



# Soledad Unified School District Weekly Newsletter

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**2016/2017 THEME: DISCOVER WHAT'S POSSIBLE**

**OCTOBER 21, 2016**

## BRIGHT SPOTS

Main Street has been implementing PBIS incentives for not only their students, but also for the staff this year! Through their "Kudos Program" they find ways for staff to publicly recognize their colleagues at staff meetings by writing a blurb about how awesome they are (these are also hung up in the staff lounge). Admin also has an opportunity to recognize outstanding staff by writing their own Kudos that is presented at staff meetings and is accompanied by a gold bar of excellence that is worn on the staff member's lanyard. There are three types of pins; a Trojan which represents school spirit, an excellent when a teacher or staff has done something above and beyond and a gold bar for all things great. Along with the pin the recipient also get a ticket and once a quarter is entered into a raffle for an amazing prize. All in all, this has been a great way to uplift one another and acknowledge one another for all the hard work the staff put in on a daily basis!



### Fisher Frye Walk Throughs

I wanted to share some positive comments made by our Trainer and administrators on what they saw during their walkthroughs at Jack Franscioni Elementary: Connie (Trainer) - "It was amazing to see EVERYONE following the District Curriculum. I don't see that often; usually there are some who think that their ideas are better or they like last year's activities more or they are teaching a lesson or unit that may be related the adopted curriculum." "These walk-throughs were authentic. I so appreciated that no one put on a "Dog and Pony" show for me." "The buddy (teacher) system is ingenious. It is impressive how seamlessly it worked." (Ms. Davis had to explain why a couple of students entered another classroom and did not participate in the lesson.) "The use of technology in meaningful ways (especially in 6th and 3rd) was very impressive." "Students behave amazingly well."

Dianne Witwer commented: "Everyone was using grade level texts; no one was teaching from a text below grade level." "I saw some impressive questioning techniques."

School and District Administrator comments: "Teachers did an excellent job of activating prior knowledge"; "I saw lots of scaffolding"; "Students at this school are well-behaved."; "I saw lots of student collaboration."; "I saw the 5Cs posted."; "Great student engagement, especially around the student collaboration and technology."; "I saw a great example of differentiation."; "I saw students annotating while using the close reader."; "I saw great examples of positive relationships between teacher and students."

**So many good things are Happening in SUSD!**

## Acts of Kindness

I want to challenge everyone to display acts of kindness with everyone, but especially our peers. In a world with so many angry people and a busy lifestyle, it is sometimes hard to be kind. It is important that we remind ourselves, that sometimes a little kindness can go a long way. It not only shows we care for the person we are being kind to; but it makes us feel good. We often reward our students when we see them doing something good. So how about doing the same for our peers? When you see them doing something kind, do you commend them and recognize them? Let's not lose focus; we can create a very positive environment by being kind. Acts of Kindness is supported by research. When something happens at our school site and we are not sure of what to do or say, do or say the kind thing. Let's set the tone. Let's appreciate one another, help one another in support of students. The notion of being an "Upstander" and not a "Bystander" is a good one.

**For up to date information follow us and like us on Facebook**



# Educational Services Team



## LCAP Goal 2- The 2nd Fisher & Frey Training for our Elementary Schools

The Elementary School teams met with Connie, our trainer, on Wed., Oct. 19 at Jack Francioni. First we conducted learning walks in 12 classrooms, then we debriefed & discussed the evidence of text complexity and gradual release strategies that we observed. Next the site teams learned about Modeling and Learning Targets. The teams are going to go back to their sites and train their teachers on these new learning strategies in reading. Our next Fisher & Frey training will be at Frank Ledesma at the end of November.



## LCAP Goal 2- The 2nd Fisher & Frey Training for our Secondary Schools

Connie Hamilton trained our Secondary Schools on Modeling & Learning Targets on Tues., Oct. 18. We started our day by conducting walk throughs at Main Street which included visiting 12 classrooms. Our team then debriefed about what we observed regarding text complexity and gradual release strategies that we learned about last month. We then discussed our new focus which is Modeling & Learning Targets which we are to train our schools on before our next meeting the end of November. Next month we will be conducting walk throughs at Soledad High School.



# Special Projects

## Coming Up:

- October 24-25 Annual CELDT testing Rose Ferrero
- October 24 - November 4th CELD Curriculum Associates language acquisition testing window
- October 24th - ASP meeting (3:00-4:30 @ C&I Building)
- October 31 CELDT testing complete

## Language Objectives

(LCAP GOAL 6)

A few weeks ago I shared some information about language objectives. Language objectives should be written after reviewing the lesson and standard/ lesson objective(s). Kate Kinsella shared 5 simple steps for writing lesson objectives during her designated / integrate ELD institute:

- What are the specific student tasks? What are the students expected to do?
- Based upon how the lesson is written, what verbal and written responses can I anticipate from my students?
- What do I need to do to augment this lesson & meet the standards?
- What would be the ideal and most linguistically adept student response(s)?
- Write a statement describing the language objective(s).

Students will.....

## Rose Ferrero After School Program



Watch 3rd, 4th, & 5th grade after school students build Alien STEM towers at Rose Ferrero. Great Job students!



Erin Ramirez  
Special Projects Coordinator  
eramirez@soledad.k12.ca.us



# SPECIAL EDUCATION

## District Responsibilities for IEP's

- \*Ensure that one or both parents are present, or afforded the opportunity to participate by phone
- \*Notify parent in a reasonable time of the meeting
- \*Schedule the meeting at a mutual agreed upon time

## Noticing Parents for an IEP

- \*Indicate the purpose of the meeting
- \*Indicate the time of the meeting
- \*Indicate the location of the meeting
- \*Indicate who will attend
- \*Notice the parent prior to the meeting in a reasonable amount of time so that they can attend

## DISTRICT HIGHLIGHTS

Pictured is Catalina Arroyo. Catalina is an Instructional Aide in the preschool classroom at San Vicente Elementary School. Catalina has been working in this program for over a year now, and is a great asset to the success of this Regional Program that is open to all preschool children living in the south county. Catalina is also going to school to become a teacher. Thank you for all you do Catalina!



# Business Department



## Soledad Unified School District Business Department Purchase Orders:

Purchase Orders ("P.O.'s") are legal documents that obligate the District to pay for items that are being ordered. A

P.O. is the District's promise to pay, once an item is delivered and accepted by the District. Conversely, without a properly approved and issued P.O., the District is under no obligation to pay for goods or services received, even if the goods or services were procured by the District staff member.  
District policy mandates

*For any questions, please call the Business Office at (831) 678-0786.*

**Business Office Hours:  
Monday-Friday  
7:45 a.m. - 4:45 p.m.**

## The Fiscal Report General Fund Revenues Just Missed the Mark

State General Fund revenue collections for the month of September fell just short of projections, coming in \$32 million lower than expected, or 0.3%. For the first three months of the fiscal year, revenues are behind the May Revision forecast by \$217 million. We note that September is an average month for collections, accounting for about 8.7% of the annual total.

The Department of Finance's (DOF) October 2016 *Finance Bulletin* reports that personal income tax revenues came in better than expected, beating the forecast by \$124 million, or 1.8%. Withholding receipt came in above the forecast, while capital gains, other revenues, and refunds came in on target.

While the personal income tax beat expectations, sales and use tax revenues for September missed the mark by \$70 million, and the corporation tax fell short \$181 million. All other revenues sources combined were up a net \$94 million. Two weeks ago, the State Controller's Office (SCO) reported that General Fund revenues for September came in \$152 million *above* the forecast level, or 1.5%, which stands in contrast to the just-released DOF report. We note that different methods of accounting and the timing of information made available to the SCO and the DOF from the Franchise Tax Board of Equalization result in different tallies of monthly revenues. Ultimately the Governor's Budget and the May Revision are based on forecasts prepared by the DOF. Therefore, we place more reliance on the DOF monthly reports as we monitor the health of state revenues and the economics.

*School Services Of California,  
volume 36 No.21 published 10/21/2016*

# Human Resources



## IMPACT A CHILDS LIFE!



**Who:** Working Professionals interested in becoming an Elementary Teacher  
**When:** November 1, 2016, 4 pm - 5:15 pm  
**Where:** C&I Building | 1261 Metz Road

Please look for open positions on our website at [soledadusd.org](http://soledadusd.org)

### Keenan Safe School

If you are a new employee to our District, please be sure to complete the Keenan Safe School trainings. It is mandatory that the following trainings be completed within the first 6-weeks of employment:

- Blood Bourne Pathogens
- Child Abuse
- Workplace Harassment

If you need support, please contact Nancy Terrones at [nterrones@soledad.k12.ca.us](mailto:nterrones@soledad.k12.ca.us)



### Julia Turner - New Teacher Support & Development Coordinator

Common Core: Unlocking the Future Today

#### Action Research: Case Study

At the end of September, teachers with emergency-credentials submitted their first Action Research Case Study analysis. Teachers employed routinely into their instruction self-selected techniques from Teach Like a Champion 2.0 and/or instructional practices from the September seminar. While knowing that all students would benefit from these practices, teachers monitored how the three case-study students responded to the practices. The following relate four teachers' responses that manifest what they witnessed.

Technique / Strategy	Case -Study Student	Impact
<b>No Opt Out</b>	Student responds with "I don't know."	Student volunteers to answer. Holding him responsible for answer makes sure that he is participating and he knows that.
<b>Choral Reading &amp; Repetition</b>	Student is a native Spanish speaker who understands most English instruction, content and who struggles with some academic language.	Student seems to benefit from repetition and is more vocal when needing to express confusion or the need to understand a word better.
<b>Sentence Frames</b>	Student usually knows the answers to the academic questions; I now want her to always use sentences.	Even when I have forgotten to provide a sentence frame, student continues to answer with a sentence.
<b>Preparing for Errors</b>	Student expresses that not being good at math. She struggles with being wrong because of low self-esteem.	Student's behavior is improving because the student knows it is okay to make mistakes; my classroom is becoming a safe haven where the student feels confident.

#### Synthesis: What did teachers learn about the impact of their practices on student achievement

**Preparing for Errors:** For students to feel safe in my classroom, they have to know that they won't be judged on making mistakes. If students don't feel safe, they won't be able to learn from their mistakes and reach their abilities.

**No Opt Out:** I must remember to give students plenty of time to answer, support them to be able to respond, if even just to repeat a response. Students must know that they are expected to answer.

- LCAP #1 – SUSD will increase graduation rate for students, college and career ready.
- LCAP #2 – SUSD will provide a high quality and comprehensive instructional program.
- LCAP #6 – SUSD will provide resources for ELs and other students requiring additional support
- LCAP #6 – SUSD will provide resources for ELs and other students requiring additional support relate four teachers' responses

# Technology



## Phone Repair/Requests

Tech Department now handles any phone line repair requests. For all requests, please email your site's technology helpdesk.

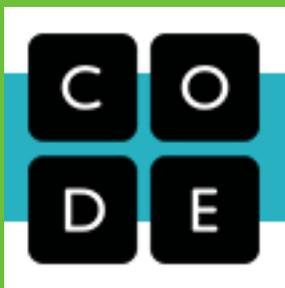
## Tech Professional Development

Teachers, if you have a request for our Tech Committee to train your site on a specific app or program, please email Annette Trujillo, Director of Technology, at [atrujillo@soledadusd.org](mailto:atrujillo@soledadusd.org).

## HOUR OF CODE

We'd like to encourage all our teachers to incorporate an "hour of code" into your curriculum at least once per week if possible. You do not have to know coding to teach it. Coding is an essential skill that is in high demand in today's industry.

When coding, children also learn other skills such as math, logical thinking, problem solving, persistence, etc. Your students will love coding so much they might even skip their break to work on their coding. Below are some resources to get you started.



Hour of Code™ with Microsoft Touch Develop



Try an Hour of Code™ with Khan Academy





TBA



## MAINTENANCE

Today school M&O departments face significant challenges with the reduction of dedicated state funding for school M&O, and the Local Control Accountability Plan's (LCAP) requirement that districts must ensure that their facilities are maintained in "Good Repair".

That's why we, The MOT Department try to process work orders in a timely manner, so that our facilities are maintained in good repair.

If you need to submit a work order please use the following link or you can find it on the district website.

<https://login.myschoolbuilding.com/msb?acctNum=108751360&productID=TD>

### TRANSPORTATION NEWS

#### Be Prepared for Seasonal Changes

It will soon be getting dark earlier, the weather is getting cooler and we need to be prepared for the rain when it comes. Being prepared is making sure your heater/defroster works, windshield washer fluid is full, tires have good tread, headlights are working properly and interior lights



## State Emergency Repair Program

This is made possible by a 0% interest loan in the amount \$2 million through the California Energy Commission.

Tentative timeline:

Groundbreaking starts December 10, 2016  
Completion is anticipated by April 2017



Thurs.  
10/27/16 4pm-7pm  
Main Street Middle School

441 Main St., Soledad  
Ages: 2 years & up

**FREE!**

Join the FUN!

**6th Annual Bowling Tournament!**

All proceeds go towards  
Cops Giving Tree!



\*Valley Center Bowl,  
1081 S. Main St, Salinas CA  
\* Friday, November 04, 2016  
\*Registration begins at 4pm.  
All teams must be registered by  
5pm.  
Tournament starts at 5pm

\*\$30 Individual/ \$180 Team of 6  
\*2 Games per Person/Team and the top Teams compete  
for the Championship

\*For any questions please  
contact Michele Galloway at  
831-261-2642 or  
[chelee3@sbcglobal.net](mailto:chelee3@sbcglobal.net)



**Askable Parent**  
**Wed. October 26 2016**

Enika Torres is the Coordinator for Pregnancy Prevention Programs at the County of Monterey. She has over 15 years experience teaching reproductive health. The CA Healthy Youth Act took effect in January 2016, requires that school districts provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV education at least once in middle school and once in high school. At the Soledad District, we offer Cuidate! at Main Street Middle School and Be Proud! Be Responsible! at the high schools and alternative education. Come review both evidence programs, review the curriculum and ask questions. At 6:00 pm we will also offer the Askable Parent Workshop that encourages parents to talk to youth about reproductive health with their parents.

Soledad High Mission Room  
5:30-6:00 p.m. Curriculum Review and Questions  
6:00-7:00 p.m. Askable Parent workshop  
7:00-7:30 p.m. Curriculum Review and Questions

For more information, please contact Ms. Aideo Aldaco at (831) 540-0191 or via email at [aldaco@soledad.k12.ca.us](mailto:aldaco@soledad.k12.ca.us)



**Taller para padres, "Padres Accesibles"**  
**miércoles, 26 octubre de 2016**

Enika Torres es el Coordinador de Programas de Prevención de Embarazo en el Condado de Monterey. Ella tiene más de 15 años de experiencia en la enseñanza de la salud reproductiva. La ley de la juventud sana de California entró en vigor en enero de 2016, requiere que los distritos escolares ofrezcan a los estudiantes sobre la salud sexual integral, completa, precisa e imparcial y la educación sobre el VIH al menos una vez en la escuela secundaria.

En el Distrito Soledad, ofrecemos Cuidate! en la calle principal de la escuela media y estar orgullosos! (Se responsable!) en las escuelas secundarias y de educación alternativa. Ven revisar tanto los programas de evidencia, revisar el plan de estudios y hacer preguntas. A las 6:00 pm, se ofrecerá también el taller para padres y donde pueden hacer preguntas que animan a los padres a hablar con los jóvenes sobre salud reproductiva con sus padres.

en la Escuela Preparatoria de Soledad, Salón M810n  
5:30-6:00: Repaso de Currículo y Preguntas  
6:00 pm: Taller de Padres Accesibles  
7:00-7:30 pm Repaso de Currículo y Preguntas

Para más información, comuníquese con Aideo Aldaco al (831) 540-0191 o por correo electrónico: [aldaco@soledad.k12.ca.us](mailto:aldaco@soledad.k12.ca.us)