

SARA GITECK STONE

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OBJECTIVE

I am committed to delivering an excellent public education that empowers individuals to reach their full potential through comprehensive learning in a safe, inclusive, and supportive environment that celebrates diversity and fosters joyful experiences for all.

CORE COMPETENCIES

- Skilled in collaborating with, building, sustaining, and coaching teams to achieve high effectiveness.
- Expert in Pre-K through Post-Secondary education, focusing on high-quality teaching and learning, integrating social and emotional learning, culturally affirming pedagogy, and brain research to improve standards-aligned instruction.
- Strong interpersonal communication, relational, and political skills, fostering effective internal and external partnerships to achieve district goals.

LEADERSHIP STRENGTHS

- Instructional Program Design
- Special Education
- Culturally and Linguistically Affirming Practices
- Trauma-Informed Practices
- Stakeholder Engagement
- Budget Administration
- Team/Group Development
- Relationship Management
- Contract Negotiations
- Strategic Planning

LEADERSHIP EXPERIENCE

Assistant Superintendent 2022-Present, Ravenswood School District, East Palo Alto, California

- Member of Superintendent Senior Cabinet.
- Develop a strategic shared vision with the school board, staff, students, and the community.
- Make recommendations to the Superintendent and Board regarding policies, procedures, and strategies to align with our shared instructional vision.
- Provide ongoing coaching and support to support, develop, and evaluate principals, as well as identify areas for improvement regarding mental models, mindsets, and bias.
- Aligning resources, content, practices, and assessments from Prek-8th grade, including Special Education and Student Services, will improve the Instructional Core.
- Supervise, manage, and support principals, content coaches, the Student Services team, and the Special Education team
- Implement, evaluate, and evolve the district's instructional vision
- Create and lead Professional Development for District and Site Leaders, Coaches, and Teachers connected to culturally affirming practices, content, and leadership growth and development

Vice President of Teaching and Learning 2021- 2022, Chabot Space and Science Center Oakland, California

- Create and implement a 5-year strategic plan with clear benchmarks and metrics for Chabot's learning initiatives based on community input and strategic analysis of the current educational landscape.
- Led and managed the Teaching and Learning department to build systems and high-quality programs for Pre-K through post-secondary STEM pipeline—increased staff diversity by 99%.
- Build partnerships with local and state government and non-profit organizations to create pipelines for students in STEM
- Develop and implement strategies to include BIPOC students and families in all our programs to increase access to the STEM career pipeline for the underrepresented. Increased BIPOC families' involvement by 25% in the first three months
- Set and manage departmental budgets. Manage eight federal, state, and philanthropic grants. Market youth programs to support 5 Million in yearly institutional fundraising by cultivating and maintaining relationships with funders and identifying and pursuing funding opportunities.

Chief Academic Officer 2019-2021, Alameda Unified School District, Alameda California

- Member of Superintendent Senior Cabinet
- Created and promoted cooperative relationships with community members, community agencies, Pre-K-Twelfth District committees councils, and personnel in other organizational units and offices. Developed, evaluated, and made recommendations to the

Superintendent regarding policies and procedures governing the operation of the District's schools, special services, special projects, research, evaluation, curriculum, and staff development.

- Aligned resources and academic practices from Pre-K through twelfth grade to create inclusive and cohesive academic programming and assessment systems resulting in a comprehensive Academic Guidance system, strategic use of materials and resources, and a professional learning scope and sequence that lead to an increase in student achievement in all schools and specifically an increased re-designation of English Language Learner students
- Aligned professional learning for teachers and Multi-tiered systems of support for students at every school site by redistributing academic coaches to all schools
- Created and led professional learning on culturally responsive and inclusive strategies for 60 district and school site leaders.
- Transitioned all schools in the district to Distance Learning within a two-week period, creating a Distance Learning Academic Guidance framework, assessment plan, and professional and parent learning series during the COVID-19 school closures. Continued to hone and improve the academic rigor for all students throughout COVID.
- Directed and supervised budgets, staffing, and resources for curriculum and instruction, assessment, professional development, strategic planning, English language development, categorical programs, and all Elementary programs for the district.

Network 2 Superintendent 2016-2019, Oakland Unified School District, Oakland California

Network Deputy Superintendent, 2014-2016, Oakland Unified School District, Oakland California

- Member of Cabinet
- Supervised 19 diverse TK-8 schools and school leaders across Oakland Unified School District, including 9 Dual Language schools to increase achievement for all students, including students with IEPs and English Language Learners. Overall Network achievement increased an average of 10-20 points increase above Met on the SBAC in both ELA and Math. Overall Network increased by 7% in the reclassification of English Language Learners. Three schools earned the National Blue Ribbon Award; one school earned the California Distinguished School Award.
- Increased principal capacity to lead and facilitate high-leverage learning opportunities for adult staff to focus on quality teaching and learning using a data-driven instructional cycle and implement culturally responsive curriculum and pedagogy aligned to the Common Core and Next Generation Science Standards (NGSS) to dramatically increase student learning outcomes.
- Developed all professional learning for principals to implement the Common Core and NGSS. Built a strong community of practice with principals by developing trust, supporting risk-taking, creating active reflection and inquiry, and sharing best practices. Rated the highest of all network officers on district feedback forms
- Developed principal capacity to implement Results-Based Inquiry (RBI) cycles to establish site-based systems to collect and analyze data and make decisions with all stakeholders to support improvement in academic and social outcomes. Assisted in instituting ongoing processes to measure progress based on network strategic plans and make necessary modifications.
- Collaborated with principals and District staff in developing and implementing instructional programs to align with District goals, targets, and strategic practices and projects specifically to close the opportunity gap for students.
- Coached and supported school principals in organizational management, staffing, budgeting, strategic planning, systems development, and other school management areas to facilitate increasing student achievement.
- Lead principals to develop effective Multi-tiered systems of support to create social, emotional, and mental health learning and support for all students
- Developed and passed a coherent instruction, curriculum, assessment, and enrollment board policy for Dual Enrollment Schools

Principal, 2005-2014, Redwood Heights Elementary School (2009-2014, Oakland Unified School District), RISE Community School (2005-2007, Oakland Unified School District), The Joseph P. Manning School (2007-2009, Boston Public Schools)

- Supervised, evaluated, and provided consistent feedback for improvement to all school personnel. Served as chief administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets to promote the educational development of each student and the professional development of each staff member.
- Conceptualized the broad goals of the school and planned accordingly to ensure that procedures and schedules were implemented to carry out the total school program. Ensured that the school program was compatible with the legal, financial, and organizational structure of the school system. Defined the responsibilities and accountability of staff members and developed plans for interpreting the school program to the community.
- Worked as the instructional leader, ensuring that instructional objectives for each classroom were developed and standards-driven.
- Organized, oversaw, and supported the various services for the school program.

- Worked with the community to implement a balanced Multi-Tiered System of Support using Leveled Learning Intervention and ST math and Caring School Community and Positive Behavior Interventions and Supports to meet student needs and promote a healthy and equitable school culture.
- Brought a personalized/blended learning approach to the site to ensure differentiated instruction for all students.

New Small School Design Team Leader and Founding Principal, 2004-2005, Oakland Unified School District

- Led a team consisting of teachers, parents, and community members to design the vision, and design and implement the program for the new small school: RISE Community School.

Assistant Principal, Highland Elementary School, 2004-2005, Oakland Unified School District

- Administered school personnel and counseled/disciplined students by performing the following tasks: formulated student personnel policies, planned and supervised student activity programs, talked with students, and disciplined students in cases of attendance and behavior.
- Observed and evaluated teacher performance. CELDT testing coordination. Organized and facilitated the Student Success Team.

Data Coach, 2003-2004, Oakland Unified School District

- Worked with 13 different school sites to facilitate easy access to pertinent data to increase their capacity to use data in their decision-making processes and institutionalize data reflection using the Cycle of Inquiry at their sites.
- Developed comprehensive and meaningful staff professional development plans tied to needs and trends found in data.

EDUCATION

University of California, Berkeley, EdD, expected May 2026, California State University Hayward-BayCES, Oakland, California, Administrative Credential Tier I, September 2004, John F. Kennedy University, Orinda, California, Masters in Teaching, December 1999, C.L.A.D. 1999, Multiple Subject Credential, June 1996, University of California, Santa Cruz, California, Political Science, Bachelor of Arts, December 1994

OTHER PROFESSIONAL LEADERSHIP OPPORTUNITIES and ACCOMPLISHMENTS

- **Alameda County Office of Education Executive Coach, 2020-2023**
- **Wrote official endorsement for *STEM for All* by Dr. Leena Bakshi McLean, which will be released in June 2025**
- **Quoted in “CHASING SOCIAL JUSTICE: How Do We Advance the Work that Matters Most?” 2020**
- **National Equity Project Leading for Equity Fellow, 2016**
- **Chabot Space and Science Center Joint Powers Association Board member, 2016-2021**
- **Elementary Leadership Award, Honoring Our Own, OUSD 2012**
- **Mentor Principal, 2011-2014, Oakland Unified School District**
- **Member of Leadership Task Force, 2011-2014, Oakland Unified School District**
- **Member of Principal Advisory Council, 2009-2014, Oakland Unified School District**
- **Reading Leader, Beaver Acres Elementary School, Oregon, 1999**
- **Educational Expert Representative for the Garfield Charter School Board of Directors, Garfield Charter School, California, 1996-1998**

TEACHING EXPERIENCE, 1996-2003

Garfield Charter School, Menlo Park, California, Redwood City School District

Beaver Acres Elementary School, Beaverton, Oregon, Beaverton School District

Teacher: Seventh Grade Language Arts 2002-2003

Teacher: Fourth/Fifth Grade Multiple Subjects 1997-2002

Teacher: Kindergarten 1996-1997

Activities

Ran in National AIDS marathon, Swimming, Soccer, writing poetry, quilt-making, reading and hiking with my husband, 22 and 16 year old sons and dogs.