	10	11
12	13	14	15	16	15	16	17	18	19	14	15	16	17	18
19	20	21	22	23	22	23	24	25*	26*	21	22	23	24	25
26	27	28	29	30	29	30				28	29	30	31	
August 2010					December 2010					April 2011				
2	3	4	5	6			1	2	3					1<
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8*
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26+	27+	20	21	22	23*	24*	18	19	20	21	22
30	31				27	28	29	30*	31*	25	26	27	28	29
September 2010					January 2011					May 2011				
		1	2	3	3	4	5	6	7	2	3	4	5	6
6*	7	8	9	10	10	11	12	13	14	9	10	11	12	13
13	14	15	16	17	17*	18	19	20	21	16	17	18	19	20
20	21	22	23	24	24	25	26	27<	28+	23	24	25	26	27
27	28	29	30		31					30*	31			
October 2010					February 2011					June 2011				
				1		1	2	3	4			1	2	3
4	5	6	7	8	7	8	9	10	11	6	7	8	9	10
11	12	13	14	15	14*	15	16	17	18	13	14	15<	16+	17
18	19	20	21	22	21*	22	23	24	25	20	21	22	23	24
25	26	27	28	29<	28					27	28	29	30	



School Begins



Non-Student/Non-Teacher Day



Holidays



Non-Student/Non-Teacher Day (Furlough)



Teacher Day; No Students

176 Student Days

179 Teacher Days

Quarter

Days

1	43
2	45
3	42
4	46

Dates

Aug	30	--	Oct	29
Nov	1	--	Jan	27
Jan	30	--	Apr	1
Apr	11	--	Jun	15



End of the Quarter or Semester
And Minimum Day for Students



Underlined Days (June 16-22) are
subject to change to regular school
days if it becomes necessary to bring
the total school days up to State minimum.

Progress Reports Due at
8:30 a.m. at the site on:

October 1
December 10
March 4
May 13

Grades Due at 8:00 a.m.
at the site on:

November 3
February 2
April 13
June 16

**2010-2011
CALENDAR
AUHSD**

**Floating Furlough days in addition
to days listed below:
APGA - 1.5; CSEA - 1
ALTA - 1.5 or 2**

Non-Duty/Vacation Day



Please CIRCLE non-duty/vacation days



Name: _____

***Legal Holiday**

^Local Holiday

+Furlough Days

JULY 2010							AUGUST 2010							SEPTEMBER 2010							OCTOBER 2010									
		1	2	3	4	5	6					1	2	3								1	2	3	4	5	6	7	8	
5*	6	7	8	9	10	11	12	13	13	6*	7	8	9	10	4	5	6	7	8											
12	13	14	15	16	16	17	18	19	20	20	20	21	22	23	24	25	26	27	27	28	29	30	31							
19	20	21	22	23	23	24	25	26	26	ASTA																				
26	27	28	29	30	30	31																								

NOVEMBER 2010							DECEMBER 2010							JANUARY 2011							FEBRUARY 2011									
1	2	3	4	5	5		1	2	3																					
8	9	10	11*	12	12	ASTA/APGA ALTA/CSEA	6	7	8	9	10	10	11	12	13	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
15	16	17	18	19	19		13	14	15	16	17	17	17*	18	19	20	21	21	21	21	21	21	21	21	21	21	21	21	21	21
22	23	24	25*	26^	26^		20	21	22	23^	24*	24*	24	25	26	27	28	28	28	28	28	28	28	28	28	28	28	28	28	28
29	30						27	28	29	30^	31	31	31																	

MARCH 2011							APRIL 2011							MAY 2011							JUNE 2011									
	1	2	3	4							1																			
7	8	9	10	11			4	5	6	7	8^	9	10	11	12	13	13	13	13	13	13	13	13	13	13	13	13	13	13	
14	15	16	17	18	18		11	12	13	14	15	16	17	18	19	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
21	22	23	24	25	25		18	19	20	21	22	22	23	24	25	26	27	27	27	27	27	27	27	27	27	27	27	27	27	27
28	29	30	31				25	26	27	28	29	30*	31	31																

CALIFORNIA DEPARTMENT OF EDUCATION
JACK O'CONNELL, State Superintendent of Public Instruction
1430 N Street, Suite 5602
Sacramento, CA 95814-5901
916-319-0800

CALIFORNIA STATE BOARD OF EDUCATION
THEODORE R. MITCHELL, President
1430 N Street, Suite 5111
Sacramento, CA 95814-5901
916-319-0827

OFFICE OF THE SECRETARY OF EDUCATION
BONNIE REISS, Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814
916-323-0611

May 17, 2010

Dear County and District Superintendents and Charter School Administrators:

INVITATION TO PARTICIPATE IN RACE TO THE TOP PARTNERSHIP

California has a unique opportunity to be part of a select number of states receiving federal Race to the Top (RTTT) funds, which total \$4.35 billion nationwide. RTTT has the potential to substantially assist our state's efforts to improve education for all students. We are writing to invite you to join our effort.

As you are aware, California was not selected as a winner in Round 1 of RTTT. After a careful review of the areas of our application that fell short, we made a decision to take a different approach and model our application after other high scoring states.

For our Round 2 application development, we formed a working group of district superintendents who are knowledgeable on how to make the necessary bold changes while remaining grounded in some of the highest standards in the country. The superintendents in our working group have implemented some of the most innovative school and district practices in the nation, and are developing a plan for California that respects local stakeholders and the collective bargaining process. The plan proposes rational timelines to create fair evaluations using multiple measures of student growth to be used to measure teacher and principal effectiveness.

RTTT envisions a coherent and collaborative system between the state and LEAs. We are asking you to volunteer to become our partners in implementing California's Race to the Top proposal. RTTT provides a significant opportunity for California to receive up to \$700 million in one-time funds to make systemic improvements that have been discussed for many years. Only LEAs that join the state through the MOU process become eligible for RTTT funds if California's application is successful. We know that involvement in RTTT will require bold and perhaps difficult decisions from all of us, but we believe California is ready.

There are certain requirements for LEAs participating in Race to the Top. For example, the state must enter into memoranda of understanding (MOUs) with LEAs that are interested in participating. MOUs must be signed by the LEA superintendent and may also be signed by the president of the local governing board, and the local teachers'

May 17, 2010

union leader, documenting their agreement to participate and meet the requirements of Race to the Top. As with Round 1, the state application will receive more points if the MOUs are signed by all parties. The equivalent entities may sign the MOU for participating charter schools.

To participate, the LEA must agree to implement all parts of the state's plan in the areas identified here:

- Support the transition to enhanced standards and high-quality assessments
- Use data to improve instruction, including improving the use of local instructional improvement systems, formative assessments, professional development on the use of data, and the availability and access of data to researchers
- Improve teacher and principal effectiveness based on performance including:
 - Measuring student growth
 - Designing and implementing evaluation systems
 - Conducting annual evaluations
 - Using evaluations to inform professional development, compensation, promotion, retention, tenure, full certification, and/or removal
- Ensure an equitable distribution of effective teachers and principals in high-poverty and/or high-minority schools, and/or hard-to-staff subjects and specialty areas
- Provide effective support to teachers and principals including quality professional development and/or measuring the effectiveness of the professional development offered
- Turn around the lowest-achieving schools using one of the four intervention methods outlined in the Race to the Top Application Guidance

The MOU is attached for your review. You can find the MOU and additional information regarding RTTT on California's Race to the top Web site at <http://www.caracetothetop.org/> (Outside Source). The deadline for expressing your intent to participate in California's Race to the Top application is **Wednesday, May 19**. Please refer to the MOU checklist at the beginning of the MOU document for directions on how to become a Participating LEA.

May 17, 2010

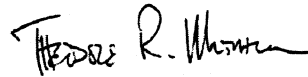
Your LEA may be doing many of the required activities already, putting you in a strong position to participate in Race to the Top. We hope you are interested in this exciting opportunity to receive additional federal support for new programs that foster educational innovation and improvement.

We urge you to join us in this important effort to strengthen California schools. Our students are counting on us. If you have any questions regarding this MOU, please contact Kathryn Radtkey-Gaither, Undersecretary of Education, Office of the Secretary of Education, by phone at 916-323-0611, or Lupita Cortez-Alcala, Deputy Superintendent, Government Affairs and Charter Development Branch, California Department of Education, by phone at 916-319-0654.

Sincerely,



JACK O'CONNELL
State Superintendent of Public Instruction
California Department of Education



THEODORE R. MITCHELL
President
California State Board of Education



BONNIE REISS
Secretary of Education
Office of the Secretary of Education

JO/TM/BR:la
Attachment

Participating LEA MOU Checklist

- E-mail intent to participate on or before May 19, to mou@ose.ca.gov
- Indicate district, county office, or charter school name and CDS code
- Get signature of LEA superintendent
- Get signature of President of Local School Board (If not applicable, please note "NA," if refused to sign, please note "refused to sign")
- Get signature of President of Local Teacher's Union (If not applicable, please note "NA," if refused to sign, please note "refused to sign")
- Fill out additional fields as necessary
- If charter school, indicate if the charter is not a direct-funded charter
- No changes or alterations are allowed to the MOU
- Scan and e-mail signed copy of MOU on or before 6 p.m. Friday, May 21, to mou@ose.ca.gov

**California's Race to the Top
Participating Local Educational Agency
Memorandum of Understanding**

This Memorandum of Understanding ("MOU") is entered into by and between the State of California, _____ ("Participating LEA") and the President of the Local Teachers Union (if applicable). The Participating LEA County-District-School (CDS) code is: _____. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement all of the State's proposed reform plans ("State Plan" listed in Exhibit I) should the State's application be approved by the U.S. Department of Education (ED).

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA:

1) As a condition for participating in and receiving an allocation of federal funds under the State's Race to the Top program, must enter into an agreement with the State that shall describe more specifically the mutual responsibilities of the State and Participating LEA for planning and implementing the State Plan. The agreement shall include the final scope of work and must be produced in collaboration with the State after participation in statewide conversations with Participating LEAs. The agreement must be provided to the State within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreement shall include a detailed work plan describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with the Participating LEA's preliminary scope of work in this Memorandum of Understanding, with the approved State Plan, and with further guidance that the State may provide. The State shall approve the Participating LEA for funding provided under this MOU based on the scope and quality of the work plan and the Participating LEA's capacity to implement the State Plan and address at the local level significant elements of the State's approved plan in a meaningful and high quality way. The agreement between the State and the Participating LEA shall also detail the State's responsibilities for providing or coordinating technical assistance, professional development, and other support for the Participating LEA in carrying out these functions, and how the State and the Participating LEA activities will be sequenced;

2) Shall implement the Participating LEA Plan as identified in this MOU, including Exhibit I and the agreement to be reached consistent with Section II-A-1 of this agreement; Plan components in Exhibit I require that the Participating LEA shall: a) execute annual evaluations for all teachers and school leaders consistent with Race to the Top guidelines; b) implement a rigorous, transparent and fair teacher and principal evaluation system based on multiple measures rooted in the California Standards for the Teaching Profession (CSTP), of which 30% or greater will be a function of growth in achievement by students as part of a mutually agreed upon evaluation tool; c) use the evaluation system to assess 100% of the teachers and principals in the LEA by SY2013-14 d) use the evaluation system to identify and dismiss ineffective/unsatisfactory teachers in their first 18 months of employment; e) turn around the lowest-achieving schools using one of the four intervention methods outlined in the Race to the Top Application Guidance (See Attachment 2.) and f) participate for the full grant period of four years.

3) Shall, over the course of the project, work in good faith with the State and other Participating LEAs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Shall actively participate in all mandatory, California-relevant convenings, communities of practice, or other practice-sharing Race to the Top events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");

5) Shall post to any website specified by the State or ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Shall participate, as requested, in any evaluations of this grant conducted by the State or ED;

7) Shall be responsive to lawful State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Shall participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans; and

9) Shall within 30 days or less as required under federal reporting requirements, promptly and transparently respond to requests for information regarding the use and distribution of funds.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees

under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State shall:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the Participating LEA Plan as identified in Exhibit I and in the agreement to be developed under Section II-A-1 above;
- 2) Timely distribute the Participating LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the Participating LEA's approved work plan described in Section II-A-1 above;
- 3) Provide feedback on the Participating LEA's status updates, annual reports, any interim reports, and project plans and products within 30 days of receipt;
- 4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above; and
- 5) Provide timely and transparent reporting on the use of Race to the Top funds.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA shall collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.
- 2) The State and the Participating LEA shall each appoint a key contact person for the Race to the Top grant.
- 3) These key contacts from the State and the Participating LEA shall maintain frequent communication to facilitate cooperation under this MOU.
- 4) State and Participating LEA grant personnel shall work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 5) State and Participating LEA grant personnel shall negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the Participating LEA Plan requires modifications.

D. STATE RECOURSE FOR PARTICIPATING LEA NON-PERFORMANCE

If the State determines that the Participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State shall provide the LEA with a 30 day notice to cure. The LEA may request additional time to cure and the State shall not unreasonably deny such request. Should the Participating LEA continue in violation after receiving the notice to cure, grantee shall take appropriate enforcement action, which could include a collaborative process between the State and the Participating LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, for example, putting the Participating LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and shall work to implement the entire State Plan, as defined by the State, and consistent with Exhibit I;
- 3) Shall provide a Final Scope of Work and detailed work plans consistent with Section II-A-1 above if the State's application is funded; shall do so in a timely fashion but no later than 90 days after a grant is awarded; and shall enter into an agreement with the State consistent with Section II-A-1 above; and
- 4) Shall comply with all of the terms of the Grant, the State's subgrant applicable to Participating LEAs, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties to this MOU, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon written, duly authorized mutual agreement of the parties, whichever occurs first.

Please submit a statement of intent to participate by May 19, 2010 by e-mail to mou@ose.ca.gov.

Please submit a copy of the signed MOU in PDF format by e-mail to mou@ose.ca.gov on or before May 21, 2010.

VI. SIGNATURES

Participating LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable- if decline to sign, please indicate "declined to sign"):

Signature/Date

Print Name/Title

Local Teachers Union President (if applicable-if decline to sign, please indicate "declined to sign"):

Signature/Date

Print Name/Title

Authorized State Official (required)

By its signature below, the State hereby accepts the Participating LEA as a Participating LEA.

Signature/Date

Print Name/Title

Please indicate here if you have altered this document in any way.

Please indicate here if this MOU is being submitted for a non-direct-funded charter school

Please indicate here if this MOU is a resubmission with a brief explanation

Explanation: _____

Please print the name, title and email address of the individual submitting the MOU document:

Name: _____

Title: _____

Email: _____

Phone: _____

Exhibit I: PRELIMINARY SCOPE OF WORK

The Local Educational Agency (Participating LEA) hereby agrees to fully participate in implementing the following portions of the State Plan:

A. Standards and Assessments – Participating LEA Participation Required – RTTT Section (B)(3)

- 1) Implement the California Standards faithfully until adoption and implementation of the Common Core Standards and the California preschool foundations for preschool through grade 12.**
 - a. Participating LEA shall use frameworks aligned to California Standards in core academic subjects.
 - b. Participating LEA shall provide professional development (PD) to teachers on how to use frameworks aligned to California Standards in core academic subjects.
 - c. Participating LEA shall track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the qualitative (rubric-based) teacher evaluation tool.
- 2) Support the State in future rollout and implementation of Common Core Standards.**
 - a. Participating LEA shall align PD programs at the Participating LEA to include PD on new standards and effective delivery of new standards.
 - b. Participating LEA shall track fidelity of implementation by including and rating teachers on a category such as “teaching to standards” in the qualitative (rubric-based) teacher evaluation tool.
- 3) Commit to an assessment plan aligned to California Standards and use assessment results to inform curriculum, modify instruction in real time and execute programmatic and individual interventions.**
 - a. Participating LEA shall systematically implement a system of formative and benchmark assessments to be used by teachers, principals, etc.
 - b. Participating LEA shall put in place or maintain a system to track, analyze, and use assessment results.
 - c. Participating LEA shall provide PD to teachers on how to use formative, benchmark, and summative assessments data to modify instruction and to increase student learning.
 - d. Participating LEA shall implement a system of articulation between preschool and the primary grades that would use the assessment information from the California Desired Results system to inform instruction as children transition from preschool.
- 4) Establish a common planning time for teachers at all schools.**
 - a. Participating LEA may organize common planning by:
 1. Grade level, and/or
 2. Subject area

- b. Participating LEA shall focus common planning time on tasks that include, but are not limited to, curriculum mapping, collaborative grading, examination of student work, and data-driven analyses of student learning (e.g. using assessment data to modify instruction and develop individual interventions).
- 5) Support and expand options for rigorous STEM-related courses including AP, IB, AICE, and dual enrollment, as well as high school career and technical programs.**
- a. The Participating LEA shall implement at least one additional high school career and technical program that provides training for occupations requiring science, technology, engineering and/or mathematics (STEM).
 - 1. The Participating LEA shall pay, or secure payment for, the industry certification examination for graduates of these career and technical programs.
 - b. The Participating LEA shall increase the number of STEM-related accelerated courses, such as Advanced Placement, International Baccalaureate, AICE, dual enrollment, and industry certification.
 - c. The Participating LEA shall ensure that each school possesses the necessary technology, including hardware, connectivity, and information infrastructure, to provide teachers and students sufficient access to strategic tools for improved classroom instruction and student learning.

B. Data Systems to Support Instruction Beginning at Pre-K – Participating LEA Participation Required – RTTT Section (C)(2) and (C)(3)

1) Accessing and using State data.

- a. The Participating LEA shall provide input to the implementation team throughout the process of developing and refining user-friendly interfaces (front-end systems) that shall allow Participating LEAs to access relevant state, district, school, teacher and student data (with different reports/level of access for each audience).

2) Increasing acquisition, adoption, and use of local instructional improvement systems.

- a. The Participating LEA shall ensure that any instructional improvement system in place is being used by every teacher and administrator.
- b. The Participating LEA shall purchase and implement instructional improvement systems where needed, if the Participating LEA does not already have one.
- c. The Participating LEA shall collaborate with the State to identify funds for equipment to host existing instructional improvement systems.
- d. The Participating LEA shall provide data coaches to implement a wide range of comprehensive assessment tools that match local curriculum and instruction.

3) Provide effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data systems.

- a. The Participating LEA shall provide effective professional development to teachers and principals on the use of state-level data and local data (e.g. summative assessment data, formative and benchmark assessment data).
- b. The Participating LEA shall provide effective professional development to teachers and principals on the use of any instructional improvement system in place in the Participating LEA (including any reporting tools or dashboards).
- c. The Participating LEA shall provide data coaches to train school staff to use assessment data to inform instruction that is aligned with student performance levels and grade-level expectations.

4) Make the data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers.

- a. The Participating LEA shall provide data requested by the U.S. Department of Education (ED) to support the ED's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for the education of different types of students and to help drive educational decisions and policies.

1. The Participating LEA shall continue to collect and provide data to the ED as defined by current data collection.
2. The Participating LEA shall provide new data to the ED as defined/agreed to through collaborative discussions between the State and Participating LEAs and as approved by the Participating LEA to ensure the protection of student and employee rights to privacy.

C. Great Teachers and Leaders – Participating LEA Participation Required – RTTT Section (D)(2), (D)(3), (D)(5)

- 1) Develop evaluation systems which shall be comprised of several components, including: a) qualitative measures, b) a quantitative measure focused on student achievement (based on growth models), and c) other measures relating to student achievement.
 - a. Participating LEAs shall establish a statewide advisory group of stakeholders, including the State, to develop an agreed-upon model for measuring student growth.
 - i. Participating LEAs shall use a common Technical Advisory Committee as determined by the Race to the Top Executive Director (TAC) of researchers and experts on student outcome measurement to provide advice and expertise in the development of these student growth measures. The TAC shall also address strategies for linking student growth data to individual teacher data in order to provide estimates of teacher impact.
 - ii. The TAC shall draft an implementation strategy that accounts for the need for better-aligned standardized assessments for some non-core subjects and some grade levels. As needed, alternative student growth measures shall be developed for teachers in the currently non-tested subjects and grades for use no later than SY2013-2014.
 - iii. All measures/components of the multi-measure evaluation system, except for the student growth model, shall be operational by SY 2011-2012.
 - iv. The student growth model shall be determined by SY 2011-2012, but for purposes of pilots and further trials, this data shall not have a weight in summative evaluations until SY 2012-2013.
 - v. For currently non-tested grades and subjects, including preschool, some measures of student growth may not be fully implemented until SY2013-2014 as these assessments are not yet developed.
 - b. The Participating LEA shall design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that: (a) differentiate effectiveness using multiple measures that take into account data on student growth (as defined in the Race to the Top notice) as a significant factor, (b) include success in closing achievement gaps as a

priority area, and (c) are designed and developed with teacher and principal involvement.

- i. The Participating LEA shall adopt an evaluation system based on the state framework in which the quantitative student growth component shall constitute at least 30 percent of the overall teacher and leader effectiveness measures.
- ii. By August 2011, the Participating LEA shall develop and pilot other quantitative measures of student engagement and achievement and/or parent satisfaction. Examples include, but are not limited to: student surveys and parent/guardian surveys.
- iii. By August 2011, the Participating LEA shall develop and pilot other quantitative measures that shall be included in the calculation of teacher and leader effectiveness measures. Examples include, but are not limited to: earned student grades, teacher attendance, student attendance, and student graduation rates.
- iv. By August 2011, the Participating LEA shall identify additional qualitative components of the multi-measure evaluation system, which may include but are not limited to: teacher and principal self-evaluations, evaluation of teacher and principal commitment to collaboration with the school community, and classroom observations

2) Participating LEAs as a group will adopt evaluation measures, anchored in the California Standards for the Teaching Profession (CSTPs for teachers and CSPELs for Principals), which will ensure consistency and comparability across Participating LEAs.

- a. Participating LEAs as a group will develop multiple measures for evaluating teacher and principal effectiveness based, in part, on student achievement data, observations by administrators, accomplished educators, etc. Every teacher who has direct interaction with students shall be evaluated using the measurements defined by a student growth model which will be used in evaluation systems as described in section 3b below.
 - i. In the area of observational rubrics and protocols, each LEA will commit to using a robust approach that (1) has been validated by research, (2) is well aligned with the CSTPs, (3) has been developed, adopted or adapted with input from teachers and leaders on the ground, and (4) is developmental, identifying at least four levels of effectiveness (from least effective to most effective)
- b. Initial development and trials of components of the system will begin in SY 2010-2011, concurrent with the development of the student growth model.
- c. Implementation of the new evaluation system, including a measure of student growth, will be piloted in a minimum of 20% of schools in Participating LEAs in SY2011-12 and a minimum of 60% of schools in Participating LEAs in SY2012-2013.

- d. This evaluation system will be used to assess 100% of the teachers, principals, and site administrators in the Participating LEAs by SY2013-14.
 - e. The evaluation system developed by the Participating LEAs will serve as a model that can be implemented statewide.
- 3) The evaluation system developed by the Participating LEAs will generate a teacher effectiveness rating for each teacher and a leader effectiveness rating for each principal.
- a. The Participating LEAs will collect summative evaluation data on their teachers to feed the student achievement component of the evaluation framework.
 - b. The Participating LEAs will collect summative evaluation data on their principals to feed the student achievement component of the evaluation framework.
 - c. Teacher and principal effectiveness ratings will be submitted by each LEA to the Race to the Top Implementation Team.
 - d. The Participating LEAs will share information with Institutions of Higher Education (IHEs) on the performance of their graduates to inform the improvement of teacher preparation programs.
 - e. The Participating LEAs shall request evaluation information from teachers or principals seeking employment from other LEAs.
 - f. The teacher and leader effectiveness ratings will be made public consistent with the requirements of the Race to the Top grant to be used for research and decision-making purposes, including, but not limited to: allocation of resources to support districts in teacher development; evaluation and credentialing of teacher preparation programs; development of models for assuring equitable distribution of effective teachers; and legislative pursuits to improve the teacher and learning environment.
- 4) Clear expectations shall be set for teachers and principals in terms of performance, and effective supports shall be provided to teachers and principals to help them meet performance requirements.
- a. A teacher or principal who is rated ineffective / unsatisfactory must improve or be removed from their position within two years.
 - i. A system of graduated interventions and supports shall be offered as soon as the teacher or principal is identified, up to the conclusion of the two-year period. Strategies employed as part of this intervention and support period may include Peer Assistance and Review and/or other approaches as defined by the Participating LEA, especially those that leverage the expertise and coaching of proven, mentor teachers.
 - ii. If a teacher or principal is identified as ineffective for two years consecutively, he or she shall be dismissed from his/her position.

- b. The Participating LEA shall conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, the Participating LEA shall provide teachers and principals with data on student growth for their students, classes and schools.
 - i. The Participating LEA shall share all data with teachers relevant to their summative annual evaluations (based upon the evaluation system adopted by the Participating LEA).
 - ii. The Participating LEA shall share all data with principals relevant to their summative evaluations (based upon the evaluation system adopted by the Participating LEA).
 - iii. The Participating LEA shall work with other Participating LEAs and with the State to develop a method of feedback by which the success of the evaluations (at setting goals and targets, providing feedback, etc.) shall be measured.
- c. The Participating LEA shall provide effective, data-informed professional development, coaching, induction and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded.
 - i. The Participating LEA shall provide training on establishing professional learning communities, with the recognition that shared accountability among teachers is a critical component to building a healthy school culture.
 - ii. The Participating LEA shall develop clear internal PD priorities to provide a framework within which targeted PD programs for teachers and principals can be delivered.
 - iii. The Participating LEA shall align PD programs with (1) CSTPs and California Professional Standards for Educational Leaders (CPSELs), and; (2) shall be informed by the California Content Standards (and ultimately the Common Core Standards). The Participating LEA shall design PD based on the principles of effective PD and focus on the effective delivery of content standards in the classroom and the use of assessments data (formative, benchmark and summative) to modify instruction and increase student learning.
 - iv. The Participating LEA shall work in collaboration with universities to ensure teacher preparation programs and the Participating LEA are all aligned with CSTPs, the TPA, FAST, and with the measures of teacher effectiveness defined by the new evaluation model.
 - v. The Participating LEA shall establish common planning time for teachers at all school levels. Common planning time should include but is not limited to a focus on curriculum mapping, collaborative grading, examination of student work and data-driven evaluations of student learning.
- d. The Participating LEA shall use the evaluation system in conjunction with available data systems to identify and dismiss ineffective/unsatisfactory teachers in their first 18 months of employment.

- 5) Teacher and leader evaluation systems shall be used to inform management decisions about professional development.**
- a. The Participating LEA shall develop, implement, and monitor criteria and priorities for PD in order to provide a framework for targeted teacher and principal PD programs.
 - b. The Participating LEA central office staff shall work with principals to ensure they have a strong understanding of PD opportunities at the district level and to ensure that they have the information on how to translate evaluation data into targeted PD recommendations for better teaching.
 - c. The Participating LEA central office shall work with teachers to ensure they understand PD options and know what kind of PD they may need to improve their teaching.
- 6) Evaluation data shall be used to inform management decisions about compensating, promoting, and retaining teachers and principals.**
- a. The Participating LEA agrees that a record of effectiveness shall be the single greatest determining factor in educators' access to promotional opportunities and advanced career pathways.
 - b. The Participating LEA shall pilot site-based alternative compensation schemes that are based on the evaluation data.
 - c. High-poverty and/or high-minority schools with a track record of successfully closing achievement gaps and raising overall achievement shall receive additional resources. These resources shall be targeted by the Participating LEA toward recognizing and rewarding effective schools.
 - d. The Participating LEA shall set policies designed to retain teachers and principals who have records of effectiveness, as demonstrated through the evaluation processes.
 - e. The Participating LEA shall develop opportunities for teachers and leaders that allow teachers and leaders to take on additional responsibilities for additional pay, while remaining in the classroom or school site. Such opportunities might include:
 - Peer reviewer
 - Participation in leader evaluation
 - Content coaches
 - Data coaches
 - Mentors
- 7) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.**
- a. The Participating LEA shall develop a plan to use teacher and principal effectiveness ratings to inform strategic placement and transfer decisions within the Participating LEA to ensure students in high-poverty and/or

high-minority schools have equitable access to highly effective teachers and principals.

- b. The Participating LEA shall use teacher and principal effectiveness ratings to evaluate teacher and principal leadership preparation programs and to guide and refine their recruitment, selection, and hiring practices.
 - c. The Participating LEA may consider compensation incentives to attract effective teachers to teach in high-poverty and/or high-minority schools in order to compensate for the additional work that may be required in those schools.
- 8) Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas, including: mathematics, science, special education, language instruction educational programs (defined under Title III of the ESEA) and other hard-to-staff areas identified by the State or the Participating LEA.
- a. The Participating LEA shall implement recruitment strategies to increase the pool of teachers available in the district in these subject areas.
 - b. The Participating LEA may consider recruitment and retention incentives to attract and retain effective teachers in hard-to-staff subjects, especially in high-poverty and/or high minority schools.
 - c. The Participating LEA shall implement targeted professional learning that supports effective teachers in teaching hard-to-staff subjects, especially in high-poverty and/or high minority schools (additional support may be available to teachers placed through an internship program).

D. Turning Around the Lowest Achieving Schools – Participating LEA Participation Required – RTTT Section (E)(2)

For the purposes of this grant, a “lowest-achieving school” is a school in the bottom 5% of schools, statewide. If the Participating LEA has schools that have been identified as one of the “lowest-achieving schools” prior to the execution of the MOU, the Participating LEA agrees to implement the following portions of the State Plan:

- 1) Use incremental resources, made available to the Participating LEA by the State through the Race to the Top grant or School Improvement Grant under the assurance of “Turning Around Lowest Achieving Schools,” for the purposes outlined in this MOU including, but not limited to:**
 - a. Personalized professional development for teachers and principals.
 - b. Credit recovery services.
 - c. Potential partnerships with local organizations to deliver innovative programs or courses.
 - d. Extended day/year opportunities for student subgroups.
 - e. Additional teacher and principal financial incentives, when appropriate.
- 2) Agree to use one of the four intervention models identified in the Race to the Top Grant in the persistently lowest-achieving schools in the Participating LEA as determined by the State.**
- 3) Agree to a rigorous review of existing resource allocations in the first year of the turnaround plan to ensure that existing resources are being deployed with maximum impact and to ensure financial sustainability of any new programs by the time the State’s bridge funding ceases (after four years).**
 - a. The Participating LEA shall engage State-selected vendors or other approved vendors to conduct rigorous resource allocations analysis.
 - b. The Participating LEA shall utilize analysis findings and recommendations to free up internal resources, over the grant period of four years.
- 4) Work towards accomplishing the “conditions for success” to be created by the State.**
 - a. The State shall develop a research-based checklist of Participating LEA conditions that are critical for school turnaround. The Participating LEA should identify the conditions which are most critical to turning around its lowest performing schools and work to improve these conditions.
 - b. This checklist may include:
 1. Participating LEA establishment of goals for student achievement
 2. Common pedagogical vocabulary
 3. A systematic approach to instruction
 4. Articulation and alignment of feeder preschool programs to K-3

5. The establishment of Professional Learning Communities
6. Other conditions listed in Section D(1), D(5), D(6), D(8) and D(10) of this Exhibit (I).

5) Participating LEAs with the lowest performing schools shall have support to form partnerships with successful LEAs to improve instruction and leadership.

- a. The State shall use data collected through the system described in section C(2) above to identify high performing LEAs, schools, leaders, and teachers. The State shall use this information to suggest model LEAs to those Participating LEAs with the lowest performing schools based upon the need and demographics of Participating LEAs.
- b. Participating LEAs with the lowest performing schools may collaborate with the State and successful LEAs to set up a partnership, taking care to ensure that successful LEAs are not overburdened by partnerships and are positioned to advise other LEAs on their specific areas of weakness.
- c. Participating LEAs in partnerships shall work with their partner LEA to identify reform areas and shall plan implementation strategies for reforms based on the expertise of the partner LEA.
- d. The State shall use information described in section C(2) above, along with program and best-practices data reported by Participating LEAs to the State, to create a clearinghouse of practices for Participating LEAs to use to research turnaround practices and LEA experts in specific practice areas.
- e. Participating LEAs in partnerships may exchange personnel under a plan aimed at training key individuals, building capacity, and providing more intensive advising.

6) Establish fellows programs at the lowest performing schools to build capacity.

- a. Participating LEAs with proven effective leadership in their lowest performing schools may place support leadership personnel (e.g. Assistant Principals) under the mentorship of these leaders through a program meant to teach applied lessons for turning around lowest performing schools.
- b. Participating LEAs without proven effective leadership may create a program to use proven leaders from other LEAs to coach principals at the lowest performing schools. Coaches may come from partner LEAs as described in section D(4) above or from non-partner LEAs with proven leaders.

7) Maintain or place a high-performing principal at the head of each low-performing school with autonomy over budgets.

- 8) The Participating LEA shall pursue meaningful partnerships to advance applied learning opportunities including, but not limited to:**
- a. Internships for students with local businesses, non-profits, government agencies.
 - b. Partnerships with universities and colleges.
 - c. Partnerships with national organizations.
 - d. Partnerships with early childhood education agencies
- 9) Increase learning time for those students or student subgroups that need additional time.**
- a. Student subgroups in need of additional supports/time shall be identified by the Participating LEA as part of initial Participating LEA diagnostics.
 - b. The Participating LEA and/or its schools shall have flexibility in how to expand time. Options include, but are not limited to:
 1. Before- and after-school classes/activities.
 2. Saturday school
 3. Summer school
 4. "Twilight" school
 5. Full-day Kindergarten
 - c. The Participating LEA and/or its schools shall have flexibility in how to use expanded time and how to apply to subgroups of students. The Participating LEA may use any or all of the following methods:
 1. Increasing amount of time devoted to teaching the core subjects which the Participating LEA/school has identified as most needed.
 2. Expanded learning blocks to allow teachers time to teach through hands-on, interactive projects.
 3. Integrated enrichment opportunities such as robotics, forensics, music, ceramics, video production, and athletics.
 4. Focusing on skills necessary for career-readiness or other post-secondary skills.
- 10)The Participating LEA shall implement the California Standards faithfully and use frameworks aligned to these Standards in core academic subjects.**
- 11)The Participating LEA shall commit to an assessment plan aligned to State standards and use assessment results to inform curriculum, instruction and individual interventions.**
- a. Schools implement systematically a system of formative and interim assessments.
 - b. Schools have a system in place to track, analyze, and use assessment results
- 12)The Participating LEA shall make use of the resources provided and developed by the State to perform outreach and planning with parents,**

teachers, leaders and community members, including institutions of higher education.

E. State-Local Collaboration – Participating LEA Participation Required

- 1) **The Superintendent of Public Instruction, the Office of the Secretary of Education, the President of the State Board of Education, and members of the California Collaborative on School District Reform, together shall agree on the composition of the Board of Directors, of which a majority will be practicing superintendents. This Board of Directors will oversee the implementation team of the Race to the Top plan in California.**
 - a. **The Participating LEA agrees to comply with all lawful reporting and access requests by the Board of Directors for the purposes of evaluating Participating LEA-compliance with the terms set forth in the Race to the Top Memorandum of Understanding and this Exhibit (I).**

F. Additional Commitments

- 1) **The Participating LEA shall make it a priority to improve instruction for English learners (EL), including building communities of practice and sharing promising practices.**
 - a. **Participating LEAs that choose to pursue EL instruction as a priority area shall be given support by the State in identifying other Participating LEAs engaged in EL instruction.**
 - b. **The State shall support Participating LEAs in the area of EL instruction by facilitating data sharing, personnel training, and instructional program purchasing.**
- 2) **The Participating LEA shall make it a priority to improve the quality of early childhood education by helping students better transition between preschool and kindergarten.**
- 3) **The Participating LEA shall make it a priority to build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools.**
- 4) **The Participating LEA shall make it a priority to develop multiple pathways for students in high school, including the development of additional Career Technical Education options.**
- 5) **The Participating LEAs shall make it a priority to establish and/or improve upon programs to engage parents as partners to support student learning and success.**

Board of Trustees
May 19, 2010

Page 1 of 1

1. Employment:

- A. Director, Child Welfare and Attendance, directs the implementation and maintenance of student support service programs and services in conformance with district and state objectives; provides written support and/or conveying information; serves as a resource to schools and other departments; ensures that objectives of programs and services are achieved within budget guidelines; and provides administrative and staff assistance to the Education Division, effective July 1, 2010:

Rick Martens