LEADERS IN ACTION

The **Association of California School Administrators** is the largest umbrella organization for school leaders in the United States, serving more than 17,000 California educators.

ACSA's top priority is advocating for public school students in kindergarten through grade 12, as well as adult learners. Our mission is to be the driving force of education in California and beyond.

ACSA Region 17: 1,200 Members Strong; The Place to Be, The Place Belong, The Place to Become!

Fall 2022

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Anaheim Elementary School District's
UPK in Action

By Kim Govea and Maria Villegas

Anaheim Elementary School District's (AESD) implementation of Universal PreKindergarten started long before it was formally mandated by lawmakers in September 2021. As such, AESD has been on a journey to focus on "who we serve" and providing equitable access to high-quality early learning opportunities as the timeline for meeting students' needs. Since 2019, AESD offered all four-year-old children and their families a seat in one of its full day Transitional Kindergarten (TK) classrooms regardless of when they turn five-years-old within the school year. Currently, AESD has 46 TK classrooms with a total of 880 students. Eleven of the 46 classes are Spanish Dual Language Immersion Classes and three are Special Day classes. AESD wants to give young learners a jump start and provide them with an opportunity to learn and grow in an environment tailored to meet their academic and social needs. TK uses a unique, specialized curriculum based on the California Preschool Learning Foundations and Framework with a focus on developmentally appropriate practices. The program is developmental for students so they have the gift of time to learn in an interactive way filled with language opportunities.

AESD also focuses on aligning its policies and practices in preschool, across transitions to TK and Kindergarten, and through third grade and beyond. The goal is to create a coherent system key to closing the opportunity gap. To date, AESD has reimagined the role of early childhood instructional assistants across programs, enabling them to serve seamlessly between separately funded programs in full-time capacities, ensuring more consistent high-quality instructional support. The district integrated the California State Preschool Program into the district's TK-6

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ACSA Region 17 Networking
BOWLING NIGHT

By Jose Mata, Ed.D.

On Monday, September 12th, ACSA Region 17 hosted its first networking event of the 2022-2023 school year. Orange County school administrators came from across the region to gather at Lucky Strike in the city of Orange for a night of bowling fun and fellowship. This was a departure from the regular format of our network events,

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Anaheim Elementary School District's UPK in Action

AERIES system to ensure preschool students and families are included in all aspects of the school's planning and are fully seen, heard and valued as part of the community. Next steps include work to align and connect the Desired Results Developmental Profile (DRDP) portfolio data and assessments, create consistent classroom learning environments that support a developmental approach to early learning, and align all instructional tools from PK-3rd grade.

Additionally, AESD is working on increasing family engagement in early childhood classrooms. Not only does brain research assert 90% of the brain is developed by the time a child turns five years old, but when you engage with families, you join with them to support their child's whole development and learning. Family engagement improves a child's health, development, and well-being. It also improves the family's confidence and relationships with their children To have classrooms filled with the voices and helping hands of two-three parent volunteers in every early childhood classroom from Preschool to 3rd grade is another step to ensuring the AESD students and families "who we serve" continue to be the drivers of all implementations.





In order to meet the staffing demands of our TK program, AESD offers a pathway for teachers to complete the TK authorization. AESD offers a combination of early childhood education courses focused on developmentally appropriate practices, social emotional learning, language and literacy development, hands-on math strategies, and best inclusive practices. With these courses and twelve additional hours of external coursework, AESD teachers are fully authorized to teach transitional kindergarten. AESD's goal is to provide a high-quality equitable program for every student we serve. ✦

ACSA Region 17 Networking Bowling Night

Continued from page 1

which have typically featured a guest speaker or panel that addressed some professional topic or issue. Responding to member feedback, ACSA Region 17's networking events committee shifted the focus of this night to include more opportunities for informal networking and conversation. It was a hit to say the least. While there were many familiar names and faces among the almost 100 registrants, ACSA Region 17 welcomed a number of newcomers, from seasoned principals to aspiring administrators, to the fold. In between frames marked with strikes, spares, and the occasional gutter ball, attendees connected with colleagues, enjoyed one another's company, and laid the groundwork for future collaboration and support. In all, a great time was had with the overall feeling captured by one attendee's question to close the night: "When's the next one?" ✦















President's *Message*

By Amy Nagy, Ed.D.

I hope your school year is off to a great start! I know that things move quickly and in our race to get everything done, we sometimes forget to slow down and take the time to appreciate all that we have. Recently, I read the book, Evolving with Gratitude by our ACSA 17 and OCSBA's Joint Dinner keynote speaker, Lainie Rowell. It was a quick and powerful read! I found myself underling a lot of the text and writing all over the margins. Her book is filled with simple ideas for expressing gratitude and creating space for gratitude practices in our personal and professional lives. She shares her own experiences/practices and those from educators across the globe. It was great to hear even more from her at our Joint Dinner Event in October with so many other local educators! Be sure you have our next two events on your calendars.

1. November 15, 2022
5:00-7:00p.m. - Bowers Museum

Fall Leadership Event -*Cultural Proficiency: Courageous Leadership Where We Live, Learn and Earn!*
Our Keynote is Dr. Shelley Holt. See our website for more information and to register.

2. January 28, 2023
7:30a.m. - 1:00p.m.
ACSA 17 Annual Conference - ***Leading in a Culture of Change with the one and only Michael Fullan!***
Click here for more information and to register. We are also taking proposals for workshops. If you are interested in sharing a best practice, submit your proposal here.

ACSA 17 is "The Place to Be, The Place to Belong, The Place to Become!" We look forward to seeing you and your colleagues at these great events! ✦



NMUSD *LETRS*

By Kari Adams & Vanessa Galey

NMUSD is living inclusive practices! In a cross division collaboration, and in support of our Board priority of early literacy, our Elementary Education Services and Special Education department have two cohorts participating in a rigorous two year professional learning program called LETRS: Language Essentials for Teachers of Reading and Spelling. The two cohorts consist of 28 special education teachers across elementary and secondary, two of our Special Education TOSAs, 41 general education full-time support teachers, and English Language Arts/English Language Development TOSAs representing all 22 comprehensive elementary sites. The course provides educators with a "deep knowledge to be literacy and language experts in the science of reading." LETRS focuses on the science, and then the application of the science, to support educators in being highly knowledgeable in early literacy. Our Special Education cohort began on August 25th with our LETRS kick-off while the general education cohort kicked off on September 9th. The kick-off began with an opening call to return to "our why," an overview of the two year-long time commitment, and an initial dive into the digital system. We are looking forward to our first year together! ✦





$24 Million In Grant Funds to AUHSD for *Community Schools*

By Renae Bryant, Ed.D.



AUHSD Superintendent Michael Matsuda and State Superintendent of Public Instruction Tony Thurmond.

Tony Thurmond, State Superintendent of Public Instruction, joined the Anaheim Union High School District (AUHSD) during a ribbon-cutting ceremony on September 1, 2022 for the launch of the Community Schools Resource Center (CSRC) at Sycamore Junior High School. AUHSD received $24 million in grant funding from the California Community Schools Partnership Program (CCSPP) grants for community schools for thirteen sites, proportionally the most in the state of California. The CSRC at Sycamore is the first of many resource centers to open for students and families across the District. The CSRC is a school-based community resource center dedicated to providing services and opportunities to Sycamore Junior High students, families, and community members. It is a hub where educational partners come together to uplift, nurture and share the many assets that exist in the Sycamore Junior High School community.

AUHSD will focus the Community Schools Resource Centers on the SBE approved a California Community Schools Framework focused on four equity points: a commitment to 1) to share power; 2) use racially just restorative practices; 3) culturally relevant teaching practices; and 3) approach school communities through the an assets-based lens. AUHSD community schools will partner with higher education, including Cypress and Fullerton Community Colleges, Cal State Fullerton, North Orange County ROP programs, as well as business and non-profit partners. The community schools offer wrap-around services for mental health, food pantries, and health clinics. Teachers are also released to develop integrated community schools curriculum so students are empowered to solve issues impacting the community such as food deserts, health care, environmental justice, housing, energy and transportation needs.



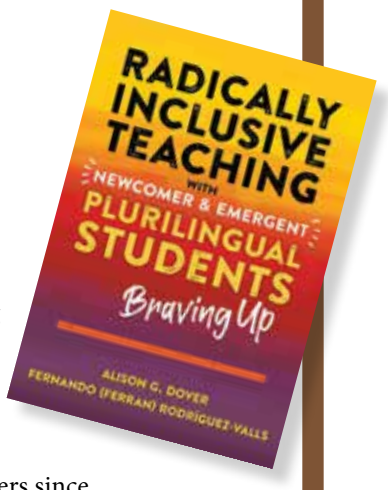
AUHSD Sycamore Junior High School Principal Nancy Cortez and State Superintendent of Public Instruction Tony Thurmond.



AUHSD Sycamore Junior High School Community Schools Ribbon Cutting Ceremony.

AUHSD Language Explorers Featured In Teachers College Press Book

Radically Inclusive Teaching with Newcomer & Emergent Plurilingual Students: *Braving Up*



By Renae Bryant, Ed.D.

Anaheim Union High School District (AUHSD) language explorers (scholars, educators, families and leaders) are featured in a new Teachers College Press book, Radically Inclusive Teaching with Newcomer & Emergent Plurilingual Students: Braving Up by Alison Dover, Ed.D. and Ferran Rodriguez-Valls, Ph.D. The book serves to build the capacity of current and future educators and leaders to facilitate culturally and linguistically sustaining pedagogy. It emphasizes the importance for both the educator and scholar to expand their linguistic repertoire, make metalinguistic decisions, and be seen as co-learners and constructors of knowledge.

The book contains some of the curriculum and work samples taken from the 2018 Orange County Department of Education Cultural and Linguistic Responsiveness Award and the 2019 California School Boards Association Golden Bell Award winning AUHSD's Summer Language Academy (SLA) and (up for the 2022 CSBA Golden Bell Award) Saturday Language Academy (SALA). It also highlights the poetry, artifacts, photos, and work samples from both SLA and SALA. AUHSD is highlighted throughout the book and the final chapter is co-authored by district leadership and focuses on the systems work to keep language explorer programs successful.

With many districts experiencing an influx of newcomers [AUHSD enrolled 207 newcomers since July 2022], Radically Inclusive Teaching with Newcomer & Emergent Plurilingual Students: Braving Up is the book educators need to help us provide the most culturally and linguistically sustaining pedagogy possible to focus on the assets our scholars and their families bring to our communities while accelerating language acquisition. ✦



AUHSD Board of Trustees, Back Row Left to Right: CSUF Professor & Author Dr. Ferran Rodriguez-Valls, AUHSD Superintendent Michael Matsuda, AUHSD Board of Trustees: Brian O'Neal, Al Jabbar, Anna Piercy, Katherine H. Smith, AnneMarie Randle-Trejo, and Anna L. Piercy; Front Row Left to Right: CSUF Professor & Author Dr. Alison Dover, Dale Junior High School Assistant Principal Joanna Peters, AUHSD Graduate & Contributing Poet Gea Lopez, and AUHSD Director of Plurilingual Services & Contributing Author Dr. Renae Bryant

Partner Spotlight *Key Questions:*

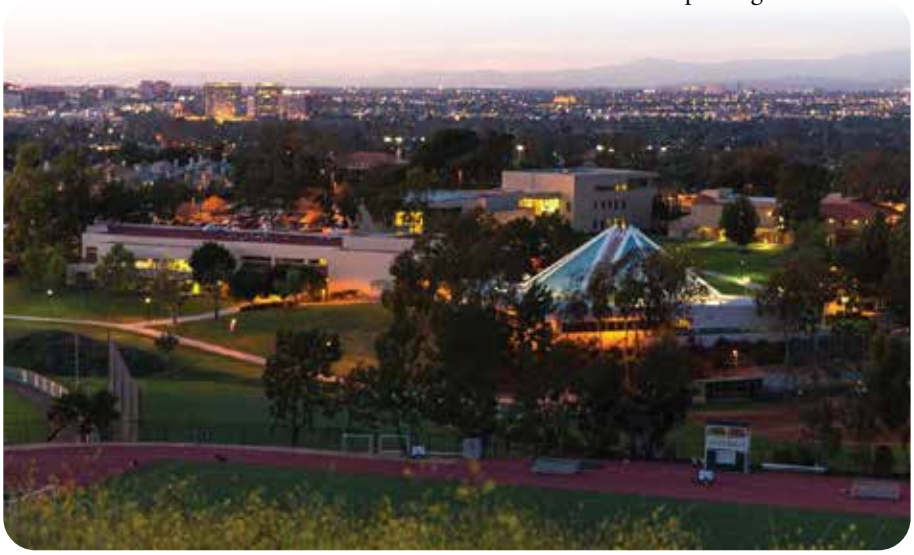
CONCORDIA UNIVERSITY IRVINE

1. What does your organization do in the world of education?

Located on a scenic hillside in Southern California stands Concordia University Irvine (CUI). CUI is a private Lutheran university that was established in 1976 to enthusiastically educate those pursuing advanced knowledge and is distinguished by Christ-like service and academic excellence. Within CUI rests the School of Education (SOE) whose mission is to be a distinguished School of Education that attracts, equips, and supports candidates aspiring to become wise and honorable servant leaders in education. Offered inside the SOE are several noteworthy programs including teacher credentialing programs, masters of arts in education programs, as well as doctorate in education programs. Each of these programs has assisted in contributing to the more than 40,000 alumni who are influencing communities around the world.

2. Why have you chosen to partner with ACSA Region 17?

Concordia University Irvine appreciates the value associated with establishing strong partnerships and encourages individual schools to forge relationships that enhance the quality of educational experiences for students. In this spirit the Preliminary Administrative Services Credential (PASC) Program residing under the School of Education nurtures and cultivates their partnership with the Association of California School Administrators (ACSA) Region 17. This partnership is invaluable as administrative candidates are given the opportunity to join CUI's ACSA Student Chapter sponsored by Region 17. This alliance has resulted in countless possibilities for students to grow professionally and personally. For example, officers within the student chapter have visited Sacramento during Legislative Action Day and lobbied on issues that are impacting students across California. Another student chapter member successfully sought out an avenue to share her inspirational story within the EdCal Magazine and most recently a student chapter officer co-contributed an article for the California Association of School-University Partnerships (CASUP) publication highlighting the benefits of the CUI-ACSA Region 17 partnership.



3. What value does your organization bring to ACSA Members?

ACSA serves as the largest professional network of its kind in California. School administrators across the state realize the importance of belonging to an organization committed to improving the quality of education through networking, influence and professional development. Concordia's Servant Leadership Institute, which operates under the auspices of the School of Education, hosts an Educator Leadership Academy with professional development and leadership coaches to help 60 administrators each year develop more exemplary servant leadership skills thereby supporting ACSA's initiatives. Administrative candidates at CUI actively participate in their ACSA Student Chapter membership by connecting with current administrators and learning through their vast knowledge and experiences thereby reaping the benefits of the organization. One example is the monthly workshops CUI's ACSA Student Chapter hosts where skilled administrators share their leadership journey with MAED students. Once administrative candidates have experienced the advantages of belonging to ACSA, the belief is they will continue renewing their regional memberships well into their leadership careers thereby fortifying the organization as a whole. ✦

SVUSD San Joaquin Elementary Wellness Center *Grand Opening*

By David Shun



Left to Right: Dr. Edward Wong (Clerk - Board of Trustees); Barbara Schulman (Vice President - Board of Trustees); Dr. Crystal Turner (SVUSD Superintendent); Rozie (Rosalia) Sundstedt (Counselor); David Shun (Principal, San Joaquin Elementary); Suzie Swartz (Member, Board of Trustees)

San Joaquin celebrated its Wellness Center grand opening with esteemed members of the Saddleback Valley Unified School District. The Ribbon Cutting Ceremony ushers in the Wellness Center as a fantastic resource that offers multiple layers of Social Emotional Learning (SEL) components to augment our existing programs. The calming space is a place where students can utilize self-regulation techniques, conflict resolution skills, and self-efficacy strategies imparted to them through the school's SEL's instructional support. This tranquil location is a welcomed addition that promotes inclusiveness. It encourages mindfulness so students can step away from stressors, to relax and reflect, while building meaningful relationships. As these calmness multipliers are put into place, students find encouragement to engage in academics and increase their attendance. Ultimately, our Wellness Center will support the academic, social, and emotional needs of the whole child. ✦

Ocean View School District, Golden View Elementary, Environmental Science School, *California Green Ribbon School*

By Lori Florgan

Golden View Elementary School in the Ocean View School District has one main vision: To develop young adults who are well-educated, environmentally conscious, and responsible leaders. Students at Golden View learn through hands-on, minds-on, real-world experiences throughout their day. Golden view has a 2.5 acre farm on site where students participate in weekly Environmental Science lessons. Lessons vary from making scientific observations of different kinds of soil to determine what plants grow best, to lessons that focus on environmental awareness themes such as climate change and energy efficiency. In addition, students participate in caring for the farm and the animals that live here. Our farm is home to goats, pigs, sheep, chickens, tortoises, ducks, and geese. Students help to clean, feed, and give fresh water to our animals while learning how humans, animals, plants, and the environment are interdependent. Students learn to identify and collect compostable items, and then add them to our compost bin to be used later in our garden beds. Students participate in daily composting at snack and lunch times, and our fabulous Green Team of students lead the school recycling program each Friday. When walking around the campus, you will see students engaged in lessons that integrate the Environmental Principles and Concepts across the curriculum. Students experience real world math while taking measurements on the farm and using curriculum through California's Education and the Environment to study topics in Social Studies, such as how human activities can change natural systems and how these changes can affect how people live. In addition to academics, Golden View students grow fresh fruits and vegetables in our two beautiful organic gardens. Students enjoy harvesting what is grown and making delicious recipes with what they pick right here at school. Our most recent recipe was apple pizza! The apples grew from our apple tree in the garden, and the children loved preparing and baking this delicious dish!



Golden View is a place where students not only get to have real world, hands-on experiences through learning, but also get the chance to learn the importance of taking care of our precious natural resources in order to make our world a better place to live. ✦

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Thank you

ACSA REGION 17 BUSINESS PARTNERS
FOR SUPPORTING OUR ADMINISTRATORS
AND STUDENTS!

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