

## Our Incredible and Resilient SSDA Students



Tim Taylor  
Executive Director  
Small School Districts' Association

Every day, hundreds of thousands of students attend school at small school districts and charter schools throughout California. Our resilient students continue to attend school and grow as individuals even as they face power outages, fires, earthquakes, or other tragic situations. School becomes their safe haven and a return to normalcy. A return to their teachers, school community and their friends.

At our Siskiyou Regional held in September, students from the Etna Culinary Program and the Choir from Yreka High School kicked off our meeting. The culinary arts students cooked the attendee's two magical meals — breakfast and lunch. Students were interviewed about the program and gleamed with pride as they discussed what they created. They also shared what culinary schools they would like to attend after high school. The Yreka choir sang our national anthem and another breathtaking song that permeated the offices at Siskiyou County Office of Education. Yreka Choir was selected to sing at Carnegie Hall this year and students talked about how they were raising money to attend. Such amazing students reminding us why we are here!

Over 2 million people will be without power today — a basic need for people. As we all deal with the power outages and another late tragic fire season, it is a great reminder how important our schools are for students and their families. Unless the state immediately addresses the learning conditions of our schools in this state, our families will leave.

State government officials need to focus on what is right for student wellbeing and safety. Their decisions HAVE to support LOCAL school leaders' decisions and not rely on past law that are irrelevant to 2019. It sends the wrong message if schools try to run school in unacceptable conditions because they are fearful they may lose funding from the state.

At SSDA, our core focus is students and student achievement. We know how important our schools are to the health and well-being of our youth. SSDA schools are like a blanket for our students. We will continue to work with our members to ensure they do not lose funding while facing these crises.

Thank you all for keeping your students comforted and safe during these historically troubling times.

### Introducing SSDA Board Policies — A New Member Benefit!

SSDA is constantly asked by its members to help reduce and streamline the amount of mandated work they have, so district leadership can focus on supporting its teachers and students. One of these areas is in Board Policies.

For years, small school districts have been advised they need a policy for pretty much everything and anything. According to SSDA's partners at the law firm of Girard, Edwards, Stevens & Tucker LLP, state and federal law requires school districts to adopt policies covering a few dozen topics. SSDA recognizes that small school district superintendents and board members spend an inordinate amount of time reviewing policies not relevant to the needs of their districts.

To help solve this issue, SSDA has worked with a group of small school district superintendents and the attorneys at Girard, Edwards, Stevens & Tucker LLP to develop a policy manual to better suit your needs. And, even more importantly, these policies align with the needs of small school districts.

*Continued on page 2*

### In this issue:

Our Incredible and Resilient SSDA Students . . . . .	1
Legislative Update: 2019 Legislative Session Wrap-Up . . . . .	3
The Three Elements of Success . . . . .	7
Increasing Access to Arts Education . . . . .	9
Accountability Update: California Department of Education Continues Work on New LCAP Template . . . . .	12
Staff Spotlight: Dina Feliciano, Jennifer Libby & Dorothy Torres, Kelseyville Unified School District . . . . .	13
Student Spotlight: Maguire Barteau, Sundale Union Elementary School District . . . . .	14

### November/December 2019

Continued from page 1

**As a special thank you to our District and COE Members, these Board Policies are available open-source and free-of-charge as a download through our Members' Only Portal.**

With SSDA's Board Policies Manual, you will no longer have shelves full of board policies irrelevant to your district's needs and can eliminate the many hours that boards and staff devote to updating policies you don't need.

For more information on SSDA's Board Policies, accessing the Members' Only Portal, or becoming an SSDA member, contact Corrie Pelc, SSDA's membership and marketing manager, at 916-662-7213 or [corrie@ssda.org](mailto:corrie@ssda.org).

**New Member Benefit: Let SSDA Help You Sell Your Surplus Classroom Products!**

SSDA is teaming up with Public Surplus to offer SSDA members a FREE way to sell their surplus equipment and supplies, from computers to desks to even vehicles!

Public Surplus is the premier online auction service specifically created for public agencies selling surplus property. Their expansive database, easy-to-use interface and robust functionality ensure the success of your surplus auction program, clear communication both internally and with buyers, and compliance with federal, state and local regulations.

Listing items for sale is easy and takes just a few minutes. Sellers can even use Public Surplus' mobile app to take and upload their item descriptions and photos. Bidders have access to your items 24/7/365, and buyers have to come and pick up the items they win, so there is no shipping on the part of the seller. Public Surplus adheres to all federal, state and local regulations, and provides a 7-year audit trail, and every click is documented and available via reports, saving you time and effort. Public Surplus also offers sellers dedicated customer support representatives who will answer questions, resolve issues and provide strategic consulting.

Want to learn more? Contact [assistant@ssda.org](mailto:assistant@ssda.org) for more information.



## An Engaged Classroom Starts With An Empowered Teacher

Experience how teachers created their most magical moments with Nearpod's interactive platform, multimedia & VR experiences, and 7,000+ ready-to-run lessons.



**60%**

of school districts with teachers using Nearpod



**3.1M**

Nearpod lessons taught  
(average 10,300 lessons a day)



**65M**

times that students were reached with Nearpod



**270M**

Engagement moments on Nearpod

Learn more at [www.nearpod.com](http://www.nearpod.com)



# Legislative Update: 2019 Legislative Session Wrap-Up



Barrett Snider  
Partner  
Capitol Advisors Group

Sunday, October 13th was the deadline for Governor Gavin Newsom to act on the hundreds of bills sent to him by the Legislature.

In total, of the 1,042 bills that made it to his desk, the Governor signed 870 of them and vetoed 172 bills. Below is a look at some of the major legislation affecting education that was signed into law this year.

## New Laws

### School Facilities Bond Headed to March 2020 Ballot.

[AB 48](#) (O'Donnell) places a \$15 billion "Public Preschool, K-12, and College Health and Safety Bond Act of 2020" on the March 3, 2020 ballot. Funding under the bond would be split accordingly: \$2 billion each for University of California, California State University, and California Community Colleges; \$2.8 billion for K-12 New Construction; \$5.2 billion for K-12 Modernization; and \$500 million each for Career Technical Education and Charter Schools. If passed by voters, the new measure would also overhaul major portions of the state's School Facilities Program. ***Changes to the SFP include protections for small school districts fought for by SSDA, including providing small districts grants for project and construction management and entitling smalls to a reservation of funds up to 10 percent of all New Construction and Modernization funding authorized under the bill.***

**Statewide School Start Time.** [SB 328](#) (Portantino) prohibits middle schools and high schools, including those operated as charter schools, from starting school earlier than 8:00 a.m. and 8:30 a.m., respectively. The bill exempts rural school districts, a term that is undefined in the bill, and allows for schools to offer earlier classes to a limited number of students, but prohibits those classes from counting towards a school's average-daily-attendance (ADA) for purposes of apportioning state funding. Middle and high schools must comply with

this requirement by July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020 expires, whichever is later.

### Statute of Limitation for Childhood Sexual Assault Extended.

[AB 218](#) (Gonzalez) This bill extends the time for commencement of actions for childhood sexual assault to 40 years of age or five years from discovery of the issue, allows a victim to recover up to triple damages when there has been a concerted effort to hide evidence related to the assault, and creates a three-year window where claims that would otherwise have been barred as of January 1, 2020 may be revived. The bill also changes the standard for claims, brought after the victim has reached 40 years of age, against employers of an accused employee from requiring the employer knew of the unlawful conduct and failed to implement reasonable safeguards to prevent the abuse, to instead only require the employer meet one of those two criteria in order for an action to be commenced.

### Teacher Assignment Monitoring.

[AB 1219](#) (Jones-Sawyer) repeals the provisions related to the current practice of teacher assignment monitoring and adds new language that will allow all assignments to be monitored every year through a new electronic database. Charter school teachers and authorizers will also be included in the new system, though authorizers will not need to correct misassignments of charter school teachers employed in the 2019-20 school year until July 1, 2025.

### Charter School Reform.

[AB 1505](#) (O'Donnell) makes various changes to the authorization, renewal, and appeal provisions of the Charter Schools Act. These changes include:

- Allowing school districts to consider fiscal impact of a charter school on the district when considering whether to authorize a new charter school.
- Limiting appeals to the State Board of Education to only whether or not a county board abused its discretion in denying a petition.

*Continued on Page 5*

# Save the Date

## Small School Districts' Association 37th Annual Conference & Trade Show March 1-3, 2020

### Sunday, March 1, 2020

- Pre-Conference Sessions
- Trade Show
- Reception & Keynote Speaker

### Monday, March 2, 2020

- 30+ Workshops
- Keynote Speakers
- Binderup Award Presentation
- Trade Show & Raffle
- Reception & Karaoke Night

### Tuesday, March 3, 2020

- Keynote Speaker
- Workshops



**Register &  
More Info @  
SSDACon.org**





# Legislative Update: 2019 Legislative Session Wrap-Up



Continued from Page 3

- Requiring all new charter school teachers to have the same credentials as traditional public school teachers and providing existing charter school teachers a five-year phase-in to meet this requirement.
- Tying charter renewals and length of renewals to a charter school's academic performance.
- Establishing a two-year moratorium on virtual and non-classroom-based charter schools.

The Governor also signed [AB 1507](#) (Smith), which eliminates the exemptions in current law that allowed a charter school to locate outside the boundaries of the authorizing school district or county, and [SB 126](#) (Leyva), which applies the same conflict of interest requirements as school districts, like the Brown Act, California Public Records Act, Government Code 1090, and the Political Reform Act, to charter schools.

**Medicinal Cannabis on School Sites.** [SB 223](#) (Hill) allows school boards, county boards, and charter school governing bodies to adopt a policy that allows parents or guardians to possess and administer medicinal marijuana to their children at the schoolsite, provided the child is a qualified patient under existing law.

**Increased State Oversight over Vaccination Exemptions.** [SB 276](#) (Pan) increases state oversight of medical exemptions for mandatory vaccinations required for school attendance, including requiring the California Department of Public Health to develop a standardized electronic medical exemption certification form and to review medical exemptions from schools or physicians that meet specified criteria. The Governor also signed a companion bill to SB 276, [SB 714](#) (Pan), which allows a student that has a current medical exemption to continue to attend school under that exemption until the student enrolls in the next grade span and removes the requirement under SB 276 that the standardized form created under the bill be signed under penalty of perjury.

**Prohibition on Willful Defiance Suspensions Expanded.** [SB 419](#) (Skinner), beginning July 1, 2020, extends the existing prohibition on suspending a pupil

enrolled in K-3 for disrupting school activities or otherwise willfully defying school authorities, to pupils enrolled in grades 4 and 5. The bill also extends this prohibition to pupils in grades 6-8 until July 1, 2025, and applies the prohibition to charter schools.

**Who's an Employee?** [AB 5](#) (Gonzalez) codifies the California Supreme Court's decision in *Dynamex Operations West, Inc. v. Superior Court of Los Angeles*, which held that a worker is presumed to be an employee unless the employer satisfies a three-factor test. Specifically, an employer must show that:

1. The worker is free from the control and direction of the hiring entity in connection with the performance of the work, both under the contract for the performance of the work and in fact.
2. The worker performs work that is outside the usual course of the hiring entity's business.
3. The worker is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed.

AB 5 also provides exemptions for specified occupations and business relationships, which are instead governed by the multifactor test established in the California Supreme Court's previous decision, *S.G. Borello & Sons, Inc. v. Department of Industrial Relations*.

## What's Next?

With the 2019 legislative session over and the bill signing deadline having passed, focus turns to the Governor's January Budget and potential legislative issues for the coming year. Along with the introduction of new legislation, since 2019 was the first year of a two-year session, 2020 could also see the revival of any bills that did not reach the Governor's desk in 2019.

Currently on Interim Recess, the Legislature will reconvene in January for the start of the 2020 legislative session. Issues we expect to see legislation on include student mental health, special education reform, full and fair funding, and student vaping, to name a few.



# Sacramento

## Board of Trustees Training

### "Building & Strengthening Your Governance Team"

#### Date & Time

Saturday, January 11, 2020  
8:30 a.m.—3:30 p.m.

#### Location

National University  
10901 Gold Center Drive  
Rancho Cordova, CA 95670



#### Registration Costs

\$200 per person  
Bring your whole Board and  
receive 1 free registration!  
*(registration fee includes breakfast & lunch)*

#### How to Register

Register online at [SSDA.org](http://SSDA.org)

#### Any Questions?

Email [corrie@ssda.org](mailto:corrie@ssda.org) or call  
916.662.7213

#### Tentative Agenda

8:00-8:30 a.m.

Registration/Continental Breakfast

8:30-8:45 a.m.

Welcome and Introductions

8:45-9:00 a.m.

Let's Get Political!

9:00-10:15 a.m.

The 11 Commandments to Better Understand Your  
Role in Building Your Team

10:15-10:30 a.m.

Break

10:30 a.m. - 12:00 p.m.

"So You Want to Be a Board Member?"

Perils and Pitfall to Avoid (Brown Act, Form 700, Conflict of Interest,  
Public Records Request, Misuse of Public Funds)

12:00-12:45 p.m.

Lunch & Get Your Legal Questions Answered

1:00-1:30 p.m.

A Board Members Holy Grail – The Governance Handbook

1:30-2:15 p.m.

Running a Legal & Effective Board Meeting

2:15-3:00 p.m.

Table Talks

3:00-3:30 p.m.

Self Evaluations — Really???

3:30 p.m.

Closing and Evaluations



# The Three Elements of Success



Amy Alzina, Ed.D.  
Superintendent/Principal  
Cold Spring Elementary School District

We often hear that success is achieved through hard work and persistence. Achievement and success in the school environment is no different. Yet, there are some characteristics of successful schools that are unique to the school environment. Schools require focused collaboration between the teacher, student and the parents to achieve success. Truly exceptional school districts are centered on what matters, the student.

In small school districts, it is easy to become distracted by all the state mandated reports, multiple overlapping plans, facility repairs and improvements, Board agendas and policy updates and sometimes, even natural disasters. While an argument can be made that each of these is important and contributes to the accountability of a school, they do not directly result in student learning and success. Rather, these requirements distract us from the work and efforts that produce student learning and achievement. The key to staying focused is asking yourself, "How do we insure students are learning and continuously progressing?" A successful district like Cold Spring Elementary School District can answer the question because of three key characteristics: (1) the implementation and effective use of formative assessments; (2) the integration and collaboration among all staff of the essential standards; (3) shared ownership supported by personal relationships.

Using formative assessments to plan instruction and motivate student learning works. This is by far one of the most powerful tools a teacher can use to plan and modify instruction based on the identified student need. Teachers who use student data to plan instruction and motivate learning achieve remarkable results.

Three years ago, the Cold Spring School District did not have a district-wide common formative assessment system. It should be noted that the school was not a poor performing school. This is attributed to the fact that Cold Spring does have an exceptional group of teachers. In my first year, we immediately implemented a common formative assessment system district-wide. In addition, we created a year-long assessment calendar that included assessments every 4-6 weeks. This allowed us to monitor individual student data. This allowed the entire teaching staff, including our intervention teachers and specialist teachers, to monitor what was working

and what was not working. We could then determine whether our intervention and enrichment programs were effective. Most importantly, it allowed students to monitor their monthly goals and their progress toward their year-long goals. Immediately, we observed students taking ownership of their own learning. This progress was supported and encouraged by the entire school community.

However, formative assessments alone will not improve the academic program. Schools must work hard to integrate the academic program horizontally and vertically across all subject matter areas. Cold Spring, like many other schools, had a number of excellent programs, like visual and performing arts, PE and STEAM, that operated in isolation without any cross-pollination of content. These programs are so much more powerful when the curriculum is fully integrated based on the individual needs of the student. Combining the power of formative assessments with the integration of learning through collaboration results in an exponential growth in learning.

To take advantage of this opportunity, Cold Spring restructured its schedule to create time for the music/drama/theatre teacher, visual arts teacher, PE teacher and the STEAM teacher to plan and work in collaboration with the regular classroom teachers. This time was used to build upon and support the essential standards/core concepts being taught in the regular classroom. It is essential at the beginning of each school year for the specialist teachers to work with each of the classroom teachers to align and integrate content standards into project-based learning units. Only then is the students' work closely aligned to the learning occurring in the regular classroom. The lessons are then periodically revised based on student benchmark formative assessment data.

Finally, how a school responds to the needs of each student as a staff is essential. Effective teams understand the value of shared ownership in the needs of each student and his or her potential. At Cold Spring, that shared ownership of student achievement was most notable during the recovery efforts after the Thomas Fire and January 9th Debris Flow. After the debris flow, the school community came together and worked around the clock to search for missing students, parents and grandparents. The debris flow killed 23 people in our community, including two of our students, a kindergartner and a sixth grader. We also lost 2 siblings, 2 grandparents and one father. We had a sixth grade student and her mother

*Continued on Page 8*

# The Three Elements of Success

*Continued from Page 7*

fighting for their lives in the ICU for 31 days. There was massive destruction and our community looked like a war zone.

Fortunately, the Cold Spring School campus suffered minor damages. However, teachers, staff, students, parents and the community experienced serious emotional trauma. The greater community came together to aid in healing the hearts and minds of our community. Each classroom teacher was provided a school psychologist, hospice worker or mental health professional to support both the teacher and students. For the remainder of the school year, there was always a counselor on campus to support students, staff and parents as needed. This support paid immediate benefits. Teachers incorporated creative projects into the student's day to begin the healing process. This permitted students to reflect, process, and grow.

Every teacher within the Cold Spring Elementary School District served as a pillar of strength for the entire school community. The teachers demonstrated how essential it is to

meet the individual needs of every child both emotionally and academically by fostering a family atmosphere. The District recovered and grew stronger through the strong leadership of our teachers. The school community reflected unity and love.

At the end of that traumatic year, the students' summative scores on the 2017-2018 California Assessment of Student Performance and Progress (CAASPP) proved to be the highest test scores in the state of California with 92% of the students meeting/exceeding the standards in English Language Arts and 90% of students meeting/exceeding the standards in mathematics. A year later, the students' 2018-2019 summative assessment scores on the CAASPP ranked the Cold Spring School District as the highest performing district in the state in both ELA and Math.

At Cold Spring, the implementation of formative assessments and integrated lessons along with a culture of shared ownership resulted in immediate improvements to student achievement. These results are consistent with schools throughout the country that have used this approach to improve student achievement.

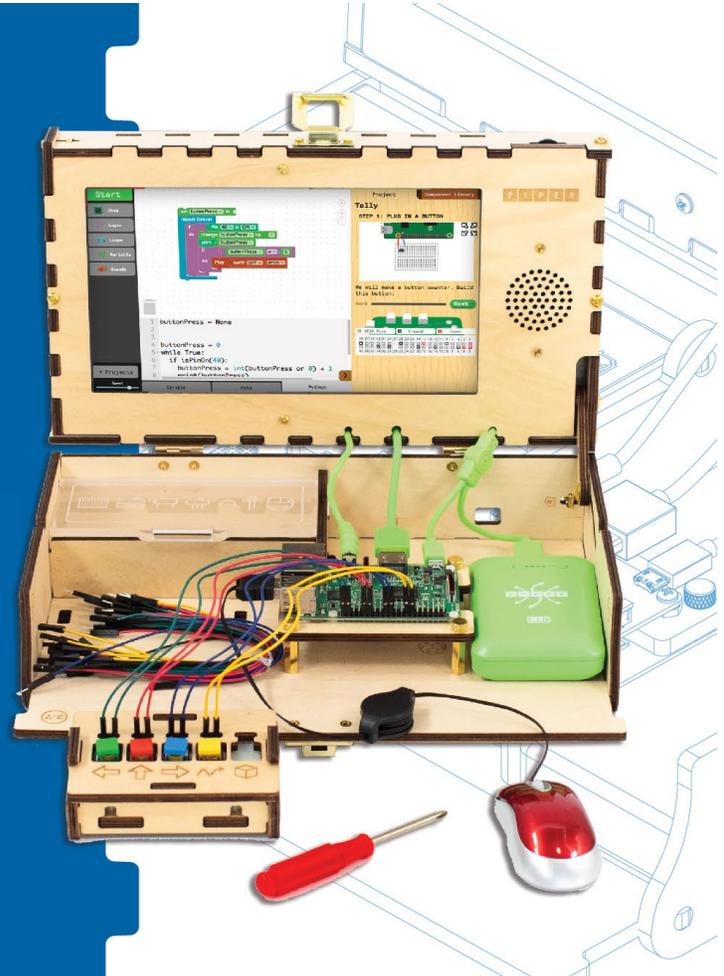
## PIPER

# Build, Connect, Code, and Reuse

Engage your students  
with the Piper Computer Kit.

**10% Off**  
for SSDA Members

Find out more at  
[www.playpiper.com](http://www.playpiper.com), or contact  
Kim Vernon at [kim@playpiper.com](mailto:kim@playpiper.com)





# Increasing Access to Arts Education



Sarah Anderberg  
Director, CCSESA Statewide Arts Initiative  
California County Superintendents  
Educational Services Association (CCSESA)

Many substantive research studies support the benefits of arts education for students of all ages. The Arts Education Partnership (AEP) at Education Commission of the States is a national coalition of more than 100 education, arts, cultural, government, business and philanthropic organizations that was created in 1995 by the National Endowment for the Arts and the U.S. Department of Education. AEP houses [ArtsEdSearch](#), the nation’s hub for research on the impact of arts in education. This repository of research studies reinforces why the arts should be part of a comprehensive curriculum for students in California.

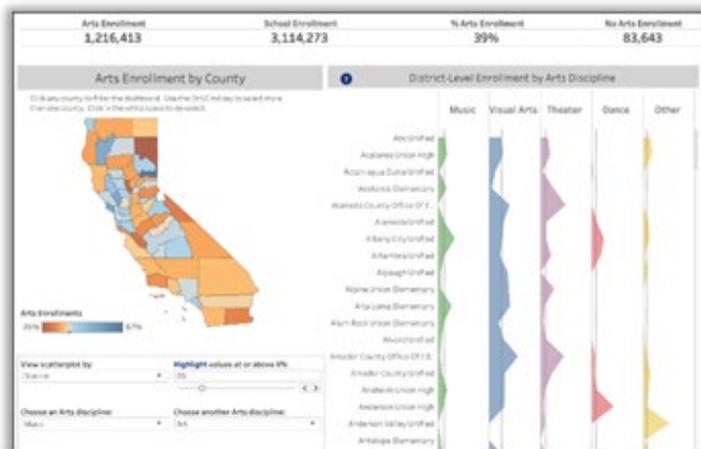
With the recent adoption of the California Arts Standards, school districts are exploring how to implement the arts and increase programmatic support for dance, media arts, music, theatre, and visual arts. The creative capacities that students learn in and through the arts prepare them for success while providing a wealth of skills including innovative problem-solving, critical thinking, confidence, tolerance, and aesthetic/artistic expression.

There are several statutory provisions, policies, and guidelines regarding the teaching of the visual and performing arts. Districts need to be aware of these to continue and build strong arts education programs. The following two citations link to the California Education Code that support arts learning in the state’s schools.

- [Education Code Section 51210](#) (Grades one through six)
- [Education Code Section 51220](#) (Grades seven through 12)

While the arts are included in the California Education Code, implementation is not consistent throughout California. We now have a tool to assist us in determining the status of arts in our public schools. The Department of Education and CREATE CA partnered with Quadrant Re-

search to create the [California Arts Education Data Project](#) that provides a searchable, interactive dashboard that provides five years of secondary data featuring all school districts in CA. Through the data analysis, we find that many rural communities are challenged in providing arts education in their schools. We encourage school leaders to check out their data and to bring teams together to analyze and make sense of the results and to look at trends over time.



In [Leveraging Change: Increasing Access to Arts Education in Rural Areas](#), a white paper written by Lisa Donovan and Maren Brown and supported by the National Endowment of the Arts, the writers reviewed current literature and interviewed arts education leaders from across the US to provide insight on the barriers to providing access to the arts in rural areas. Some of the challenges that were cited were: distance, weather, lack of transportation, educator retention, funding, and lack of economic opportunity. In our work through the CCSESA Arts Initiative, we have hosted two Rural Arts Education Think Tanks involving leaders from rural communities across the state. We learned that in addition to the barriers featured in the paper by Donovan and Brown, leaders suggested that other barriers were lack of technology, lack of certified teachers, lack of professional development opportunities, and a lack of community arts partners/resources.

*Continued on Page 10*

# Increasing Access to Arts Education

Continued from Page 9



While we know these barriers exist, we have been working with rural county offices of education throughout the state to expand and increase arts education. Through generous funding from the Stuart Foundation and the Hewlett Foundation, we have been working with a cohort of counties who are intentionally working to deepen support and implementation of arts education in their communities. Below are some of the ways we know that help influence change at the county and local levels:

1. **Data Analysis:** Analysis of school, district, and county data can provide a deeper knowledge of access and need.
2. **Arts Education Strategic Plans:** Districts and county offices of education have made great strides by developing arts education plans involving multiple stakeholders. The plan has been a roadmap for increasing programmatic support over time. When districts and county offices undergo a planning process, they report increased momentum with many positive results.
3. **Declaration/Resolution:** Many boards of education have adopted resolutions based on [The Declaration of the Rights of All Students to Equity in Arts Learning](#). This document is a powerful way to make clear that students deserve equitable access to arts education.
4. **California Arts Standards:** The new [California Arts Standards for Public Schools, Prekindergarten](#)

[Through Grade Twelve](#), based on the National Core Arts Standards, were adopted by the State Board of Education in January 2019. When educators are given the opportunity to explore these standards in dance, media arts, music, theatre, and visual arts, and apply these in their classrooms, students learn the vocabulary, skills, and processes that will impact their lives for years to come.

5. **Creativity at the Core Resources:** Through grant funding, CCSESA provided support for the development of online resources focused on various topics impacting implementation of arts education. County offices in partnership with arts and education organizations developed customizable, professional learning resources. CCSESA recently launched [Module 21: Creativity and Collaboration in Rural Communities](#), developed by Tulare County Office of Education. This resource along with the other modules provided are accessible online. To access the modules, [click here](#).
6. **Increase Public Will for Arts Education:** CREATE CA has been leading an effort to increase public will for arts education. To join the movement, [click here](#). We believe that:
  - All California students deserve the same access to a high-quality arts education;
  - An arts education is vital to California's robust, globally competitive, creative economy;
  - Every child deserves the same opportunities to be a vital part of a creative workforce;
  - The arts are important for lifelong learning, the development of 21st century skills and college and career readiness; and
  - NOW is the time for the resurgence and expansion of arts instruction in California's public schools.

The California Alliance for Arts Education recently released *Something is Happening in Chula Vista*, a short film that explores the value of arts education through the experiences of students in Chula Vista Elementary School District, whose 30,000 children live along the Mexican border in San Diego County. The district made a major investment in arts education as a strategy to improve



# Increasing Access to Arts Education

student outcomes and address the needs of its children; one-third of students are English learners and half participate in the free and reduced lunch program. [Click here](#) to view the video.



While we know many school districts and county offices are building momentum for arts education in California, we recognize that there is much to be done to ensure that every child has a comprehensive education that includes the arts. Working together through strategic partnerships can provide opportunities that will likely transform students' lives in many positive ways. Wouldn't it be great to create learning environments where students couldn't wait to come to school?



## JONES HALL

A PROFESSIONAL LAW CORPORATION  
Municipal Bond Attorneys

Individual  
attention  
you deserve.



Knowledge  
& experience  
you need.



Representing over  
200 California School  
Districts as Bond and  
Disclosure Counsel.



475 Sansome Street, Suite 1700  
San Francisco, CA 94111  
415.391.5780 tel  
415.276.2088 fax  
info@joneshall.com  
www.joneshall.com

# Accountability Update: California Department of Education Continues Work on New LCAP Template



Caitlin Jung  
Legislative Counsel  
Capitol Advisors Group

The California Department of Education (CDE) is currently in the process of revising the Local Control Accountability Plan (LCAP) Template and at the September

Board Meeting, the Department presented the draft LCAP Template to the Board for feedback. The LCAP redesign was prompted by legislation from last year (AB 1840) that required the LCAP Template to be revised to make the information in the plan more accessible to parents and other stakeholders, and to modify the manner in which information about actions to help unduplicated students is presented so that it more clearly shows whether those services are being targeted or provided on a broader basis.

In developing the prototype LCAP template, CDE held multiple stakeholder engagement input sessions throughout 2019, soliciting feedback from, among others, school districts, county offices of education (COEs), charter schools, Special Education Local Plan Areas (SELPA), and parent teacher associations. This feedback was then used by the LCAP Redesign Advisory Group to develop several template prototypes which were ultimately reworked into a single draft LCAP template, based on additional stakeholder feedback.

The proposed revised LCAP Template includes changes to make the language in the plan understandable to parents, allow local educational agencies (LEAs) to prioritize state priorities, consolidate expenditures into summary tables, and require additional information about the scope of actions meant to increase or improve services for unduplicated students. For more details about the proposed changes, the draft LCAP template presented to the Board can be found [here](#).

When the template was presented as an informational item at the September Board Meeting, a number of individuals raised concerns during public comment on the item around the proposed Template's pieces on stakeholder engagement and services for unduplicated students being too general and not requiring LEAs to provide sufficient details about their efforts in those areas. Specifically, commenters were seeking the inclusion of specific prompts tied to these

pieces to better ensure LEAs provide necessary information in their LCAPs, ex. requiring an LEA to show how feedback received through its stakeholder engagement process is reflected in the LCAP.

While Board Members noted that the proposed Template was a "huge improvement" over the current template, they also sympathized with the concerns raised during public comment. Board Member Patricia Rucker reiterated the sentiment from commenters that the LCAP could do more to create "a clear outline of what the work of the district would be and what the goals of the district are," and that there was nothing wrong with the LCAP going above and beyond what was required in statute. Multiple Board Members also encouraged CDE to revisit the Template's stakeholder engagement piece to make sure that it reflects meaningful engagement of stakeholders, and that it helps move LCAPs away from the compliance document it appears to have become.

Following the September Board meeting, CDE sent out a survey in October to solicit additional stakeholder feedback on the proposed LCAP template. The survey was based on feedback from previous stakeholder input sessions and from the SBE at the September meeting. The survey, which SSDA forwarded out to SSDA members in early October, provided LEAs an opportunity to provide input on both the draft LCAP template and draft LCAP Template instructions. The Template presented to the Board in September did not include instructions. Instructions for the revised Template, which include more detailed and technical directions and guidance for completing the LCAP, were to be developed by CDE based on the finalized Template and included in an October information memorandum for stakeholder feedback. The original plan was then to present the final LCAP template and instructions to the Board for adoption at its November 2019 meeting. This was in order to allow districts sufficient lead time to transition to the revised Template and to make sure CDE can provide guidance and support to districts during the transition. However, given the feedback from the Board at the September meeting, and to allow time to take into account survey responses, the finalized draft LCAP Template, plus instructions, will now be presented for adoption at the January 2020 Board meeting

Per statute the revised LCAP Template must be adopted by January 31, 2020 and will go into effect beginning the next three-year LCAP cycle, 2020-21 through 2022-23.



# Staff Spotlight

## Dina Feliciano, Jennifer Libby & Dorothy Torres Kelseyville Unified School District

Alyssa Galloway, Administrative/Marketing Assistant, SSDA



(From left) Dina Feliciano, Chrystal Noel, Jennifer Libby and Dorothy Torres.

How does a vegetable garden continue to ripen after 25 years? At Kelseyville Unified School District in Lake County, it's through the passion of parent and teacher volunteers.

Kelseyville Elementary kindergarten teachers Dorothy Torres and Jennifer Libby took over the school's garden when the teachers who were initially in charge retired. But with the heavy schedule that comes with being a teacher, both Torres and Libby found themselves tending the garden less and less each week.

Torres and Libby were thrilled when a parent of one of the students offered to raise money on behalf of the garden. "It was great," Torres says. "[It was] the spark we needed to gain momentum towards rejuvenating the garden."

Dina Feliciano and her family had just moved to the Kelseyville area and was instantly attracted to the garden. She began raising money through GoFundMe, an online fundraising platform. "GoFundMe seemed like the easiest way to get started," she explains. "I knew we needed funds to start and complete some of the necessary tasks for the garden."

When asked what they think got people to donate to a 25-year-old garden, Feliciano says, "I think everyone was thinking and feeling the same way about the garden." Feliciano mentions that gardening may be a daily practice for some, but it is not the norm for everyone. "It is a skill that promotes teamwork, problem solving, time management, fine and gross motor skill development and exercise." Feliciano explains that when it was presented in this way, "parents and community members felt comfortable and enthusiastic about supporting the cause."

What was once a two-person job now involves the whole community. Since the GoFundMe has gone live, Torres, Libby and Feliciano have been overwhelmed by parent and community support. "It's amazing," Torres says. "It's great when you ask for help and you might think that people don't want to help." The community showed up for the elementary school garden help coming in the forms of physical support, monetary and tangible donations.

The teachers talk about how excited the students are to witness the garden's progress. Torres says that students are involved in painting rocks, pulling weeds and planting seeds for the winter garden. Students also use the garden as an alternative space for story time within their class, while some classes have even used the garden to work on projects.

Libby says that setting up Saturday volunteer days and dropping in afterschool or on the weekends is what helps with the upkeep of the garden. "Right now we have a lot of pumpkins growing that we planted over the summer," she says. "We're excited to harvest them and share them with all of the classes."

Libby also says that they are working on supporting the teachers to find the best way to implement the garden into the science curriculum. "We have shared pumpkins with the teachers across the school and given them some fun ideas on how to best utilize the pumpkins and the garden."

As for future plans for the garden, expect to see replacements and additions take place. "We would like to add a pear tree or two since Kelseyville is known as a pear capitol," says Feliciano. And Libby says that they are "working on adding plastic PVC and sheeting to protect the garden beds during the winter."

The garden has provided many benefits to the students. "The garden encourages students to be aware of how food grows and gets to the supermarket where they buy it," Torres details. "It teaches students to be an active participant in growing their own food and teaches them how easy it is to grow their own healthy delicious fruits and vegetables. And they're having fun."

The women encourage that other small school districts to get on board and organize their own garden. As for tips, Torres recommends that you start small and be persistent. "Get the support of teachers, parents, administration, and community members and you can do it."

Feliciano says that going to other small school districts' successful gardens is a great way to learn what works and what doesn't. And Libby simply advises you to just do it. "It has been so rewarding to see all the happy faces of students as they enjoy the garden. Keep that goal in mind and be persistent. With time, effort and community support, it is possible!"

The Kelseyville Garden GoFundMe is still taking donations on the GoFundMe website. Search "Kelseyville Elementary School Garden" to make a donation.



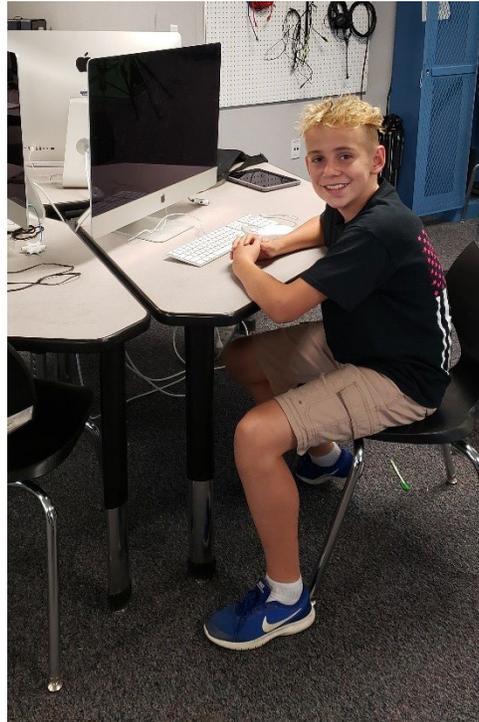
# Student Spotlight

## Maguire Barteau

### Sundale Union Elementary School District



Alyssa Galloway, Administrative/Marketing Assistant, SSDA



Multimedia/tech programs are scarce in most small school districts. At Sundale Union Elementary School District in Tulare County, seventh grader Maguire Barteau is making sure that he and everyone in his class taking advantage of having a program like this at their school.

The multimedia/tech program is now in its third year. A full year into the program, Barteau says that there are a lot more students than when he first started. "I kept telling my friends how cool the class was and I guess that's what made them want take this class," he says.

In the class, students get hands on experience using camcorders and DSLR cameras partnered with the use programs like Final Cut Pro. Students leave the class with basic understandings of filming, post production and being in front of the green screen.

Joey Pursell teaches the class and says that while Barteau is very outgoing, he enjoys the editing and working behind the scenes. "I have seen him spend a day or two focused on the small details of his videos to make the door creak just right or to make the swoosh to the next scene seem flawless," Pursell explains.

Principal Cindy Gist says that the goal of this program was to continue to "find a place for every student on campus. We wanted students to be excited for class aside from the regular reading and writing." Sundale Union Elementary has multiple programs that push students creatively such as an agricultural department and fine arts program.

"Technology is important nowadays, everything we use involves some kind of technology," says Barteau when asked about why he thinks this class is important. "With time things are just going to get more advanced, so it is important that we have classes like this."

Barteau wants to follow his father's footsteps and become a police officer. Gist reminds him that what he is learning now will be relevant to the work he does in the future. "Think about the computers and GPS systems in the police cars," Gist says to Barteau. Barteau ponders the thought and agrees saying "Yeah, understanding technology is going to make my job a lot easier."

While the program is still relatively new to the school, teachers and students alike continue to plan on how to change and grow it. When asked what advice would be given to a small school district who would like to get a program like this implemented in their school, Pursell says it is all fairly simple. "All you really need is a camera and some software to edit," he adds.

Pursell encourages other schools to get on board. "I think the most rewarding part for me is seeing the kids explore creativity in the projects." Classes like the multimedia/tech push students' creativity in way that other classes may not. Pursell's favorite question that students ask their peers? How did you do that – "One kid's creativity sparks the next."



# Workplace Investigations Workshops

Workplace investigations are necessary to fulfill legal obligations, ensure consistent enforcement of policies, and maintain operational integrity and excellence.

This workshop will provide you with practical guidance on:

- Identifying the scope of the investigation
- Conducting witness interviews
- knowing and understanding important legal and liability considerations
- making credibility determinations
- evaluating the evidence
- preparing the report

The workshop includes numerous case studies to assist in identifying and learning to avoid potential pitfalls.

---

## Workshop # 1

Monday, January 6, 2020

### Speaker

Randy Erickson  
Erickson Law Firm

### Location

San Diego COE

## Workshop # 2

Wednesday, February 5, 2020

### Speaker

Georgelle Cuevas & Jacqueline Hang  
AALRR

### Location

SSDA Offices, Sacramento

---

## How to Register

Registration Cost: \$200 per person

Register online at [SSDA.org](http://SSDA.org)

## Any Questions?

Call 916.662.7213 or [alyssa@ssda.org](mailto:alyssa@ssda.org)

# A Proactive Approach Improves Your Productivity



With RMC Managed IT, you'll enjoy the benefit of a full team of IT specialists keeping your systems in excellent working order. We monitor your systems 24/7, apply patches, ensure backups, keep viruses at bay, and perform a host of other proactive measures.

## The Value of RMC Managed IT

### Better Financial Planning

With RMC Managed IT, you know how much you're going to spend each month. No more gambling with your budget and productivity.

### Our Team is Your Team 24/7

When an issue arises, we're already on the job — taking care of routine maintenance and ensuring your IT systems are operating properly.

### Systems Stay Optimized

Even when systems aren't actually down, they can still run slow or inefficiently. Our solution maximizes the value of your IT investment all the time.

Start Protecting Your Business Right Now!

Call RMC ManagedIT at 855-261-8755

