

CVSD

A DESTINATION DISTRICT

Upcoming events and reminders:

Financial Sub-Committee Meeting on Thursday, December 8 at 3:30 p.m. in Board Room

Organizational Board Meeting on Tuesday, December 13 at 6 p.m. in Board Room

Board Meeting on Tuesday, December 13 following the Organizational Meeting in Board Room



- **Respect:** Always treat others how you would like to be treated and treat everyone with respect online, too.
- **Spam is an Ugly Word:** Unwanted messages are spam. Spam annoys people and may get you on their "spam list" so you won't be able to send anything else to them. Ever.
- **Shout Out:** If you see someone being bullied, stand up and say something. Tell the person being bullied that you support them and report the incident to an adult.

*** District Update ***

This document is to keep you abreast on upcoming items, current issues and what is happening in the District.



What Really Motivates Us; What Really Motivates our Kids?

A few years ago I wrote a summary about Daniel Pink's findings on motivation. I highly recommend spending a few minutes taking a look at the RSA Animate YouTube video: <https://www.youtube.com/watch?v=u6XAPnuFjJc>

I see this as even more relevant in our discussions and direction today about this whole concept of personalized learning and student achievement. The video challenges the "why" behind what schools do today, how we organize and approach our classrooms, how we attempt to implement teaching and learning, and what we have students do within and outside the school day to set them up for learning and success. Daniel Pink's findings create an opportunity to filter everything we do in light of the three key areas that motivate people: Autonomy, Mastery and Purpose.



Autonomy: Our desire to be self directed in our lives. That tells us that if we want true engagement in our work and in our learning, we have to be doing more complicated and more sophisticated "stuff."

We measure our curriculum and our approach to both the types of things we have kids know and do, and our expectation to such at higher levels. Does our curriculum, our planning, our expectations and our results match up to this? The big question here is are we afraid to let go, allow our students to try things, take risks and even fail? Our Einstein Hour approaches this concept.

Mastery: He defines this as the urge to get better at "stuff." He gives great examples of how people will go out of their way even without pay to get good at playing an instrument and even work for free to do highly technical things like create open source software material (free software that is now available world wide that is operating millions of servers). We can liken this to how students can get into hobbies, music, technology and video games - everyone is rewarded as they get better and better at something!

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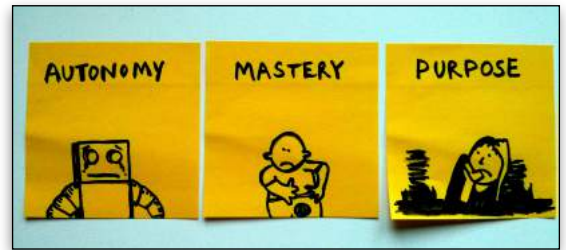
Every Corcoran Student Can Achieve!

What Really Motivates Us; What Really Motivates our Kids?

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We can compare this to the types of opportunities we provide our kids to learn based on their own interests, pace and mastery. Do we develop lessons that provide choice, that provide relevant and timely feedback to determine their learning and mastery? Is what we are offering our students challenging, interesting and provides opportunities for them to contribute to getting better?

Purpose: All of us are more motivated especially when we recognize what we are doing has a more transcendent purpose. He posits and infers things are not always good if we disconnect learning from the purpose motive. This is when people are not inclined to do great things and the environment are not inspiring places to learn and work. He mentions that people are "purpose maximizers."



The challenge for all of us is, do we connect what we have students know and do to purpose, the big idea and to what Jim Collins calls BHAGS? (Big Hairy Audacious Goals). Is student learning about their personal lives, their desire to break limits and does it play into their desire to achieve? Do we challenge our kids to be the first high school graduates, college graduates, doctors, lawyers, teachers, etc. in their families. Do we succeed in connecting their learning to their dreams, goals and pursuits to make the world a better place for others and the world around them?

As you can see these are great guideposts associated with questions that will evoke high standards and the right types of results for each and every CUSD student.



\$\$\$ Mindset - Multiyear Revenues

What is the story with school district reserves?

For years state law has required school districts to have a minimum of 3% reserves in actual dollars for rainy day purposes. Most districts hopefully have a much higher reserve since 3% in most districts may be just enough to cover one-half of a month's payroll for its employees.

There is a state law that is now being challenged by school board and other district advocacy groups that limits school districts to a reserve of no more than 6% depending on district size. The argument is with the history of California school funding and with the dynamics of changes in expenses and finding challenges in school districts, a 3% reserve is precarious at the least and 6% is on the edge even with the most optimism.



Our district has been prudent in keeping reserves slightly higher hoping if there was a fiscal emergency we could take care of business on a short-term basis. The balance keeping our district fiscally afloat and making sure this year's dollars are used for this year's kids is something our staff and board work to provide. Our district has done an outstanding job of keeping that balance to make sure we continue to do what it takes to set our students and staff up for success!

Equal Opportunity: The Corcoran Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Caught in the Act

Morgan Tigert



What is your work history, including at CUSD? I graduated from Sacramento State in 2007 and I began substitute teaching and absolutely fell in love with Special Education. After four years of substituting, I was ready to be in my own classroom, picked up everything and moved to Visalia for my first teaching job at Divisadero Middle School. Four years ago, I applied to work at Corcoran High School and it was the best decision I have ever made.

What is most rewarding to you when working with students or in your job? Honestly, everything about my job is rewarding. I work with incredible people who have become some of my closest friends and are amazing teachers. I get to watch my students grow both academically and personally over the course of the school year. I am so blessed that my passion for helping others has turned into a career for me.

What special project(s) are you working on with the students or in your job? My project-based learning class, Internship, has been working all semester on job and interview skills. My students will be able to apply the job skills they have learned in our new coffee shop: The Panther Perk! Students will be making and selling coffee to staff once a week on the CHS campus.

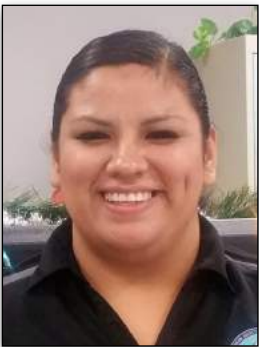
Who has been the biggest inspiration in your life? My biggest inspirations are my parents. They worked so hard to ensure that my brother and I had an incredible life. They always encouraged us to follow our dreams, no matter how big, and have supported us 100%.

Tell us a little about yourself: I am originally from Lodi, CA and love going home to visit my parents. I have a younger brother named Zack, who just recently graduated from the University of Alabama (Roll Tide!) and is a sports broadcaster. In my free time I enjoy traveling, reading, wine tasting and spending time with my friends and boyfriend.

If the world were listening, what would you say? “No one ever injured their eyesight by looking on the bright side.” This is one of my favorite sayings and I feel like it really embodies who I am and what I believe.

Principal Antonia Stone says, “Morgan has been a star employee for a very long time. She is usually the first teacher to try a new strategy, and she believes in the vision of the school and the district. She is the definition of being solution-oriented, positive and collaborative.”

Beatrice Price



What is your work history, including at CUSD? : I was hired by McDonald’s in 2000. I started off as a crew employee, moved up to a Shift manager and then to an assistant manager. Finally, I became a general store manager for the Corcoran McDonald’s. I started subbing for CUSD in 2011 in the cafeteria. A few months later I was hired for the high school snack bar. I transferred to Mark Twain cafeteria as a cafeteria worker. I was promoted for Second Head Cook for Mark Twain. And now in 2016 I am Head Cook for Fremont school.

What is most rewarding to you when working with students or in your job? Seeing the students’ faces when they walk into the cafeteria and see all the wonderful different ways you can prepare food to get children to try new things.

What special project(s) are you working on with the students or in your job? Currently we are introducing new items on the menu to get students to try new foods.

Who has been the biggest inspiration in your life? My parents. My parents have always told me to chase my dream in life and work hard to make them come true. And seeing children smile makes me want to keep trying hard.

Tell us a little about yourself: I am married to my sweetheart. We have five children and they all attend CUSD schools. We have lived in Corcoran all our lives.

If the world were listening, what would you say? Always follow your dreams and never give up.

Food Director Terri Thomas says, “Beatrice has been working for Corcoran since I began in 2012. She has been a very mature and stable part of the Food Services staff. Beatrice just this school year has been promoted to the Head Cook at our Fremont School. Beatrice has done an outstanding job. She has great creativity and is going to be one of the shining stars of our department. Beatrice is an asset to our department!”

FFA Activities



Corcoran FFA has had a busy year so far. Just a few of their activities are pictured here. FFA members attended California State University Ag Day Football Game (pictured above). Top right are Corcoran members at the National FFA Convention held in Indianapolis, IN.



Chapter officers participated in the San Joaquin Region Officer Boot Camp (pictured left and above). Above right are Corcoran Officers at the first meeting of the year. Below left Advisor Jon Spreng and Corcoran officers at the Chapter Officer Leadership Conference.



At the Kings County Fair in Hanford this summer, Brock Hansen's lamb (right) was named Reserve FFA Champion and the Corcoran Group of Lambs (below right) took second place.

