Dr. Stephens’ Listening and Learning Campaign Overview

The purpose of this campaign is to deliberately and purposefully engage with the various stakeholders in the district and in the communities to develop trust and further vet the priorities of staff, families, community leaders and the Board of Trustees.

Goals

1. To ensure a smooth and orderly transition of leadership and to carefully structure this transition to best support and facilitate clear understanding of the district’s current state of instructional improvement, student achievement, learning needs, fiscal status, and leadership impact while establishing what will remain consistent

2. To develop a trusting, productive, and collaborative relationship with the Board of Trustees

3. To create opportunities to listen broadly and deeply to a multitude of stakeholders and gain a comprehensive understanding of the Churchill County School District and the community

4. To proactively ensure that all voices, not just those who traditionally avail themselves to collaboration with the school system, are heard and engaged in the process of continuous improvement

5. To identify and execute activities that must happen immediately to ensure an outstanding beginning to the school year

Areas of Focus and Action

A. Gain a full understanding of the perspectives of each Board Member and of board policies
B. Define and develop my relationship with District Staff (Leadership and Support Staff)
C. Define and develop my relationships with Building Leadership & Certificated and Classified Staff
D. Establish my training needs to build understanding of local and state policies and laws
E. Develop relationships with external stakeholders
F. Maintain focus on continuous improvement and conduct implementation audit of programs & practices while continuing to implement the District Plan of Excellence

Meetings and Brown Bags to be Scheduled within 30 days of hire

Dr. Sheldon
Board Members
District and Building Leadership
Districtwide Staff
Teachers and Support Staff
Parents and Families
Students
Nevada Department of Education
Nevada Association of School Administrators Leadership
Western Nevada College Representatives
State Legislators and National Legislators
Mayor Tedford and City Council members
Churchill County Leadership
Fallon SDA School
Businesses throughout District
Civic Organizations, including but not limited to the Fallon Chamber of Commerce and Rotary Club
Area Superintendents
Nevada Association of School Boards Executive Director
Others to be determined
A first-generation college graduate, **Dr. Marion Smith, Jr.**, is a career-long, certificated PK-12 education transformational leader and teacher. A fearless advocate for racial equity, student voice and adult professional learning, Marion has deep scholar-practitioner roots in both public school districts and a charter management organization. He has worked in and/or supported school districts with enrollment ranging from 50 - 310,000 students in diverse ethnic, linguistic, cultural and socioeconomic educational settings in Las Vegas, Nevada; North Philadelphia, Pennsylvania; and Seattle, Washington.

Marion brings 17 years of documented successes applying adaptive leadership and systems thinking to lead organizational development and change with an unapologetic focus on strengthening student educational outcomes while educating the Whole Child.

**K-12 Leadership Experience:**

- **Regional Director, K-12 Learning, Leadership & Student Success (School Improvement)**
  | Puget Sound Educational Service District | 400,000 students | K-12 (Renton, WA)
- **Superintendent of Schools Intern**
  | Tukwila School District | 2,900 students | K-12 (Tukwila, WA)
- **Principal**
  | Lowell Elementary School | 300 students | PK-5 (Seattle, WA)
- **Assistant Principal**
  | Madrona PK-8 School | 350 students | PK-8 (Seattle, WA)
- **Founding School Director of Culture**, Young Scholars Frederick Douglass Charter School
  | 750 students | PK-8 (Philadelphia, PA)
- **Dean of Students**, JD Smith Middle School
  | 1,100 students | 6-8 (Las Vegas, NV)

**Program and Teacher Leadership Experience:**

- **K-12 System & School Improvement**, Puget Sound Educational Service District- 400,000 students; grades PK-12
- **AVID Teacher & Curriculum Specialist**, Spring Valley High School- 2,700 students; grades 9-12
- **Founding English Teacher**, Spring Valley High School – 2,700 students; grades 9-12
- **Language Arts Teacher**, Brian & Teri Cram Middle School – 2,200 students; grades 6-8
- **English/Reading Teacher**, Frank F. Garside Junior High School – 1,300 students; grades 6-8
- **Pre-K Lead Teacher- Multilingual Program**, Cambridge Recreation Center; grades PK
Commitment to Scholarship:

Urban Superintendents Academy Certification Program (Cohort 1)
AASA/University of Southern California (USC)- Los Angeles, CA

Doctor of Education | Educational Leadership & Change
Fielding Graduate University- Santa Barbara, California

Bachelor of Science | Secondary English Education
University of Nevada, Las Vegas

Superintendent Certification Program | Executive Leadership (Cohort 7)
Seattle University- Seattle, WA

Master of Arts | Education Administration & Supervision, Principal K-12
University of Phoenix- Las Vegas campus

High School Diploma
Las Vegas Academy of International Studies, Performing & Visual Arts- Las Vegas, NV

Evidence of Impact:

As a superintendent of schools intern, Marion engaged in initial district staff and community engagement about Bond and Levy ballot measures. This resulted in the passage of a school construction bond ($99.16 million) and two levies. In addition, he collaborated with executive leadership and community partners to outline a district visioning process which produced a new three-year district Strategic Plan.

As an educational service district regional director, Marion developed and implemented a network-wide K-12 continuous school improvement learning and teaching framework and service delivery model focused on leading and supporting both reform and innovation efforts of state-identified low performing schools. Under his leadership, 40% of school districts exited schools from state-identified improvement status in two years. Additionally, he founded and co-facilitated various innovative racial-equity, systems thinking and adult professional learning seminars, institutes and academies at the national, state and regional levels.

As a Title I elementary school principal, Marion provided professional development and evaluation of staff to support social emotional learning, Common Core State Standards implementation, and culturally-responsive practices. Under his leadership, this resulted in a District Student Achievement Award highlighting increased student proficiency on state assessments by 23% in math and 17% in reading in one academic year.

Community Involvement:

Marion’s professional and community affiliations include service on a variety of non-profit boards advancing public education and supporting families and children. Currently he serves on the Board of Directors of the Black Education Strategy Roundtable and was appointed by the Washington Association of School Administrators (WASA) to the Administrator Professional Education Advisory Board at Seattle University. Prior service includes Child Care Resources Board of Directors, Equity and Race Advisory Committee to the Superintendent of Seattle Public Schools, and appointment by the Washington State Supreme Court to the Access to Justice Board. A constant learner and teacher, Marion is passionate about supporting future educators and has served graduate students as an adjunct faculty member in the School of Education at Antioch University as well as associate faculty in the Albright School of Education at City University of Seattle. Marion is a trained Critical Friends Group (CFG) coach and supports school leaders across the Puget Sound region as a principal coach and mentor with the Association of Washington School Principals (AWSP).
To Whom It May Concern:

I am very interested in your opening for Superintendent of Churchill County School District. I have been in education for over thirty years and have progressively added to my responsibilities. I would love to apply my philosophy on education to your district.

After reading the description of what you believe as a district, and your emphasis on CTE, I can see we are of the same mind set. Although sending kids to college is a noble goal and should be a major focus of schools and districts, I have always held the belief that we overemphasize it. Most kids do not go to college; they get trained at a skill and make a living at their chosen profession. Only 25 to 30 percent (depending on what numbers you believe) of Americans have a bachelor’s degree, yet we push all kids in that direction. The back bone of America is skilled labor, not just academics. Both my sons are skilled workers; one is a trained auto mechanic and one is being trained in the health field. Neither of them has a bachelor’s degree, yet they make a decent living for themselves. And, more importantly, they do not ask me for money.

At my current school, we believe in work so much that we give our students elective credits if they work. We also modify their school schedule to allow them to work and/or go to college. To help them keep up with their studies, all our courses are offered on-line. A few of our kids actually complete their assignment on their phones! Some kids learn their most important lessons at work: showing up on time, working hard, being consistent, being loyal, and the value of continued training. Sometimes these things can only be learned on the job.

I was very excited to see the Churchill County School District is training kids for the 21st Century. I would love to help you move ahead with your agenda.

Sincerely,

Edward J Brown, Jr
Principal
Student Programs
Contra Costa County Office of Education
Golden Gate Community School

Students

Teachers

Support Staff
• Instructional Assistants
• Probation
• School Counselor
• Transition Specialist
• Office Staff

Principal

Students Are the Heart of Our School
Golden Gate School Main Office
925-427-3199 Ext 5001
1111 Stoneman Avenue, Pittsburg, CA 94565

Edward Brown, Principal
Cell number: 805-400-5875
FAX: (925) 431-0146

Joseph A. Ovick School, 120 Middlefield Court, Brentwood, CA 94513 (925) 942-5351
GGCS Martinez, 222 Glacier Drive, Martinez, CA 94556 (925) 313-2950
GGCS Rodeo, 470 Parker Avenue, Rodeo, CA 94572 (925) 245-3637

Contra Costa County Office of Education
Learn • Lead • Achieve

Contra Costa County Office of Education
Educational Services Division
77 Santa Barbara Road, Pleasant Hill, CA 94523-4201
Lynn Mackey, Senior Director
Parents and Guardians,

Welcome to the Golden Gate Community School. We have four classrooms throughout Contra Costa County serving 15 school districts. Golden Gate Community School is here to help students reach their full potential.

We believe that all students can achieve great things if properly motivated and loved. We love kids and are proud to help them on their journey. The path students choose now will affect them for the rest of their lives. We look forward to working with you.

Please feel free to call me anytime. My cell phone number is: 805-400-5875.

Sincerely,

E. Brown
Golden Gate Community School

Students

Teachers

Support Staff
- Instructional Assistants
- Probation
- School Counselor
- Transition Specialist
- Office Staff

Principal

Students Are the Heart of Our School
GOLDEN GATE COMMUNITY SCHOOL

SERVICES WE OFFER

- Small caring environment
- Individualized Learning Plans
- High School Diploma (200 credits)
- Traditional and Online Curriculum
- Credit Recovery
- Modified Scheduling for Work/College
- Concurrent Enrollment with Community Colleges
- College to Career Counseling (Workability/Work Experience)
- Mental Health Counseling
- Special Education Services
- Probation Services
- After School Tutoring and/or Credit Acceleration
- Independent Study (High School)
- Independent Study (Adult: 18 – 24)
OUR RULE:
BE COOL @ SCHOOL*

UNCOOL THINGS:

- Being disrespectful to staff or your fellow students
- Not turning in your cell phone when asked to
- Bringing illegal things to school like weapons, tobacco or drugs/alcohol
- Smoking anything at school
- Coming to school under the influence
- Acting/dressing like a gangster
- Fighting, bullying, or threatening anyone
- Harassing anyone in anyway
- Going to another school site during school hours

*We follow the California Educational Code.
CLASSROOM BEHAVIOR INTERVENTIONS

Our goal is to work with students to manage their behavior, so they are able to stay in class and learn.

- Teacher talks to student
- Seat change
- Short break (outside the classroom)
- Phone parent/conference
- Referral to: principal, probation, counselor, Golden Gate Success Team
- Behavior contract
- Suspension per Ed. Code
- Change of placement

Students at GGCS learn appropriate behaviors that will help them to succeed.
DRESS CODE/ STUDENT ATTIRE

What you wear on the weekend is not always appropriate for school. If your personal appearance disrupts the educational process in any way, you will be asked to put something else on.

- Please don’t wear anything that is considered gang attire or that advertises drugs or tobacco.
- Please don’t wear head coverings in the classroom.
- Belts should not hang down past your shirt.
- Pull your pants up! No one wants to see your underwear.
- Leave your pajamas and slippers at home.

We want you to express yourself; within reason.
ATTENDANCE
The school year consists of 180 attendance days and 240 minutes of instructional time per day unless a student is on a modified/blended schedule.

ATTENDANCE REQUIREMENTS

- Daily attendance is important. You can’t learn if you’re not here.
- All absences **MUST** be verified and excused.
  - Phone contact with parent in the morning. Students or parents/guardians are responsible to call the teacher.
  - Signed note from parent stating the dates and reason for the absence.
- Students will be referred to the Golden Gate Success Team when there are excessive absences.
- We become concerned after three (3) absences.

**Excused Absences:** Documented illness, medical, dental, optometry or chiropractic appointment, death of a family member, court appointments.
TARDY GUIDELINES

Being on time is important in life and at school.

- A student is considered tardy when he/she is not in the classroom at their designated starting time.

- If a student is more than 15 minutes late the teachers may utilize one of the following options:
  - Detention after school to make up the time
  - Refer student to Golden Gate Success Team
  - Refer to principal/probation if appropriate

- Parents will be contacted at the start of the school day if their child is not in school.
INDIVIDUALIZED LEARNING PLAN

All students, with input from their teacher and parent/guardian, will create an Individual Learning Plan. This plan will be specifically tailored to the student's individual educational goals.

STUDENT LEARNING GOALS

Students will be effective communicators:
• Read, comprehend and respond to information
• Speak with confidence within a variety of settings
• Listen and respond reflectively

Students will be responsible citizens:
• Understand how actions affect themselves, others, and the community
• Demonstrate skill in resolving conflicts through positive, non-violent alternatives
• Contribute time and energy to improve their quality of life

Students will be self-directed learners who:
• Create positive goals for themselves
• Evaluate their educational transcript and make a realistic academic plans
• Exhibit good study/work habits by participating at school
GRADES AND CREDITS

Grades:
GGCS teachers have the responsibility to award grades to students.

Credits:
Credits are awarded at the rate of 2.5 credits per subject per quarter providing the student earns a passing grade. Grades are given four times a year.

GGCS GRADUATION REQUIREMENT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Lang. Arts (9-12)</td>
<td>40</td>
</tr>
<tr>
<td>Math (Including 10 Algebra)</td>
<td>20</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
<tr>
<td>U.S. History</td>
<td>10</td>
</tr>
<tr>
<td>World Hist.-Geography</td>
<td>10</td>
</tr>
<tr>
<td>American Government</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Art / Foreign Lang</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education (PE)/ Health</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

CREDIT RECOVERY/ ACCELERATION

All high school students are eligible for credit recovery. Credit recovery/acceleration will be determined via the student's Individual Learning Plan in conjunction with their teacher and parent/guardian.
CONTRA COSTA COUNTY
Office of Education
learn • lead • achieve

Contra Costa County
Superintendent of Schools
Karen Sakata

Deputy Superintendent of Schools
Educational Services Division
Pamela Comfort

Contra Costa County Board of Education
Area 1  Fatima S. Alleyne, Ph.D.
Area 2  Christine W. Deane
Area 3  Vikki J. Chavez
Area 4  Mike Maxwell
Area 5  Jeff Belle
Welcome to our school! We believe it is important that families and schools work together. Below are our agreed upon roles and responsibilities that we as partners will carry out to support student success in our school as well as in life.

**STAFF**
I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality instruction
- Have high expectations for every child
- Communicate regularly with families
- Provide a warm, safe, and caring environment.
- Respect the school, students, staff and families

**STUDENT**
I agree to carry out the following responsibilities to the best of my ability:

- Come to school every day
- Know and follow school / class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers so I can be successful
- Respect the school, classmates, staff and my family

**PARENT / GUARDIAN**
I agree to carry out the following responsibilities to the best of my ability:

- Communicate with the teacher when I have a concern
- Ensure attendance in school every day
- Participate in activities such as school awards ceremonies
- Respect the school, staff, students, and other families

---

Student Signature: 

GGCS Teacher Signature:

Parent/Guardian Signature: 

Staff Signature:
Golden Gate Community School
Individual Learning Plan
Personal Goals Questionnaire

What are your personal goals (after high school)?

☐ College
  ☐ AA/AS (Associate of Arts / Associate of Science) degree from Community College
  ☐ BA/BS (Bachelor of Arts / Bachelor of Science) degree from a 4 year College / University
  ☐ Certificate from a CTE Program (Career Technical Education) at a Community College

Area of interest that you would like to pursue at the college: __________________________

☐ Vocational Program / Institute / Union
  ☐ Trades – Electrical, Plumbing, Construction, Carpentry, Welding, etc.
  ☐ Area of interest: __________________________

☐ Adult Education
  ☐ enroll in CTE program
  ☐ High School Diploma program

☐ Job Training program at Job Corps

☐ Discovery Challenge Academy – credit recovery
Career Education Possibilities

**Arts, Media & Entertainment**
- Art Digital Media
- Drama: Technical Theater
- Film, TV & Electronic Media
- Graphic Communications
- Journalism
- Library Technology
- Music Industry Studies
- Photographic Arts
- Recording Arts

**Building & Construction Trades**
- Appliance Service Technology
- Construction
- Electrical / Electronic Technology
- HVACR
- Plumbing
- Steam fitting
- Welding Technology

**Business & Finance**
- Accounting
- Administrative Assistant / Office Professional
- Business
- Business Administration / Management
- Small Business Management & Operations
- Real Estate

**Education, Child Care & Family**
- Child Development
- Early Childhood Education
- Special Education

**Energy, Environment & Utilities**
- Energy Systems
- Horticulture
- Geographic Information Systems

**Engineering & Architecture**
- Architecture
- Computer Science
- Engineering

**Health Science & Medical Tech**
- Biotechnology
- Certified Nurse Assistant / Home Health Aide
- Dental Hygiene and Assisting
- Emergency Medical Services
- Health Science
- Kinesiology
- Medical Assisting
- Licensed Vocational / Registered Nurse
- Nutrition
- Respiratory

**Hospitality, Tourism, & Recreation**
- Culinary Arts
- Travel Marketing

**Information & Communication Tech**
- Computer Operations, Programming, Information Systems
- Computer Science
- Networking & Security

**Manufacturing & Product Design**
- Electrical Technology
- Instrumentation Technology
- Machinist
- Process Technology

**Public Services**
- Addiction Studies
- Administration of Justice
- Criminal Law
- Law Enforcement
- Fire Technology / Fire Academy
- Health & Human Services

**Transportation**
- Auto Collision Repair Technology
- Automotive Technology
- Forklift, Logistics, Operations & Warehouse
**GOLDEN GATE COMMUNITY SCHOOL**

**INDIVIDUALIZED LEARNING PLAN**

**2017-2018**

<table>
<thead>
<tr>
<th>Student Name: _____________________</th>
<th>Birthdate: __________</th>
<th>Grade: __________</th>
</tr>
</thead>
</table>

**INITIAL ILP**

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
</table>

**Student plans to:** (Check one)

- [ ] Return to district school; anticipated return date: __________________
- [ ] Graduate from GGCS
- [ ] Transfer to Adult Ed; anticipated transfer date: __________________
- [ ] Enroll with Discovery Challenge Academy
- [ ] Join Job Corp
- [ ] Enlist in Military
- [ ] Community College

**GGCS Credits Required for Graduation**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
<td>Math (20 Math/ 10 Algebra)</td>
<td>20</td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td>General Math</td>
<td></td>
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<tr>
<td>Geometry</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Electives</td>
<td>60</td>
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<td><strong>Total Credits</strong></td>
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</tbody>
</table>

**Overall grade level requirements**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>0</td>
</tr>
<tr>
<td>10th</td>
<td>50</td>
</tr>
<tr>
<td>11th</td>
<td>100</td>
</tr>
<tr>
<td>12th</td>
<td>150</td>
</tr>
</tbody>
</table>

**Individualized Study:**

- [ ] Odysseyware: .................................................................
- [ ] Concurrent Enrollment: .............................................
- [ ] Modified Schedule:
  - [ ] Morning
  - [ ] Afternoon
  - [ ] After School Tutoring

**Reason for modification:** .................................................................

Rev:071116
GGCS's FIRST GRADUATE

Rosemary O.
Getting Students Back On Track!

Golden Gate Community School ensures academic improvement and successful transitions while promoting pro-social skills.

Services we offer:

- Small caring environment
- Individualized Learning Plans
- High School Diploma (200 credits)
- Traditional and online curriculum
- Credit recovery
- Modified scheduling for work/college
- Concurrent enrollment with community colleges
- College to career counseling (workability/work experience)
- Mental health counseling
- Special education services
- Probation services
- After-school tutoring
- Independent study (high school)
- Adult independent study (ages 18 – 24)

Now serving grades 7 - adult!
Open Enrollment, Check us out!

CONTRA COSTA COUNTY
Office of Education
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For more information, please call (925) 427-3199 x 5001 or visit:
http://www.cccoe.k12.ca.us/stsvcs/court_community.html
100 GM 1/1/2017