

District Office Restructuring

Propose to restructure our Curriculum and Instruction division into the Student Achievement and School Support division under Assistant Superintendent Rose Lock. The current Curriculum and Instruction team has done an admirable job to support our schools through the implementation of State Standards and Federal and State Accountability systems. As the expectations and demands increase on all our schools, we need instructional leaders who have successfully moved schools forward to help support and coach other principals and school staffs. In a recent West Ed report *Effective Principals for California Schools: Building a Coherent Leadership Development System*, they substantiated the research of Daniel Sparks when he found: “You cannot change behavior, change practice in organizations, without large-scale coaching by people who know the content, who know how to do it, and who know how to help people learn... You need someone working with you to model, to give feedback, to assist in the actual trying of the new practice, to support in the ongoing habituation of the new practice.”

- **Director Elementary Support**
 - Responsible for directing the district’s elementary instructional program, coordinating a comprehensive system of school support including principal coaching, staff support, professional development and providing leadership in the ongoing development and improvement of curriculum and instruction in the district in order to advance student achievement.
- **Director Secondary Support**
 - Responsible for directing the district’s secondary instructional program, coordinating a comprehensive system of school support including principal coaching, staff support, professional development and providing leadership in the ongoing development and improvement of curriculum and instruction in the district in order to advance student achievement.
- **Administrator of School Support** (4 positions)
 - Provide direct support to school sites which includes but is not limited to coaching principals, staff supervision and support, and professional development. Coordinate and monitor district curriculum and instructional programs.
- **Program Administrator for English Learner and Lower Socio-economic Student Support**
 - Coordinate and monitor district programs for English Learners, provide school site support and professional development relating to English Learners and Lower Socio-economic students.
- The current **Assistant Director** position will be moved over into the new department
 - Coordinate, manage and monitor K-12 articulation of categorical programs with core curriculum. Ensure compliance with regulations at both the district and site levels.

Please see the attached flow chart and Excel spreadsheet. In order to compare apples to apples, I compared the Salary Step 5 for all of the current positions in C&I and the Director of Alternative Education to the cost at Step 5 for the recommended positions. In order to restructure and save funding, the recommendation is based on taking nine positions and replacing them with eight positions.

Through this restructuring, we will achieve an estimated \$47,544 in savings. However, because many of these positions are funded through a combination of categorical and general funds the full \$47,544 will not be a savings in the general fund. There will also be savings due to the reduction of the summer school secretary position who currently works under the Director of Alternative Education. The position is recommended to be eliminated on September 1, 2010. The current responsibilities of the Director of Alternative Ed will be distributed to the new positions listed above as well as the Special Education Department. Dr. Browne will be given responsibility for supporting and evaluating the alternative education programs in the district. Responsibility for after school and summer intervention programs will be under Rose Lock.

The members of this new department will be annually evaluated based on criteria that also include:

1. Whether or not the schools they support meet or exceed the growth targets identified by the State for school-wide and subgroup API data;
2. Whether or not the EL students in the schools they support make annual progress on the CELDT. Our goal is that all EL students are redesignated English proficient within six years of entering our schools.
3. Whether or not all students are making measurable gains on district benchmark assessments that measure students' progress toward mastery of the State standards;
4. Whether or not our high schools are increasing the graduation rate, increasing the number of students completing CTE pathways, increasing the percentage of students taking AP classes and achieving a 3 or better on the end of course assessments, increasing the percentage of students taking the SAT/ACT, and increasing the SAT/ACT scores for all subgroups of students on an annual basis.
5. Annual principal surveys that focus on whether or not principals feel supported in moving their schools forward.