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### SSDA's 32nd Annual Superintendent's Symposium

July 16-18, 2017

SUPERintendent Boot Camp

sponsored by:



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#### Southern California Regional

Friday, September 30, 2016

8:30 a.m. - 3:15 p.m.

Radisson Hotel

11520 West Bernardo Court

San Diego, CA 92127

Hotel Rates: \$109.00

#### Humboldt Regional

Monday, October 3, 2016

8:30 a.m. - 12:00 p.m.

Humboldt County Office of  
Education

901 Myrtle Avenue

Eureka, CA 95501

#### Siskiyou Regional

Tuesday, October 4, 2016

9:00 a.m. - 3:30 p.m.

Siskiyou County Office of  
Education

609 South Gold Street

Yreka, CA 96097

#### Merced Regional

Thursday, October 20, 2016

9:00 a.m. - 3:00 p.m.

Merced County Office of  
Education

632 West 13th Street

Merced, CA 95341

Visit [ssda.org/event](http://ssda.org/event) for up-to-date information

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# 31st Annual New SUPERintendent Boot Camp

*See what attendees have to say:*

*"Thank you for the excellent symposium. I have gained so much that will serve me well, and most importantly will help me serve the students and families of my district."*

*"What an incredible experience. Thank you so much for working so hard to create a fantastic memorable symposium for all of us!"*

*"Thank you for a great overview to the new Superintendency. These days were packed full - great networking time."*

*"I really enjoyed this symposium! It was well organized and very relevant. Thank you!"*

*"So glad I found this conference. Great springboard."*

*"I'm so glad I came this second year!"*



**Mark your calendars for next year!**

**32nd Annual New SUPERintendents Boot Camp  
July 16th - 18th, 2017**







# Best Practices for Conducting Investigations



Sarah Levitan Kaatz and Jessi T. Gasbarro with Lozano Smith

There are many situations in which school districts are tasked with investigating complaints. These complaints may involve employee misconduct, uniform complaint procedures (“UCP”) and sexual harassment, or student matters, to name a few. While different types of investigations will have their own nuances, there are many practices that are essential for all investigations. Since an effective investigation can prevent costly litigation and liability, following the best practices described below can help ensure your investigation protocol measures up.

## 1. Determine What Policies and Procedures Apply

The first step to a legally compliant investigation is to determine which policies and procedures apply. These policies and procedures serve as the roadmap for the entire investigation. Procedures and timelines will differ depending on the type of complaint or issue involved. Examples of possible applicable policies and procedures may include: Board policies and administrative regulations on complaints against employees, sexual harassment or student discipline, Williams Act complaint procedures, UCP; state and/or federal laws such as Title IX; and collective bargaining agreements. Once you have determined the correct policy or procedure, start by breaking it down into individual steps with deadlines. Then you’re ready to decide who will handle the investigation.

## 2. Choose The Right Investigator

Next, you need to decide whether the investigation can be appropriately conducted by an internal investigator or should be referred to an outside investigator or attorney. Many complaints can be appropriately handled by properly trained district staff or administrators. However, if there is any potential for bias of an internal investigation, for example if the case involves a high level employee of the district, outside investigators should be considered. Additionally, for complaints involving numerous or complex legal issues, an attorney may be advisable. A recent California Court of Appeals case confirmed that a factual investigation conducted by an attorney under certain circumstances is protected by attorney-client privilege. (*City of Petaluma v. Superior Court* (June 8, 2016, A145437) \_\_ Cal.App.4th \_\_ [2016 Cal.App. LEXIS 532].)

If a school district chooses to conduct an internal investigation, consider whether the internal investigator has specific training and experience in conducting investigations, knowledge of district policies, relationship to the accused and the complainant, and time and workload constraints.

## 3. Special Considerations

The investigator should also determine whether there are any special considerations that may affect the investigation. Examples of potential considerations may include whether minors are involved (consideration of age, notification to parents, allowing parents to be present during interviews), the sex of the interviewer if a sensitive matter is involved, potential claims of retaliation in the investigation process, whether or not witnesses are represented by union or other legal counsel, whether the investigation involves allegations of criminal misconduct, and whether the investigation will run parallel to any law enforcement investigations.

## 4. Identify The Specific Allegations And Consider How To Document the Investigation

Before beginning the investigation, the investigator should clearly identify the specific allegations that he or she is investigating. Often, complaints are unfocused or rambling, so this step is crucial. It will serve as an outline for the interviews, help identify potential sources of information, and define the scope of the investigation. Additionally, the investigator should consider how to document the investigation, including whether or not to use audio or video recordings or to obtain signed declarations or affidavits from witnesses. School districts should consult legal counsel about what may or may not be subject to disclosure under the Public Records Act.

## 5. Timely Notices

As quickly as possible after the commencement of the investigation, notification letters should be sent to the complainant, the accused, and any potential witnesses. The complainant should be notified that his or her complaint is being investigated and given information regarding the procedures. The complainant should also be reassured regarding protections against retaliation if the allegations include discrimination or harassment based on being a member of a protected class. The accused should be notified that the complaint has been lodged against him or her, and reminded that he or she may not retaliate in any way against the complainant. The accused may also need to be appropriately notified of administrative leave pending the investigation. All recipients must be given appropriate admonishments about the need for confidentiality and protection from retaliation for participating in the investigation.

Continued on page 4



# Best Practices for Conducting Investigations



Continued from page 3

## 6. Collect and Review All Relevant Documents

All relevant documents and records should be collected and reviewed prior to beginning the interviews, if possible. Such documents may include: complaints, police reports, personnel files, collective bargaining agreements, board policies, written communications (including emails), statements from witnesses, site files, logs, handwritten notes, social media, and phone records, where available. Each witness should be asked if they have relevant documents such as emails or print-outs of text messages relevant to the complaint.

## 7. Prepare Necessary Admonitions

Before conducting the interviews, the investigator should prepare form admonitions to provide the witnesses, as needed. This may include, Lybarger/Spielbauer warnings (for the accused if s/he may exercise the right to remain silent), Banner admonition (for the accused to assure that they are able to communicate freely with their union), confidentiality admonishments, and statements regarding protection against retaliation.

## 8. Conduct Thorough and Objective Interviews

When conducting the interviews, the investigator should generally begin with the complainant first, to ensure that all details about the allegations are known and the scope of the investigation is clear. The complainant will likely identify potential witnesses to interview. It is usually helpful to interview the accused last, so that the investigator can get his or her response to the statements of the complainant and other witnesses. The accused should also be asked for names of potential witnesses. The order of interviews may need to be changed depending on the nature of the investigation. Prior to concluding the interviews, the investigator should do any necessary follow up interviews to ensure that the investigation is complete. If, during the course of the investigation, additional issues or allegations come up, the investigator should consider whether the issues can appropriately be included within the same investigation, or whether the issues require separate investigation.

The investigator should ensure he or she is able to complete the investigation free from any biases. Interview questions should be neutral. The investigator should not express opinions on the outcome while the investigation is ongoing. If at any point the investigator feels he or she cannot continue the investigation objectively, a new investigator should be brought in or the matter should be referred to an outside investigator or legal counsel.

## 9. Complete A Thorough Report

The investigator should make every attempt to prioritize the completion of the final report promptly after concluding the interviews. Timelines required by Board Policy or other procedure should be adhered to, except in exceptional circumstances. All documents relied upon and any affidavits or witness statements should be included with the final report. While it may be difficult, the investigator should make a reasoned and informed effort to reach a conclusion regarding each disputed material fact. It is often helpful to have an Executive Summary of the report to highlight the key allegations and findings.

## 10. Send Completion Notices

Once the investigation is complete, the district will need to inform both the complainant and the accused regarding the outcome of the investigation. Typically, the complaint policy or procedure will spell out what information should be shared with which parties. It is recommended to consult with legal counsel regarding what documents and information to provide and whether names need to be redacted from documents. Additionally, both the complainant and the accused should be notified of any appeal rights and procedures.

## Conclusion

No two investigations will ever be alike, but the above Best Practices will put you on the road to performing a thorough and complete investigation. As in any potentially litigious situation, school districts should work closely with their own legal counsel, even when conducting an internal investigation, to ensure that all legal requirements are met.



Sarah Levitan Kaatz is a Partner in Lozano Smith's Monterey office. She specializes in labor and employment law and student issues for school districts. She regularly advises clients regarding discrimination complaints, personnel investigations, labor law compliance and related personnel issues.  
Email: [skaatz@lozanosmith.com](mailto:skaatz@lozanosmith.com)



Jessi T. Gasbarro is an Associate in Lozano Smith's Sacramento office. She specializes in labor and employment, special education, and litigation issues. Her practice includes student and employee disciplinary actions, and she conducts internal investigations on issues ranging from gender discrimination to sexual abuse.  
Email: [jgasbarro@lozanosmith.com](mailto:jgasbarro@lozanosmith.com)





Leading the Leaders is a professional learning program that has successfully assisted first and second year superintendents for over fourteen years. The program places participants into a yearlong cohort (North or South) and tackles the current issues faced by superintendents in four (4) workshop settings. Each workshop is comprised of session topics based upon the California Professional Standards for Educational Leaders (CPSEL), delivered by experienced superintendents.

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- Personnel Issues
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- Effectively Working With Your Board (reviewing your contract and preparing for evaluation)
- Leadership in a Pro Active World
- Superintendent Ethics and Form 700
- Getting a Better Grasp of Special Education
- Knowing More than Your CBO Knows about Your Budget

In addition, ACSA will provide a one-on-one mentor to each participant, whose goal will be to assist each new superintendent experience success in the most demanding of public education jobs. Larry Perondi will coordinate the mentors for Leading the Leaders.

**Sign up now, as space is limited.**

**Register online today: <https://www.regonline.com/leadingtheleaders2016-2017>**

## 2016-2017 Cohort Workshop Dates & Locations

### Session 1 | Cupertino

**October 14-15, 2016**

The Apple Campus, 1 Infinite Loop Cupertino, CA 95014

### Session 2 | Indian Wells

**February 7, 2017**

Hyatt Regency Indian Wells, 44600 Indian Wells Ln,  
Indian Wells, CA 92210

### Session 3 | Sacramento

**March 5-7, 2017**

Red Lion Woodlake, 500 Leisure Lane, Sacramento, CA 95815

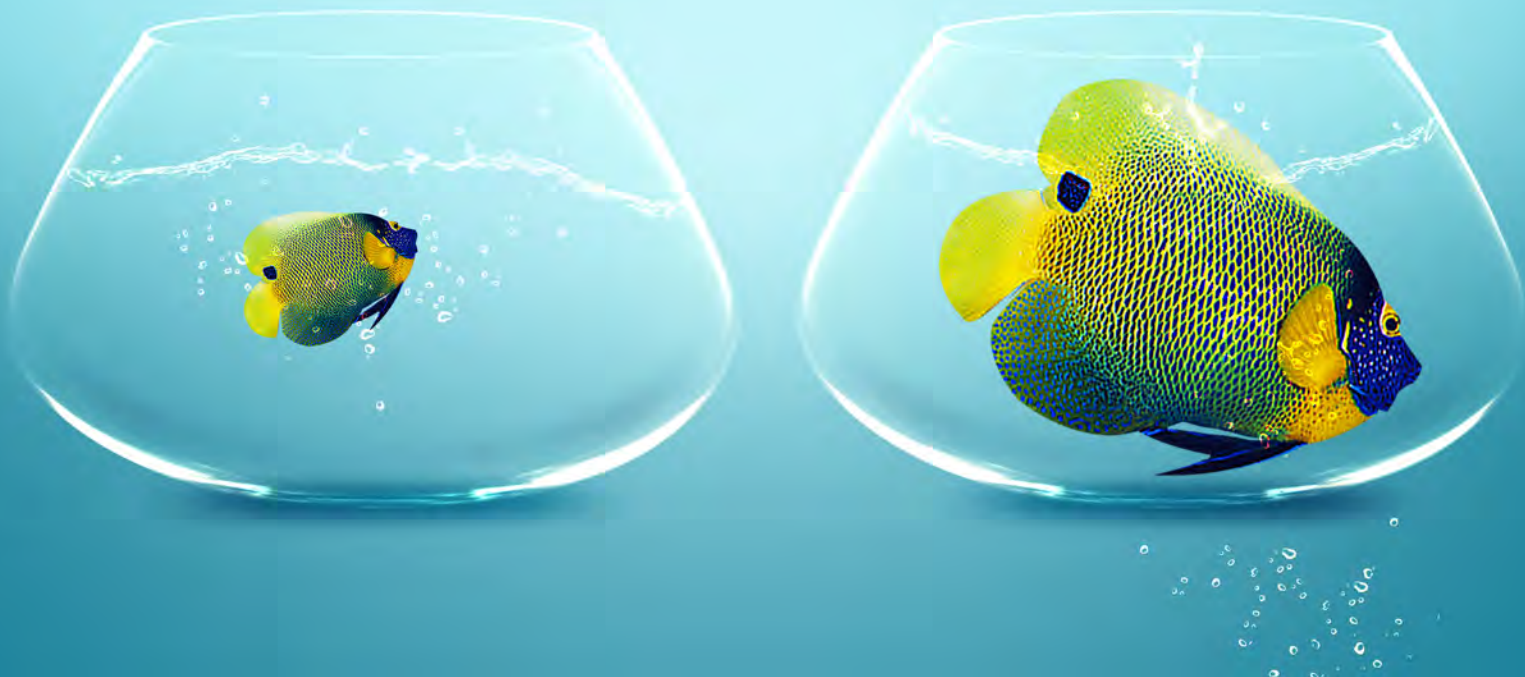
### Session 4 | Location TBD

**April 28-29, 2017**

Location TBD

# Questions?

Contact ACSA Rhonda Morgan at **800.608.ACSA** or **[rmorgan@acsa.org](mailto:rmorgan@acsa.org)**



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# Document Tracking Services



Document Tracking Services (DTS) is working to make accountability reporting easier for Small School Districts.

## LCAP:

The State Board of Education (SBE) is expected to approve the final format of the LCAP at their September meeting. LEAs using DTS for the LCAP can be assured that the template will be available in DTS. Content from last year's LCAP will automatically carry over into the new format - no copying and pasting.

DTS provides additional LCAP-related support including:

- LCAP Translation
  - o No cost for the template to be translated.
  - o Pay only for the content you've written to be translated.
  - o Translations are offered at competitive "discounted" rates and completed by experienced native-speakers and guaranteed.
- Online Stakeholder Feedback Form

Host your LCAP stakeholder feedback/survey form using DTSforms a new service that automatically logs submissions, provides notifications and makes the submission data available for easy reporting with the click of a button.

Call Aaron at 858-784-0960 if you would like more information.

- Data, Budget and Other LCAP-Related Tools

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DTS would like to thank the SSDA for their ongoing support and partnership as we work to make accountability reporting easier for Small School Districts!

Aaron Tarazón, Director  
Document Tracking Services  
10225 Barnes Canyon Road, A200  
San Diego, CA 92121  
Support: 858-784-0967  
Fax: 858-587-4640





## TechLiteracy Skills Inventory for all SSDA Districts

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# Are you Ready if Proposition 51 Passes?



Jessi Vasile with Cooperative Strategies, LLC

## BE PREPARED:

With Proposition 51, the \$9 billion Statewide school facilities bond slated for the November election, many Local Educational Agencies ("LEAs") are gearing up to get in line for State funding. Backlogged K-12 facilities projects already account for approximately \$2 billion of the potential bond, so LEAs should start preparing now to ensure they get a piece of the remaining dollars. Part of the preparation includes identifying the potential local match requirement to the State funds. Local matching is critical in order to get any State funding applications approved.

To prepare to apply for State funding, LEAs should be proactively surveying the needs of their facilities including identifying modernization and/or new construction needs. Small school districts in particular can find it helpful to step back and analyze the more immediate or near future (within 3-5 years) wants and needs of their school district to identify priority areas and determine which projects can be funded using a combination of local and State funding sources. Lastly, small school districts should determine if they qualify for financial hardship under the School Facilities Program as many meet the bonding capacity threshold.

## TAKE ACTION:

Though completing a facilities master plan ("FMP") can be a great place to start, these studies are not right for every LEA. Small school districts can find utilizing a number of smaller studies and analyses much more effective and cost efficient than conducting a full blown FMP. The advantage of a customized study is the ability to take the unique factors of the individual LEA into consideration. This helps to avoid a final plan with projects that the LEA will never be able to implement. For small school districts, we recommend utilizing a combination of the following studies to outline their facilities plan:



ENROLLMENT PROJECTIONS



CAPACITY ANALYSES



FACILITIES NEEDS IDENTIFICATION



PROJECT PRIORITIZATION



FUNDING ANALYSES



COMMUNITY OUTREACH



BOND FEASIBILITY



COST ESTIMATIONS

## ALIGN STAKEHOLDER VISION:

Now is also the time for small school districts to begin engaging their communities and Governing Boards to begin an open dialogue of the desires and expectations of all school district stakeholders. These parties need to work together throughout the completion of the selected studies to set an implementation plan. Incorporating Board workshops and community outreach meetings into the planning process helps integrate the visions of all stakeholders.

Ultimately, by engaging the community, parents, and school sites, the LEA can utilize a transparent process that prioritizes their facilities needs. This exercise then allows the LEA to identify the projects that should be funded first through a combination of local and State funds. As November draws near, all small school districts should begin evaluating their facilities now in order to receive a portion of the \$9 billion in State funds.

*[Cooperative Strategies](#) provides LEAs across the nation with complete financial and demographic planning. Formerly Dolinka Group, LLC, the firm offers expanded resources and fresh approaches to guide LEAs through all aspects of facility planning and financing.*

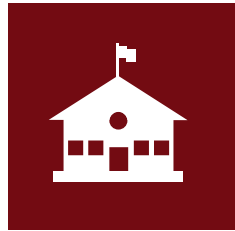


Jessi Vasile can be reached at 844.654.2421 x320 or [jvasile@coopstrategies.com](mailto:jvasile@coopstrategies.com).

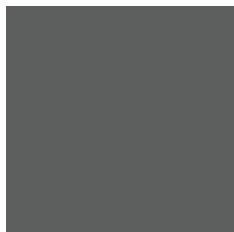


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# **Challenge to State Allocation Board's Authorization of Level III Developer Fees Fails**



Susan Stuart  
Capitol Advisors Group

At its May 25th meeting, the State Allocation Board (SAB) made a very significant decision regarding the imposition of Level III developer fees. Developer fees are those fees paid by property owners and devel-

opers to offset the impacts new construction has on a school district's facilities needs. Level III developer fees can only be triggered when the SAB determines that no state facilities funds are available. After extensive testimony by members of the Fremont and Dublin communities, the California Building Industry Association (CBIA), the Coalition for Adequate School Housing, and other interested parties, the SAB voted 6-1 to allow school districts to assess Level III Developer Fees. Prior to the SAB's decision, school districts had never before been authorized to levy Level III fees.

At this May meeting, advocates claimed that without state funding, growing districts have exhausted local funding mechanisms and only have developer fees to mitigate the costs of constructing new facilities caused by new housing development. They claimed that the state has been out of funding for years and the SAB, as the entity that declares whether new construction funding is exhausted, has the responsibility to pull the Level III trigger.

Opponents argued that the definition of "lack of state funding" had not been met, as, (1) the state was still apportioning some "new construction" projects, and (2) the state had not exhausted new construction funding, as there were funds remaining in specific New Construction programs. They also argued that the Level III decision should be delayed until after the

November election, which was only a few months away. They further argued that a state school bond was the equitable way to fund school construction, and that allowing Level III developer fees would only exacerbate the current disparity of facilities funding throughout the state.

Following the SAB's decision, the CBIA requested a Temporary Restraining Order (TRO) delaying the SAB action, arguing, in part, that there was still funding available for new construction. On May 26th, the Superior Court granted the TRO, prohibiting the SAB from giving notice of the lack of available funds to the Legislature and implementing Level III fees. However, on August 22nd, the Court issued a final ruling on the matter, denying CBIA's request for a preliminary injunction and terminating the TRO. At the hearing on the preliminary injunction, the dispute was focused on the definition of when the SAB could declare when the School Facilities Program was out of money. The developers argued that since there were still programs with available dollars (e.g., the Seismic Mitigation Program), the state was not out of money. Ultimately the court decided that the SAB could make this determination when they are no longer able to apportion the entire next project on the Unfunded List, which had already occurred.

Complicating this issue is Proposition 51, the School Facilities Bond on this year's November Ballot. If Proposition 51 passes, the School Facilities Program will again be funded, eliminating the circumstances that triggered Level III fees. Witnesses at a recent SAB meeting, however, speculated that once Level III fees are authorized, there is no mechanism to rescind this authorization. Discussions regarding this issue as well as the recent court action are currently ongoing.

If you have any questions about this issue, feel free to contact Capitol Advisors Group at (916) 557-9745 or [susan@capitoladvisors.org](mailto:susan@capitoladvisors.org).



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# **State Board of Education Moves Forward on Development of the State Accountability System**



Lee Angela Reid  
Capitol Advisors Group

As part of its ongoing efforts to update our state's accountability system, the State Board of Education (SBE) continues to approve changes to the evaluation rubrics and the revised LCAP template, setting the stage for a pivotal September Board meeting.

## **Evaluation Rubrics**

While a number of actions were taken during its July meeting, the evaluation rubrics continue to be a work in progress. The Board intends to approve the evaluation rubrics at the September 2016 hearing in order to meet the October 2016 statutory deadline. While the Board's actions at the July hearing moved the rubric development forward substantially, it is also clear that work will need to continue beyond October. As part of the motion on the accountability item, the Board directed staff to develop, in advance of the September 2016 meeting, a proposed timeline through the end of the 2017 calendar year that addresses the further developmental work planned for after the approval of the initial phase of the evaluation rubrics.

## State and Local Indicators

The state indicators approved by the SBE will serve a specific purpose within California's emerging local, state and federal accountability and continuous improvement system: County Superintendents, the Superintendent of Public Instruction/California Department of Education, and/or the California Collaborative for Educational Excellence will use them to identify the small number of LEAs or schools that are eligible for assistance or intervention under state and federal accountability requirements. The current state indicators are: Graduation Rate, Academic Indicator (based on test scores for ELA and Math), Suspension Rate by grade span, Progress of English Learners toward Proficiency, and College and Career Readiness. (The English Learner Indicator will incorporate reclassification rates and Long-Term English Learner [LTEL] data as it becomes available).

At the July meeting, the Board approved adding a measure of college and career readiness as a state indicator.

The College and Career Indicator (CCI) will combine Grade 11 test scores on English Language Arts (ELA) and Math and other measures of college and career readiness. The CCI will be also used to establish standards for State Priority 7 (Access to Broad Course of Study) and Priority 8 (Outcomes in a Broad Course of Study). Because Grade 11 scores are now included in the CCI, the Board removed Grade 11 scores from the state indicator for student test scores on ELA and Math (Priority 4 – Pupil Achievement), that had been previously approved at the May 2016 Board meeting. This was done to avoid double-counting those test scores in two state indicators.

While a draft model CCI has been proposed, from the Board discussion, it is clear that modifications are coming. Since the hearing, staff have been reviewing alternative methodologies as well as developing responses to concerns from Board Member Patricia Rucker that more career readiness/preparation elements are needed and from Board Member Sue Burr that the indicator is too "high school heavy." Development of earlier indicators of readiness, particularly an 8th grade indicator of high school readiness, is part of the current conversation. Staff will present a recommendation on the technical specifications for the CCI at the September 2016 Board meeting.

## Standards for the State Indicators and/or LCFF Priorities

Earlier this year, the Board approved a methodology for calculating performance as a combination of status and change for the state indicators in order to differentiate performance at the LEA and school levels, and for student subgroups.

"Status" will be determined by the current year performance and "Change" is the difference between the performance of the first year and the prior year or between the current year and a multi-year average (for example, current graduation rate and the three-year average). Both will be equally weighted to make an overall determination for a "Performance Category," that will be represented by a color, for each indicator.

At the last hearing, the Board approved a methodology for establishing standards for the remaining state priorities:

- Priority 1 (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)

Continued on page 14

# *State Board of Education Moves Forward on Development of the State Accountability System*

Continued from page 13

- Priority 2 (Implementation of State Academic Standards)
- Priority 3 (Parent Engagement)
- County Office of Education (COE) Priority 9 (Coordination of Services for Expelled Students)
- COE Priority 10 (Coordination of Services for Foster Youth)

While still a work in progress, the methodology structure would include the evidence for assessing progress relative to the standard and the criteria that LEAs would use to assess progress toward meeting the standard (Met/Not Met/Not Met for Two or More Years). The goal of this approach is to emphasize the importance of these priorities and to establish a baseline of locally-reported data to inform future policy actions.

The Board also approved the inclusion of a standard for the use of local climate surveys to support a broader assessment of performance on Priority 6 (School Climate) beyond suspension. The Board is going to establish a working group to assist with development of additional means for assessing school climate; however, for the first year, the Healthy Kids Survey will be used.

## Rubrics Design

The proposed rubrics will include the following additional components:

1. **Top-Level Summary Data Display** – A summary report for use by LEAs and schools illustrating performance relative to the standards established for all LCFF Priorities. The display includes a narrative section where indicator results can be explained and an Equity Report, which will identify instances where any student subgroup is in the two lowest performance categories (currently Red or Orange) on a state indicator. There are a number of questions concerning the display, and, in particular, the Equity Report, so further refinement continues

2. **Data Analysis Tool** – Users will be able to generate more detailed data reports that include both state and local indicators
3. **Statements of Model Practices** – Descriptions of research-supported and evidence-based practices that will correspond to the indicators from the data analysis tool. (Optional for use by LEAs)

## **Revised LCAP Template**

Work to redesign the LCAP template to align with the federal requirements under ESSA, and to be more user friendly is ongoing. The new template will be a three-year inclusive plan. The revised template is seen as a vast improvement over the current template. However, some questions still remain, including whether the LCAP e-template will be mandated rather than optional, and whether all of the proposed additions are making the LCAP less of a plan and more of a compliance document.

## **What's Next?**

The Board will next meet September 8th and 9th and is expected to discuss the rubrics on the first day of the hearing. While the final version of the revised LCAP Template was to be presented to the Board for approval at the hearing, the Board announced recently that the item would be pushed to the November 2016 meeting to give the Board more time to consider proposed changes. While this draws out the timeline a little longer, it also frees up time for the Board to consider, and ultimately approve, the evaluation rubrics.

The SBE agenda will be posted 10 days prior to the hearing. It, as well as additional information about both the proposed evaluation rubrics and the revised LCAP template, can be found on the State Board website: <http://www.cde.ca.gov/be/>.





## New & Returning Members



## Districts

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 Pond Union Elementary School District  
 Richgrove Elementary School District  
 South Fork Union School District  
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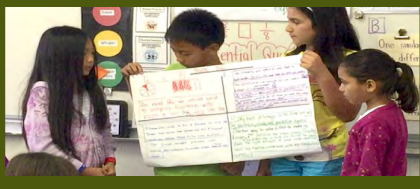
### Professional Development



### On-Site Coaching



### Mathematical Thinking



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- Develop teacher leaders and coaches
- Customized year-to-year professional development
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- Special Education

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# Westside Small School Districts In Kern County Convene



Stuart Packard, Superintendent of Buttonwillow Union School District

For the past three years a number of small school districts with ADA ranging from 60 to 3,000 and varying socio-economic levels in Kern County have been working to formulate a cohesive group that plans, works and trains together. The kick off to building this partnership occurred August 1st through the 5th, 2016 at Subaru Elementary School in the Lakeside Union School District where 200 teachers from the following districts; Maple, Semitropic, Richland, Belridge, McKittrick, Elk Hills, Rio Bravo Greeley, Lakeside, Maricopa, Taft City, and Buttonwillow came together for a week of professional development.

Former State Superintendent of Instruction, Jack O'Connell and now partner in Capitol Advisors, whose firm lobbies for the Small School District Association, opened the event. Mr. O'Connell spoke to the power and strength of the teaching and administration of small school districts. He highlighted that small school districts have unique qualities and how SSDA serves to ensure that their voice is represented in Sacramento.

Jill Hamilton-Bunch, Director of the Point Loma Education Program in Kern County and nationally recognized leader in working with English Learners worked with the group for three days.

Her training provided time for teachers to collaborate, form district site teams and develop plans for the 2016-2017 school year.

Erin Walker, CEO of NextGen Math provided a team of five presenters who trained both administrators and teachers

about the online standards based math program which is being implemented in Kern County. This program provides limitless Common Core resources designed to prepare students for mastery and real world application of the mathematical standards that are organized by grade level, claim, target standard and topic. Teachers will be able to save countless hours that would otherwise be spent searching for the ideal materials. NextGen Math gives educators access to an endless number of Comprehensive



Continued on page 17







# Westside Small School Districts In Kern County Convene



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Assessments with the item bank that cannot be exhausted. Moreover teachers can customize intervention material or practice assessments by dragging and dropping the standards of their choice.

Julie Adams, founder of Adams Educational Consulting (AEC), closed the event with training on “Neuroscience and Powerful Instructional Practices for Common Core”. Teachers learned how to better boost student achievement utilizing the latest neuroscience research and instructional best practices and examine their connection to the new common core state standards. Mrs. Adams is an international educational consultant

providing engaging and effective training and coaching to both public and private K-12 schools. Mrs. Adams, a Nationally Board Certified Teacher and Educator of the Year who has taught primary through graduate school and equips educators with strategies that empower students with the skills necessary for academic success.

After a week of powerful professional development training, attendees received a bag of goodies plus drawing for Yeti drink coolers and other gift certificates to local restaurants. This professional development event is just the beginning of more to come as the Westside School Districts continue to collaborate on professional development and ways to reduce costs in purchasing materials.







# 35 Years of Excellence



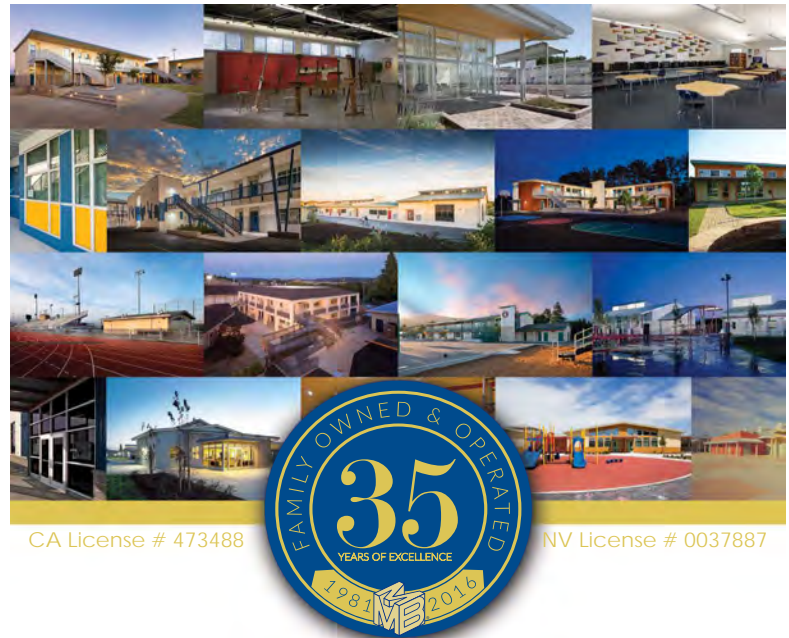
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