WCESD BOARD OF TRUSTEES ITEM NO. VI.A.2

DATE: October 13, 2015

SUBJECT TITLE: POLICY ADOPTION

Action √ Discussion _____ Information _____

BACKGROUND

The governing board adopts written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the board and superintendent, and communicate board philosophy and positions to the students, staff, parents/guardians and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

The Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. Policies are to be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings.

The Policy Development and Adoption Process is described in Board Bylaw 9310 *Board Policies.*

CONSIDERATION

BP 4231 Staff Development Personnel- The Governing Board recognizes that classified staff does essential work that supports a healthy school environment and the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

BP 4331 Staff Development Personnel- The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.3
DATE: October 13, 2015

SUBJECT TITLE: WARRANTS

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Review and ratify warrants paid for the period September 1 – September 30, 2015.

BACKGROUND

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard district resources. To facilitate warrant processing, the Superintendent or designee ensures that purchasing, receiving, and payment functions are kept separate. He also ensures that invoices are paid expeditiously so that the district may, to the extent possible, take advantage of available discounts and avoid finance charges.

CONSIDERATION

The Superintendent signs all warrants and ensures that warrants have appropriate documentary support verifying that all goods and services to be paid for have been delivered or rendered in accordance with the purchase agreement.

The Board must approve all warrants at a regularly scheduled Board meeting.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Paid Date(s) From: 9/1/2015 To: 9/30/2015

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
1460-ADVANCED EMISSION	511860317	PV-160024	BUS 2 REPAIR	0100-09000-0-0000-3600-560005-000-00	500.00
				Warrant Total:	**500.00**
				Vendor Total:	**500.00**
618-AGUILAR, MARK	511863688	PV-160056	UNITY CONF 10/1-3	0100-11000-0-0000-7110-520000-000-00	100.00
				Warrant Total:	**100.00**
				Vendor Total:	**100.00**
655-ALL VALLEY ENVIRONMENTAL IN	511860318	PO-160146	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-8100-550008-000-00	195.00
				Warrant Total:	**195.00**
				Vendor Total:	**195.00**
387-AMERIPRIDE UNIFORM SERVICE IN	511860319	PO-160014	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	70.94
		PO-160014	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	65.56
		PO-160014	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	54.51
		PO-160014	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	82.25
				Warrant Total:	**273.26**
	511863689	PO-160014	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	80.90
		PO-160014	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	75.28
				Warrant Total:	**156.18**
				Vendor Total:	**429.44**
523-AT&T	511860320	PO-160012	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-590004-000-00	7.82
				Warrant Total:	**7.82**
				Vendor Total:	**7.82**
529-AXIOM ADVISORS & CONSULTANT	511863690	LB-150022	JUNE BILLING	0100-31500-0-0000-2700-580000-000-00	7,031.85
				Warrant Total:	**7,031.85**
				Vendor Total:	**7,031.85**
1301-B FRESH PRODUCE INC.	511860321	PO-160111	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	65.50
		PO-160111	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	248.25
				Warrant Total:	**313.75**
	511863691	PO-160111	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	64.25
		PO-160111	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	45.00
		PO-160111	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	83.00
				Warrant Total:	**192.25**
				Vendor Total:	**506.00**
614-CDW GOVERNMENT LLC	511860322	PO-160076	3691453 ELMA TT 12ID + CRA 1	0100-31500-0-1110-1000-430000-000-00	906.70

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
1489-DECORATOR DRAPERIES	511860328	PO-160080	ROLLERSHADES WITH FASCI	0100-09000-0-0000-8100-440001-000-00	2,757.68
				Warrant Total:	**2,757.68**
				Vendor Total:	**2,757.68**
516-DELL MARKETING L.P.	511863695	PO-160138	POWEREDGE R320 INTEL	0100-90130-0-0000-2420-650000-000-00	5,753.54
				Warrant Total:	**5,753.54**
				Vendor Total:	**5,753.54**
847-DELLAVALLE LABORATORY INC	511860329	PO-160147	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-580033-000-00	157.50
				Warrant Total:	**157.50**
				Vendor Total:	**157.50**
1093-DOYLE, HEIDI	511863696	PV-160049	CLASS SUPPLIES	0100-00000-0-1110-1000-430000-100-59	9.73
		PV-160049	CLASS SUPPLIES	0100-00000-0-1110-1000-430000-100-59	17.19
		PV-160049	CLASS SUPPLIES	0100-00000-0-1110-1000-430000-100-59	12.41
		PV-160049	CLASS SUPPLIES	0100-00000-0-1110-1000-430000-100-59	28.05
		PV-160049	CLASS SUPPLIES	0100-00000-0-1110-1000-430000-100-59	22.05
				Warrant Total:	**89.43**
				Vendor Total:	**89.43**
755-DRONYK, JEFF	511863697	PO-160099	CELL PHONE REIMBURSEMEN	0100-00000-0-0000-8100-590006-000-00	66.00
				Warrant Total:	**66.00**
				Vendor Total:	**66.00**
404-EASTON AUTO PARTS	511860330	PV-160028	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	16.70
		PV-160029	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	6.95
		PV-160030	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	18.74
		PV-160031	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	17.29
				Warrant Total:	**59.68**
				Vendor Total:	**59.68**
1065-EDUCATIONAL DATA SYSTEMS IN	511863698	PO-160135	CELDT SET UP FEE	0100-00000-0-1110-3160-580039-000-00	298.07
				Warrant Total:	**298.07**
				Vendor Total:	**298.07**
114-ENVIROCLEAN INC	511860331	PV-160032	CUSTODIAL SUPPLIES	0100-81500-0-0000-8100-430006-000-00	297.08
		PV-160033	CUSTODIAL SUPPLIES	0100-81500-0-0000-8100-430006-000-00	63.64
				Warrant Total:	**360.72**
				Vendor Total:	**360.72**

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
				Vendor Total:	**1,176.43**
1368-GOTTSCHALK MUSIC CENTER	511860337	PO-160061	YAC1021P YAMAHA TROMBON	0100-09000-0-1155-1000-430000-000-00	207.22
				Warrant Total:	**207.22**
				Vendor Total:	**207.22**
830-GRAINGER INC	511860338	PV-160038	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	53.37
				Warrant Total:	**53.37**
				Vendor Total:	**53.37**
1497-HERNANDEZ, JESUS C	511860339	PV-160025	MEAL REIMB	0100-11000-0-0000-2700-520000-000-76	19.37
		PV-160025	MEAL REIMB	0100-11000-0-0000-7150-520000-000-76	8.30
		PV-160025	MEAL REIMB	0100-11000-0-0000-2700-520000-000-76	14.90
		PV-160025	MEAL REIMB	0100-11000-0-0000-7150-520000-000-76	6.39
				Warrant Total:	**48.96**
	511863702	PV-160054	UNITY CONF 10/1-3	0100-11000-0-0000-2700-520000-000-76	70.00
		PV-160055	UNITY CONF 10/1-3	0100-11000-0-0000-7150-520000-000-76	30.00
				Warrant Total:	**100.00**
				Vendor Total:	**148.96**
1485-HOUGTON MIFFLIN HARCOURT	511863703	PO-160074	1567704 9780544258754 HOUGH	0100-63000-0-1110-1000-410001-000-00	656.60
		PO-160074	1567704 9780544258754 HOUGH	0100-63000-0-1110-1000-410001-000-00	1,246.17
				Warrant Total:	**1,902.77**
				Vendor Total:	**1,902.77**
1432-HRDIRECT	511860340	PO-160148	2015-2016 POSTER GUARD 1 YE	0100-00000-0-0000-7300-430014-000-45	104.99
				Warrant Total:	**104.99**
				Vendor Total:	**104.99**
1361-ILLUMINATE EDUCATION INC	511863704	LB-150023	JUNE BILLING	0100-40350-0-1110-1000-520000-000-00	1,500.00
				Warrant Total:	**1,500.00**
				Vendor Total:	**1,500.00**
1495-L.PH. BOLANDER & SONS	511863705	PO-160131	8 GOLD ANODIZED ALUMINU	0100-09000-0-0000-8100-430000-000-00	353.31
				Warrant Total:	**353.31**
				Vendor Total:	**353.31**
195-LINGER PETERSON SHRUM & CO	511860341	PO-160118	2015-2016 OPEN PURCHASE OR	0100-00000-0-0000-7191-580005-000-00	2,260.00
				Warrant Total:	**2,260.00**
				Vendor Total:	**2,260.00**

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
	511864580	PO-160085	522518 LOOSE LEAF BOOK RIN	0100-40350-0-1110-1000-430000-000-00	38.07
		PO-160067	2015-2016 CLASSROOM SUPPLI	0100-65000-0-5770-1110-430000-000-67	10.60
		PO-160067	2015-2016 CLASSROOM SUPPLI	0100-65000-0-5770-1110-430000-000-67	5.40
		PO-160067	2015-2016 CLASSROOM SUPPLI	0100-65000-0-5770-1110-430000-000-67	341.48
		CM-160003	marker return	0100-11000-0-1110-1000-430000-000-00	(101.61)
		PO-160087	CLASSROOM SUPPLIES FOR M	0100-00000-0-1110-1000-430000-200-69	660.70
		PO-160087	CLASSROOM SUPPLIES FOR M	0100-00000-0-1110-1000-430000-200-69	55.67
		PO-160047	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-200-71	236.34
		PO-160047	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-200-71	13.03
		PO-160048	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-200-70	256.56
		PO-160049	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-60	327.42
		PO-160049	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-60	4.55
		PO-160049	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-60	7.78
		PO-160043	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-52	9.19
		PO-160043	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-52	6.92
		PO-160043	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-52	9.73
		PO-160045	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-49	637.96
		PO-160045	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-49	32.94
		PO-160046	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-50	516.80
		PO-160038	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-65	563.33
		PO-160040	2015-2016 CLASSROOM SUPPLI	0100-65000-0-5770-1120-430000-000-72	536.67
		PO-160041	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-53	470.77
		PO-160041	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-53	10.81
		PO-160042	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-59	219.66
		PO-160043	2015-2016 CLASSROOM SUPPLI	0100-00000-0-1110-1000-430000-100-52	551.17
		PO-160085	522518 LOOSE LEAF BOOK RIN	0100-00000-0-0000-7150-430014-000-76	31.54
		PO-160085	522518 LOOSE LEAF BOOK RIN	0100-00000-0-0000-7300-430014-000-45	25.50
		PO-160097	124530 SELF STICK EASEL PAD	0100-00000-0-0000-2700-430014-000-41	18.53
		PO-160059	2015-2016 INTERVENTION CLA	0100-00000-0-0000-7300-430014-000-45	78.99
		PO-160097	124530 SELF STICK EASEL PAD	0100-00000-0-0000-7200-430014-000-44	8.24
		PO-160097	124530 SELF STICK EASEL PAD	0100-00000-0-0000-7200-430014-000-44	4.83
		PO-160085	522518 LOOSE LEAF BOOK RIN	0100-00000-0-0000-2700-430014-000-76	13.52
		PO-160097	124530 SELF STICK EASEL PAD	0100-00000-0-0000-7300-430014-000-45	60.94
				Warrant Total:	**9,693.32**
				Vendor Total:	**9,693.32**
1200-ORTIZ, REBECCA	511863709	PV-160050	cafeteria	1300-53100-0-0000-3700-430008-000-00	213.71
				Warrant Total:	**213.71**

Paid Date(s) From: 9/1/2015 To: 9/30/2015

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
				Vendor Total:	**1,131.98**
591-SAN JOAQUIN COUNTY OFFICE OF	511860349	PO-160140	EDJOIN ACCOUNT FEES FY 15	0100-00000-0-0000-7200-580000-000-00	450.00
				Warrant Total:	**450.00**
				Vendor Total:	**450.00**
283-SCHAFFER, STAN	511860350	PV-160041	CLASSROOM	0100-00000-0-1110-1000-430000-100-21	88.57
				Warrant Total:	**88.57**
				Vendor Total:	**88.57**
1362-SCHOOL FOOD CONSULTANTS GR(	511860351	PO-160121	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-580000-000-00	1,237.50
				Warrant Total:	**1,237.50**
				Vendor Total:	**1,237.50**
290-SCHOOL SERV. OF CALIFORNIA INC	511860352	PO-160150	REGISTRATION FEE FOR JESU	0100-11000-0-0000-2700-520000-000-76	150.50
		PO-160150	REGISTRATION FEE FOR JESU	0100-11000-0-0000-7150-520000-000-76	64.50
		PO-160150	REGISTRATION FEE FOR JESU	0100-11000-0-0000-7300-520000-000-45	215.00
				Warrant Total:	**430.00**
				Vendor Total:	**430.00**
296-SHOWALTER, BRAD	511863714	PV-160051	CA SCIENCE CONF SACRAMEN	0100-31500-0-1110-1000-520000-000-00	320.62
				Warrant Total:	**320.62**
				Vendor Total:	**320.62**
1263-SPARKLETTS	511860353	PO-160122	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550009-000-00	76.28
				Warrant Total:	**76.28**
				Vendor Total:	**76.28**
308-SPURR	511860354	PO-160035	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550003-000-00	306.88
				Warrant Total:	**306.88**
				Vendor Total:	**306.88**
1193-SSDA INC	511860355	PO-160149	2015-2016 ANNUAL MEMBERSI	0100-00000-0-0000-7300-530000-000-00	600.00
				Warrant Total:	**600.00**
				Vendor Total:	**600.00**
203-SYSCO FOOD SERVICE OF CENTRA	511860356	PO-160134	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-430008-000-00	153.92
		PO-160134	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	773.68
		PO-160134	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	327.61
		PO-160134	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	2,019.18
		PO-160134	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	289.24

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
				Warrant Total:	**800.00**
				Vendor Total:	**800.00**
1488-VALLEY FENCE CO.	511860361	PO-160079	REMOVE APPROXIMATELY 2	0100-09000-0-0000-8500-650000-000-00	5,992.00
				Warrant Total:	**5,992.00**
				Vendor Total:	**5,992.00**
356-VALLEYPBS	511860362	PO-160151	2015-2016 FOGGY DAY BILLIN	0100-00000-0-0000-7200-580016-000-00	475.00
				Warrant Total:	**475.00**
				Vendor Total:	**475.00**
1377-VERIZON WIRELESS	511863717	PO-160106	2015-2016 OPEN PURCHASE OR	0100-00000-0-0000-8100-590006-000-00	5.65
				Warrant Total:	**5.65**
				Vendor Total:	**5.65**
967-WASTE MANAGEMENT/USA WAST	511860363	PO-160027	2015-2016 OPEN PURCHASE OR	0100-81500-0-0000-8100-550008-000-00	391.59
				Warrant Total:	**391.59**
				Vendor Total:	**391.59**
785-WELLS FARGO FINANCIAL LEASIN	511860364	PO-160032	2015-2016 OPEN PURCHASE OR	0100-09000-0-1110-1000-560008-100-82	138.60
		PO-160032	2015-2016 OPEN PURCHASE OR	0100-09000-0-5770-1110-560008-000-00	138.63
				Warrant Total:	**277.23**
	511860365	PO-160032	2015-2016 OPEN PURCHASE OR	1200-61050-0-0001-1000-560008-000-00	138.60
				Warrant Total:	**138.60**
	511860366	PO-160032	2015-2016 OPEN PURCHASE OR	1300-53100-0-0000-3700-560008-000-00	138.60
				Warrant Total:	**138.60**
				Vendor Total:	**554.43**
1496-WESTIN GASLAMP QUARTER	511860367	PO-160143	ROOM RESERVATION FOR JE	0100-11000-0-0000-2700-520000-000-76	518.45
		PO-160143	ROOM RESERVATION FOR JE	0100-11000-0-0000-7150-520000-000-76	222.19
		PO-160143	ROOM RESERVATION FOR JE	0100-11000-0-0000-7110-520000-000-00	740.64
		PO-160143	ROOM RESERVATION FOR JE	0100-11000-0-0000-7110-520000-000-00	740.64
		PO-160143	ROOM RESERVATION FOR JE	0100-11000-0-0000-7110-520000-000-00	740.64
		PO-160143	ROOM RESERVATION FOR JE	0100-11000-0-0000-7110-520000-000-00	740.64
				Warrant Total:	**3,703.20**
				Vendor Total:	**3,703.20**
373-ZOOM IMAGING SOLUTIONS INC	511860368	PO-160031	2015-2016 OPEN PURCHASE OR	0100-09000-0-1110-1000-430000-100-82	175.94
		PO-160031	2015-2016 OPEN PURCHASE OR	0100-09000-0-5770-1110-430000-000-82	175.92
		PO-160029	2015-2016 OPEN PURCHASE OR	0100-09000-0-1110-1000-430000-100-82	401.45

Paid Date(s) From: 9/1/2015 To: 9/30/2015

Total # of Warrants: **86** **Grand Total:** **110,969.85**

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.4(a)
DATE: October 13, 2015

SUBJECT TITLE: Professional Learning Service Proposal

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Approve the Professional Learning Proposal between Houghton Mifflin Harcourt and Washington Colony ESD for Math Expressions Professional Development for teachers.

BACKGROUND

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

CONSIDERATION

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The District' staff development program assists certificated staff in developing knowledge and skills, including the use of technology to enhance instruction.

FINANCIAL IMPACT:

$2,800 per full-day of Math Professional Development

$2,800 X 2 days= $5,600 Total

FUNDING SOURCE:

General Fund (0100): Supplemental & Concentration Grants
School-wide

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Professional Learning Service

PROPOSAL

Washington Colony Elementary SD

Fresno, CA

October 1, 2015

Houghton Mifflin Harcourt™
Education Services

Schools are busy places. As educators, we are propelled by our good intentions to foster student achievement. We focus on what to teach, how to teach it, and how to meet individual student needs. We must develop strategies, lay plans, and make decisions to facilitate learning and improve our schools—a considerable mission.

In order to fulfill these responsibilities effectively, we must foster a complement of knowledge, tools, and skills as strengths that over time become honed and instilled in our educator teams. Keeping our professional colleagues immersed in stimulating ideas and charged with the best in educational practices allows our schools to become places where achievement is infectious and enthusiasm for learning is what's on the menu.

Professional learning is the bedrock practice for realizing this mission. Comprehensive and effective professional development is how educators convert their good intentions into good results.

We propose that the skilled practitioners at Houghton Mifflin Harcourt Education Services—experienced former teachers and administrators—bring the Advanced Implementation – Instructional Practices Workshops to your educators. When effective professional development offerings are included as intrinsic components of a school improvement plan, that plan becomes both achievable and sustainable.

OVERVIEW

Helping your educators proactively recognize emerging student needs and adjust their practices in response to those needs is a high priority for creating a culture of achievement. We understand that your organization wants the Advanced Implementation – Instructional Practices Workshops.

The Advanced Implementation – Instructional Practices Workshops will help your educators understand the value and power of professional practices that focus on transforming school culture and improving student outcomes.

With student achievement as the core mission, schools should continuously hone the skills and improve the practices of their educator teams. The connection between student learning and educator learning has been well documented in professional research. A plan for professional development that teaches and coaches new methods, aligns and assesses educator learning, guides and supports praxis, and leads and transforms school cultures can dramatically affect that mission.

A professional development plan that builds from research-based theory, to demonstration, to practice supported by feedback and reinforced by follow-up coaching, can yield significant results for your school system.



SUMMARY

If improved learning for all students is the goal, then a comprehensive plan of professional learning for your educator teams is the precursor to sustained student achievement. The Advanced Implementation – Instructional Practices Workshops deliver the nuts and bolts of this transformative educational paradigm.

Please contact us with any questions you may have as you consider bringing Houghton Mifflin Harcourt Education Services professional practices to your schools.

Danna Young
Account Executive
310.491.8699
danna.young@hmhco.com

APPENDIX A

Investment Schedule

Date	Description	Investment
PROCUREMENT SCHEDULE		
Target Launch Date	To launch the Advanced Implementation – Instructional Practices Workshops, please approve this proposal by October 9, 2015.	
TRAINING DELIVERY AND INVESTMENT		
TBD in January 2016	**Advanced Implementation - Instructional Practices Workshops** **Please choose two of the following to create a full day of delivery:** ***Math Expressions* Five Core Classroom Structures** Explore the five crucial core classroom structures necessary to develop deep conceptual understanding, practice, application, and discussion. ***Math Expressions* and the Standards** Gain a deeper understanding of the standards and practices and explore specific units of instruction, daily lessons, and additional instructional resources. **Math Talk and *Math Expressions*** Examine collaborative structures, the strong correlation to the Mathematical Practices, and the benefits of conversation, collaboration, and student knowledge exchange within the mathematics classroom. **Problem Solving in *Math Expressions*** Explore guided and independent learning activities that demonstrate the ongoing development of problem-solving skills expected from the Mathematical Practices Standards. **Math Models with *Math Expressions*** Learn how to use models and manipulatives to help students compose/decompose larger numbers and understand non-traditional algorithms.	$ 2,800

Date	Description	Investment
	Differentiation with *Math Expressions* Examine how to integrate content, process, and product differentiation, as well as the Learning Path Teacher Learning Model, into your teaching practices. **One full-day of professional development to be delivered to the teachers of Washington Colony.** Supporting resources are included.	
	Total Proposed Investment	$ 2,800
ADDITIONAL LEARNING OPPORTUNITIES		
	Coaching and Demonstration Lessons Choose a full-day of product coaching or demonstration lessons. Rooted in Praxis™, these Praxis In Action sessions focus on deeper understanding, interpretation, and application of program components. Professional Development Specialists provide feedback on instructional practices, climate, delivery, and impact.	$ 2,800 per day
	ASK HMH An on-demand, performance support service providing educators with just-in-time access to program experts. Teachers can ask pedagogical questions and request online conferencing to support classroom implementation and instruction with their HMH® program.	$ 199 for a single user or $ 2,250 for up to 25 users for a one-year subscription

APPENDIX B

The Efficacy of Professional Development When Supported by Peer Coaching

Dollars spent on professional development will have a greater impact on student learning than any other dollars spent. Help every teacher be a better teacher and you will help every student be a more successful learner.

> The Learning First Alliance notes that sustained and continuous professional growth over a period of time is every educator's and every school's responsibility toward fulfilling optimal student achievement (p. 2).

> Darling-Hammond found "that the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status" (p. 39).

The body of research accumulated over more than 40 years provides conclusions that can guide effective professional development. A well-regarded model for effective professional development includes the components of **theory**—for understanding the research base, **demonstration**—for an opportunity to observe what is being taught, **practice and feedback**—for understanding a new technique and receiving immediate feedback when practicing it, and **coaching and follow-up**—for making the new skill a lasting part of a classroom repertoire.

While each component plays a significant role in the process of professional development, the **coached practice** helps teachers internalize new techniques and allows follow-up discussions and any additional training meetings related to theory, demonstrations, and/or more practice.

The data in the following table shows that the application of skills is significantly higher when professional development includes theory, demonstration, practice with feedback, and peer coaching with follow-up (Joyce and Showers, 2002).

The Effectiveness of Professional Education*			
PROFESSIONAL TRAINING COMPONENT	COMPONENT'S EFFECTIVENESS IN		
	MASTERY OF KNOWLEDGE	ACQUISITION OF SKILLS	APPLICATION OF SKILLS
Study of Theory	**10%** Effective	**5%** Effective	**0%** Effective
Demonstration	**30%** Effective	**20%** Effective	**0%** Effective
Practice	**60%** Effective	**60%** Effective	**5%** Effective
Peer Coaching	**95%** Effective	**95%** Effective	**95%** Effective

Based on research by Joyce and Showers, 2002.

What Joyce and Showers observe is that "... large and dramatic increase in transfer of training occurs ... when coaching is added to an initial training experience comprised of theory explanation, demonstrations, and practice" (p. 77).

Our onsite consultants know that the most powerful way to facilitate the mastery of knowledge and the acquisition and application of professional skills is to follow up training with implementation days of coaching and feedback. Implementation days transform new learning into sustained and effective practices.

References

Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence.* Center for the Study of Teaching and Policy, University of Washington.

Learning First Alliance. (2000). *Every child reading: A professional development guide.* Alexandria, VA: Association for Supervision and Curriculum Development.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.5
DATE: October 13, 2015

SUBJECT TITLE: CONFERENCE ATTENDANCE

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Consider authorizing attendance participation for Superintendent/Principal, Mr. Cruz to attend the ACSA 2016 Superintendents' Symposium Annual Education Conference 2016 at Monterey, California January 27 - 29, 2015.

BACKGROUND

The Governing Board believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The District' staff development program assists certificated staff in developing knowledge and skills, including the use of technology to enhance instruction.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Sustaining the Promise for Our Students

ACSA 2016 SUPERINTENDENTS' SYMPOSIUM

JANUARY 27-29, 2016 • MONTEREY CONFERENCE CENTER

KEYNOTE SPEAKERS:

➲ Howard Charney

UP-TO-DATE AND IN-DEPTH INFORMATION ON CALIFORNIA AND FEDERAL BUDGETS

We asked attendees what made them feel they couldn't afford to miss the 2015 Symposium and the answer by more than half of our attendees was the information the Symposium provides on federal and state budget issues. The 2016 Symposium will continue to provide up-to-date and in-depth information on budget issues. California Superintendents will have the opportunity to network and find strategies that can make a difference on statewide budget issues.

The goal of ACSA's Superintendents' Symposium is to bring school leaders from around the state together for an invaluable two and a half days of professional learning, networking and advocacy. This is the best time to look at the Governor's Budget and for superintendents to get together to review the state-of-the-state and the state-of-the-district. That's essential, but more than ever before it is time for Superintendents to lead a movement to restore California schools to their once held rank of the best in the nation. As part of this Symposium's networking and professional learning we will focus on integrating technology into curriculum and professional development in a digital world. For your convenience, a registration form is on the back of this flier.

Location...

This year's Symposium will be held at the Monterey Conference Center. This location features ocean views, large meeting rooms and space for networking.

Format...

Our symposium will begin on Wednesday with lunch and a general session with our first keynote speaker.
We're also bringing back our aquarium reception on Wednesday night, for those of you that missed it and those that have not attended, it is truly a spectacular event!

Keynotes...

Howard Charney has spent more than 30 years in Silicon Valley and has overseen the development and proliferation of key technologies that led directly to the global build-out of the Internet. He currently contributes to Cisco's strategy and direction and advises customers on implementing critical Internet technologies to improve productivity and competitiveness. As a futurist he will cite changes from the revolution that began in the 1970s and remind attendees about the pace of change and necessity to work at keeping abreast of it.

Sessions...

We will continue this year in our motivation to come together collectively to improve the state of public education. The sessions for this year's Symposium will focus on instructional leadership, advocacy, technology, and fiscal leadership. Workshops and interactive sessions on communication and collaboration will be offered. And, in response to your requests, workshops on legislation, superintendent contracts and legal issues will again be presented.

Plus...

The Executive Leadership Center, Women's Leadership Breakfast and a private reception at the Monterey Bay Aquarium. You'll have a chance to network with superintendents from across California, see current friends and make new ones.

You won't want to miss the 2016 Superintendents' Symposium!

If you have any questions, please call the ACSA Educational Services Department at 800.608.ACSA.

HOTEL INFORMATION ➲

the portola hotel & spa

Two Portola Plaza, Monterey, CA 93940 • 888.222.5851
Rate: $202 single/double

monterey marriott

350 Calle Principal, Monterey, CA 93940 • 831.649.4234
Rate: $202 single/double

online hotel reservations (both hotels)

https://resweb.passkey.com/go/ACSAsuperintendent2016

Deadline for all hotel reservations is December 28, 2015.

early registration form
2016 superintendents' symposium

January 27-29, 2016 | Monterey Conference Center | Program No. 3426

GENERAL INFORMATION

Name _____ District _____

Name on badge (if different) _____

District Address _____

City _____ State Zip _____

E-mail Address _____

Area Code/Telephone _____ Area Code/Fax* _____

* I understand that by providing the fax number above, I hereby consent to receive faxes sent by or on behalf of the Association of California School Administrators.

DO YOU PLAN TO RETIRE THIS YEAR (2015-2016)? ☐Yes ☐No

METHOD OF PAYMENT

District check # _____ Personal check # _____ P.O. # _____

MasterCard# _____ Visa# _____

Expiration date _____ Name as printed on card _____

Full payment MUST accompany the registration form. Make checks and purchase orders payable to: Foundation for Educational Administration, 1575 Bayshore Highway, Burlingame, CA 94010. (Fax: 650.692.6858) ACSA is not responsible for travel expenses due to the cancellation of a program.

FEES

Symposium registration fee includes lunch on Wednesday, dinner at the Monterey Bay Aquarium, breakfast and lunch on Thursday and Friday and all coffee breaks. New Superintendents' Workshop and ELC registration fee includes all coffee breaks, lunch and reception on Tuesday and continental breakfast on Wednesday.

MEMBERS (Please circle the category number on the left and fill in the fees on the right)

1-10	Superintendents' Symposium	$545 _____

NON-MEMBERS

1-60	Superintendents' Symposium	$995 _____

RETIRED SUPERINTENDENTS

1-175	(meals included) – members	$265 _____
1-176	(meals included) – non-members	$445 _____

EXECUTIVE LEADERSHIP CENTER (1/26-27) Prog. #3636

It is not a requirement to register for Superintendents' Symposium to attend ELC.

1-10	Members	$350 _____
1-60	Non-Members	$600 _____

PARTNERS MEAL TICKETS (Only necessary if bringing a partner)

Name on badge _____

240-240	Lunch (Wednesday)	# tickets _____	$25 _____
240-255	Continental Breakfast (Thursday)	# tickets _____	$23 _____
240-250	Lunch (Thursday)	# tickets _____	$41 _____
240-260	Continental Breakfast (Friday)	# tickets _____	$23 _____

CANCELLATION POLICY

ACSA is not responsible for travel expenses incurred due to cancelled programs. Cancellations must be in writing and postmarked a minimum of 15 days prior to the program date to be eligible for a refund. A service fee is charged for all cancellations. The following scale will be used for all cancellation requests.

Note: Each cancellation notice received is reviewed on an individual basis to determine if a refund is warranted.

60 days prior.....Full refund
less $40 service fee
30 days prior.....Full refund
less $50 service fee
15 days prior.....50% refund
14 days or less.....No refund

DIRECT INQUIRIES

to ACSA's Educational Services Department at 650.692.4300 or 800.608.ACSA.

Register online!
visit edservices.acsa.org/conferences

WCESD BOARD OF TRUSTEES

ITEM NO. VI.B.1
DATE: October 13, 2015

SUBJECT TITLE: Personnel

Action ___√___ Discussion _____ Information _____

RECOMMENDATION
Consider approval of extra duty stipend for Eric Jennings for additional leadership duties for the period of up to 24 days for the Teacher-in-Charge Position.

BACKGROUND
The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency of district operations.

The district's selection procedures include screening processes, interviews, and recommendations from previous employers as necessary to identify the best possible candidate for a position.

For each position, the Superintendent presents to the Board one candidate who meets all qualifications established by law and the Board for the position. In accordance with Board policy, no person shall be employed by the Board without the recommendation or endorsement of the Superintendent.

CONSIDERATION
I am recommending the approval of the extra duty stipend to Eric Jennings who meets all qualifications established by law and the Board for Teacher-in-Charge short period position (24 days).

FINANCIAL IMPACT:
$1,420.80

FUNDING SOURCE:
General Fund (0100)

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WCESD BOARD OF TRUSTEES

ITEM NO. VI.B.2
DATE: October 13, 2015

SUBJECT TITLE: Personnel

Action ___√___ Discussion _____ Information _____

RECOMMENDATION
Ratify the offer of extra responsibilities compensation for Riley Fox (Resource Specialist Program Teacher) for the 2015-16 school year.

BACKGROUND
The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency of district operations.

The district's selection procedures include screening processes, interviews, and recommendations from previous employers as necessary to identify the best possible candidate for a position.

For each position, the Superintendent presents to the Board one candidate who meets all qualifications established by law and the Board for the position. In accordance with Board policy, no person shall be employed by the Board without the recommendation or endorsement of the Superintendent.

CONSIDERATION
I am recommending the extra responsibilities compensation for Riley Fox who meets all qualifications established by law and the Board for the extra responsibilities in the Special Education Program.

FINANCIAL IMPACT:
$4,212.14

FUNDING SOURCE:
General Fund (0100)

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WCESD BOARD OF TRUSTEES ITEM NO. VI.B.3
DATE: October 13, 2015

SUBJECT TITLE: INTERDISTRICT ATTENDANCE PERMITS

Action √ Discussion _____ Information _____

RECOMMENDATION

Ratify action on Interdistrict Attendance Permit request for the 2015-16 school year.

BACKGROUND

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district. The Board may enter into an agreement with any other school district for the interdistrict attendance of students who are residents of the districts. The agreement shall specify the terms and conditions under which interdistrict attendance is to be permitted or denied. Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The district is not required to provide transportation beyond any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops with the attendance area ifs space is available.

CONSIDERATION

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r)
2. To meet the child care needs of the student
3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year
6. To allow the student to remain with his/her 8th grade graduating class
7. When the parent/guardian provide written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district

8. When the student will be living out of the district for one year or less
9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level or other considerations that are not arbitrary.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WCESD BOARD OF TRUSTEES

ITEM NO. VI.C.1
DATE: October 13, 2015

SUBJECT TITLE: CURRICULUM/INSTRUCTION/ASSESSMENT

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Approve the Washington Colony Elementary School's Single Plan for Student Achievement (SPSA) 2015-16 as recommended by the School Site Council.

BACKGROUND

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state and local sources for program purposes. (Title I Programs AR 6171(a)) (20 USC 6312, 6314)

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

CONSIDERATION

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessment. Washington Colony's school site council has met on October 5, 2015 and approved the Single Plan for Student Achievement (SPSA) 2015-16.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

The Single Plan for Student Achievement

School:	Washington Colony Elementary School
CDS Code:	10625136007405
District:	Washington Colony Elementary School District
Principal:	Jesus Cruz
Revision Date:	October 5, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Jesus Cruz
Position:	Superintendent/Principal
Phone Number:	(559) 233-0706
Address:	130 East Lincoln Ave. Fresno, CA 93706-6043
E-mail Address:	jesuscruz@washingtoncolony.org

The District Governing Board approved this revision of the SPSA on 10/13/2015.

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School Vision and Mission

Washington Colony Elementary School's Vision and Mission Statements

MISSION STATEMENT

Our mission, in partnership with students, parents and community, is to deliver high quality learning experiences which promote lifelong success for all our students and parents with educational choices consistent with our core values of a commitment to learning, an atmosphere of respect, community involvement, effective communication, and accountability.

BELIEFS

We believe...

- The school environment should be safe, respectful, loving, caring and supportive.
- We should offer a positive learning environment and experiences that lead to success for our students.
- The school should be challenged to their potential.
- Every student, by name, can and will succeed.
- Every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility.
- Students, staff and parents form a community of learners where learning never ends.
- That in addition to educating children, the school serves the broader community with its facilities and resources.
- There is no "single" program or solution which will work for all students.
- Relevant curriculum leads to motivated students.
- In being respectful of cultural differences.

School Profile

The Washington Colony School District was organized May 15, 1879. It is located in a rural region southeast of Fresno in the community of Easton. Washington Colony has gone through many changes over the years. It started as a combination high school and grammar school. As enrollment increased, the high school was separated from the grammar school and new buildings were constructed.

A Superintendent/Principal heads the staff. A full time Assistant Principal completes the administrative staff. The full time instructional staff is comprised of nineteen classroom teachers, a band/classroom music teacher, two district Resource Specialist Program (RSP) teachers and one Special Day Class (SDC) teacher (with aides).The support staff includes one county psychologist and online speech therapist, 2 part time classroom aides support the instructional staff. Finally, our state funded pre-school is staffed with a teacher and four instructional aides, two of whom are bilingual.

All members of the Washington Colony teaching staff meet the No Child Left Behind requirement of being highly qualified. All classroom teachers possess either CLAD or SDAIE certification.

Our program begins with a state funded pre-school with an enrollment of 48 students. The program is housed in a portable and provides two sessions a day, one in the morning and one in the afternoon. There are approximately two classrooms per grades Kindergarten through 8th grade, one Transitional Kindergarten, with a total of 412 regular education students. There are 8 students in our SDC class. Other classrooms include music/band room, library, one special education classrooms, and a large portable shared by the RSP staff. An After School Program is provided daily in the cafeteria and various classrooms.

Mobility rate is very low at Washington Colony with the attendance rate averaging about 95%. Approximately eighty-five percent of our K-8 students receive free or reduced breakfast and/or lunches. There are approximately 154 EL students. Among these are Hmong and Spanish speaking students. English Language Development instruction is delivered daily for a minimum of 30 minutes by classroom teachers. Instructional aides, under the supervision of a certificated teacher, work with EL students daily by providing supplemental English Language Development (ELD) instruction and academic support in the primary language as needed.

Washington Colony is a School-wide school. Funding is composed of Title I Part A, Basic Grant, LCFF, and Title II Part A Teacher Quality. Instructional aides in K classrooms provide additional help with basic skills for students requiring assistance. Our aides provide daily assistance in the area of language arts and math for students requiring supplementary help beyond the core

curriculum to meet the grade level objectives.

Special Education programs are run by Washington Colony and the Special Education staff works closely with each regular education teacher to ensure the best possible educational setting for our Special Education students. Washington Colony operates oneSpecial Day classes and two Resource Special Program. These programs work closely with the student study team in identifying and serving students with special needs. Additionally, Washington Colony contracts for the services of nursing, speech therapy and psychological time.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A survey will be available at the beginning of the school year and during each spring for parents, students, teachers, and community members to provide input regarding programs and services at Washington Colony School.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration, teachers, and academic coaches throughout the year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Statewide assessments are used to identify areas of need. The data is used to guide instruction and to plan for professional development to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   Teachers use data during their PLC (Professional Learning Community) collaboration to monitor student progress and plan for instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Teachers participate in monthly staff meetings, monthly multi-district PLC collaboration, and regular grade level/grade span/content specific PLC's.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   Teachers have appropriate credentials, are involved in professional development, and have access to instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Professional development activities of Washington Colony are aligned with the state academic content standards, state assessment results, the curricula and programs tied to the standards. The district conducts on-going evaluations of the staff development needs and establishes goals and professional development activities to assist staff in increasing students learning of content standards. Professional development activities are selected and designed based on staff strengths and needs in relation to student achievement results. These activities are funded through various sources including Title II, Part A.

   Taking into consideration current research on effective professional development activities, a Professional Development Calendar is developed that is coherent and differentiated based on teachers' effectiveness and assignment. The plan includes strategies to ensure all students will meet or exceed state content and academic standards as well as placing an emphasis on EL Learners and strategies to increase their mastery of English.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Teachers are are provided coaching and support from Fresno County Office of Education and Tulare County Office of Education. In addition, teachers attend various workshops and training.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Teachers regularly collaborate during their PLC time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   The district adopted CA standards will be the guide for a comprehensive curriculum to guide instruction. District adoption and purchase of CA state approved materials will assist in aligning instruction to the standards. Additionally, professional development activities will include work in alignment of instruction with the standards. District assessments will be designed to evaluate students' mastery of standards. Washington Colony recently adopted new math curriculum that is aligned to current state standards. K-5 has adopted HM Math Expressions and 6-8 grades are using CPM. We are updating our school library and classrooms to provide 21st century learning opportunities (creativity, communication, critical thinking, and collaboration) by increasing the number of digital devices (chrome-books), adding a promethean board, and increasing computer based assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   The current schedule adheres to the recommended instructional minutes for ELA and Math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule allows flexibility for intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Appropriate standards-based instructional materials in each core academic subject are available to all student groups K-8th grades. We recently adopted math curriculum that is standards based. Washington Colony is planning on adopting ELA curriculum for the 2016/2017 school year.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards based instructional materials are being updated.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The regular program at Washington Colony provides numerous services to assist underperforming students to meet standards. On-going careful analysis of student assessment data is used to plan intentional instruction based on student need. Teachers will provide differentiated instruction for individual and small groups based on needs determined through data evaluation/analysis. Classroom teachers are available to provide before school, after school, and recess tutoring for students as needed. Parents are regularly included in Student Study Team meetings with suggestions for helping students' achievement being discussed and shared between parents and staff. Parent volunteers participate in classrooms; and special education referrals are made when deemed appropriate. Recommendation to the After School Program, which provides homework help as well as tutoring at least twice a week, is also made for these students. A summer school program offered through our after school program is available.

14. Research-based educational practices to raise student achievement

Researched based professional development is provided for teachers.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent workshops and support are provided. Some parent workshop opportunities for the 2015/2016 school year include: Parenting Partners, CLAS Program, and FCOE Parent Workshops. Parent workshops are based upon feedback provided from the parent surveys. FCOE will be providing a 12 week technology workshop for parents. We will be providing the necessary digital devises for parent use at the training.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, ELAC/DLAC, Stakeholder Public Meetings

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	50	100.0	50	**2349.2**	0	14	32	54
Grade 4	41	41	100.0	41	**2383.6**	2	7	20	71
Grade 5	32	32	100.0	32	**2457.1**	6	31	16	47
Grade 6	43	43	100.0	43	**2460.7**	0	21	26	53
Grade 7	47	46	97.9	46	**2482.6**	2	20	30	48
Grade 8	61	61	100.0	61	**2520.2**	2	31	33	34
All Grades	274	273	99.6	273		2	21	27	50

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	4	26	70	0	44	56	6	56	38	0	60	40
Grade 4	2	32	66	0	49	51	0	61	39	2	56	41
Grade 5	13	38	50	16	31	53	6	63	31	16	59	25
Grade 6	2	42	56	7	47	47	7	63	30	5	63	33
Grade 7	4	50	46	11	46	43	7	43	50	4	57	39
Grade 8	8	54	38	3	62	34	2	77	21	10	59	31
All Grades	5	41	53	5	48	47	4	61	34	6	59	35

Conclusions based on this data:

1. This is the first year for all students taking the SBAC test. This year is a baseline year. These scores can not be compared with STAR scores from previous years.
2. In the areas of Listening and Research, 61% are at or near the standard and 59% are at or near the standard. This shows that our students are stronger in research and listening.
3. When analyzing the overall ELA achievement, 23% of students in grades 3-8 met or exceeded the standard. In addition, the data shows more than 50% of students in grades 3-8 are performing below the standard in reading, with the great need being in 3rd and 4th grade.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Various services to assist underperforming students to meet standards are provided by categorical funds. Title I, Part A, Economic Impact Aid (EIA), and Title III LEP funds.
Use of state and local assessments to modify instruction and improve students' achievement:
Washington Colony Elementary School District uses the following assessments in addition to the STAR testing program to:
a. determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
b. assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
c. determine what revisions are needed to projects under this part so that such children meet the State student achievement academic standards; and
d. effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom- based instructional reading assessments.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

We are currently in the process of updating materials, curriculum, and benchmarks in order to provide students and teachers with the tools needed to support increased student achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	50	100.0	50	**2379.8**	2	14	32	52
Grade 4	41	41	100.0	41	**2393.2**	0	10	27	63
Grade 5	32	32	100.0	32	**2459.1**	13	6	38	44
Grade 6	43	43	100.0	43	**2439.2**	2	5	33	60
Grade 7	47	46	97.9	46	**2468.2**	2	9	33	57
Grade 8	61	61	100.0	61	**2483.9**	0	10	33	57
All Grades	274	273	99.6	273		3	9	32	56

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	2	40	58	2	30	68	6	54	40
Grade 4	2	24	73	2	32	66	5	27	68
Grade 5	22	28	50	9	47	44	13	31	56
Grade 6	5	21	74	2	40	58	2	44	53
Grade 7	9	24	67	4	33	63	2	74	24
Grade 8	2	34	64	2	66	33	7	48	46
All Grades	6	29	65	3	42	55	5	48	47

Conclusions based on this data:

1. This is the first year for all students taking the SBAC test. This year is a baseline year. These scores can not be compared with STAR scores from previous years.
2. In grades 3-8, the overall average for students meeting or exceeding the standard was 12%.
3. When analyzing by claim, Concepts and Procedures is the area of need that requires the most focus, with 65% of the students performing below the standard. More than half of our students are at, near, or above the standard in Communicating Reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			3	75			1	25			4
1	3	10	11	38	11	38	3	10	1	3	29
2			3	20	7	47	5	33			15
3	1	4	4	17	13	54	4	17	2	8	24
4			2	11	10	56	3	17	3	17	18
5			2	33	2	33	1	17	1	17	6
6			3	21	8	57	1	7	2	14	14
7	1	8	6	50	3	25	1	8	1	8	12
8	1	14	3	43	3	43					7
Total	6	5	37	29	57	44	19	15	10	8	129

Conclusions based on this data:

1. We have an ELD plan in place to support our Early Advanced and Advanced students with re-designation.
2. Teachers are receiving training and materials to address the needs of our Intermediate students.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	120	121	129
Percent with Prior Year Data	100.0%	96.7%	100.0%
Number in Cohort	120	117	129
Number Met	54	57	75
Percent Met	45.0%	48.7%	58.1%
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	101	42	97	44	109	40
Number Met	18	17	19	17	24	15
Percent Met	17.8%	40.5%	19.6%	38.6%	22.0%	37.5%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	N/A	N/A
Met Percent Proficient or Above	No	N/A	N/A
Mathematics			
Met Participation Rate	Yes	N/A	N/A
Met Percent Proficient or Above	No	N/A	N/A

Conclusions based on this data:

1. Students are not meeting the NCLB Target for making Annual Growth. (AMAO 1) However, the gap between percent met and the target is decreasing.
2. Students are not meeting the NCLB Target for attaining English Proficiency. (AMAO 2)
3. AYP is not available.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	120	121	129
Percent with Prior Year Data	100.0	96.7	100
Number in Cohort	120	117	129
Number Met	54	57	75
Percent Met	45.0	48.7	58.1
NCLB Target	57.5	59.0	60.5%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	101	42	97	44	109	40
Number Met	18	17	19	17	24	15
Percent Met	17.8	40.5	19.6	38.6	22	37.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	No	No	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	N/A
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	N/A

Conclusions based on this data:

1. The percent of students that met AMAO 1 has increased, and so has the AMAO target. The gap between the percent met and the target has decreased. However AMAO 1 has not been met.
2. Our target for AMAO 2 was not met. Fewer students have met the AMAO 2 target.
3. AYP data for AMAO 3 in not available.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development/ELD
LEA GOAL:
Close the Achievement Gap. All English Learners will continue to make academic progress towards English Language Proficiency.
SCHOOL GOAL #1:
All English Learners will meet or exceed the Annual Measurable Achievement Objectives as measured by the California English Language Development Test (CELDT)..
Data Used to Form this Goal:
2012/13 CELDT Data 2013/14 CELDT Data 2014/15 CELDT Data 2014/14 CAASPP Data
Findings from the Analysis of this Data:
EL students have not met the AMAO 1 target. There has been a decline in the number of EL students meeting AMAO 2 for attaining English Proficiency. Early Advanced and Advanced EL students have not been reclassified due to academic achievement. The trend in CAASPP data shows a significant number of overall students reading and writing below the standard.
How the School will Evaluate the Progress of this Goal:
CELDT Data Benchmark Assessments/Formative Assessments ELD Curriculum Assessments CAASPP/SBAC State Assessment Writing Samples

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

a. District adopted State Standards will be the guide for a comprehensive curriculum to guide instruction and professional development for all staff. b. State aligned ELA and Math materials will be made available. Purchase ELA and Math materials that are aligned with the state standards. Additionally, begin reviewing materials for NGSS. c. A variety of assessments will be used to evaluate student mastery of standards. d. ELD will be provided through the use of state adopted embedded materials as well as stand alone materials. e. The District will provide a state approved English Language Development supplemental program for students identified as ELL that will enable them to develop English proficiency while meeting state academic standards and/or will conduct staff development in research based English Language Development instructional strategies across the curriculum. f. All EL students will receive daily ELD instruction at a minimum of 30 minutes using state approved, supplemental materials.			

development to improve academic achievement, and collaborative time for teachers to make instructional decisions based upon student need and data. a. District administrators and academic coaches will observe classrooms to encourage/ensure instructional strategies are being implemented. b. Planning and instruction will continue to be centered on use of state standards, data, and student need. c. Teachers and District Administration will continue to regularly examine & analyze student work samples at grade level meetings to ensure grade level standards are being implemented and to monitor student progress. d. Teachers will participate in professional development to increase academic achievement. e. Understanding of the connection between ELD and ELA standards. f. The District will continue to provide high quality, research based professional development opportunities in instructional strategies that best meet the needs of EL students.			English Language Development Training and Professional Development	Personnel Salaries 5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP) 3600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Opportunities: a. Teacher may provide tutoring before and after school. b. The After School Program will provide academic tutoring, homework support, and a summer school program.	Ongoing	a. Teachers, Admin.	Hourly tutoring stipend	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	
Increase opportunities to increase reading fluency, reading comprehension, and literacy. a. Our library program with the support of FCOE Library Media Specialists will support literacy through book talks, comprehension activities, concepts of print discussions, Accelerated Reader, etc. all of which will help to develop reading and academic language. b. Provide an Intervention Teacher to support at risk students.	Ongoing	District Admin.	Books	4000-4999: Books And Supplies	School Wide Program (SWP)	
			Learning Commons Aide	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	
			21 Century technology	4000-4999: Books And Supplies	School Wide Program (SWP)	
			21 Century furniture	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	
			FCOE Library Support	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	
			Computer Programs: AR, Destiny/ Follett	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community to increase student achievement: a. Parent training offered at least once per year. b. Various school wide activities will be scheduled during the school year such as Open House, Parent Teacher Conferences, Grandparents Day, Christmas Program, 8th Grade Promotion, and School Carnival. c. Parents will be advised of grade level standards, student scores on Statewide Assessments, and CELDT. The School Accountability Report Card (SARC) will be available online. d. Increased effort will be made to provide an interpreter at all meetings and school events. e. Maintain an active DELAC f. The District will maintain bilingual office staff g. Translation of information for parents and translators for parent teacher conferences, meetings, and other events.	Ongoing	District Administration, SSC, DELAC	Aides/Interpreting	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	2000
			Materials	4000-4999: Books And Supplies	School Wide Program (SWP)	400
			Child Care	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	
			Doc Tracking	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	400
			SARC SPSA Builder	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	400
			Interpreter svcs; Axiom Translations	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	1579

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: Continued high quality professional development for teachers and administrators is necessary to meet the needs of ELL students. The District is committed to providing this professional development to ensure the staff is equipped with the skills to provide an exemplary program of instruction for El students enabling this group to meet yearly AMAO's. a. Extensive, on-going training for all teachers at all levels on the Reading/Language Arts and ELD standards, including appropriate standards based instructional strategies. b. Training in scientifically, research based strategies meeting the needs of EL students such as: SDAIE, cultural diversity, and use of adopted ELA/ELD materials, effective instructional strategies, communicating with culturally and linguistically diverse students and parents. c. Understanding of the connection between ELD and ELA standards		District Admin., Mitchell	SES	5000-5999: Services And Other Operating Expenditures	Title I	16220.54
			Print handbooks / send home	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	3,846
			ELD Coaching	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	
			SST subs	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	
			Subs	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	2000

a. A comprehensive needs assessment will be conducted yearly. This will include gathering data and information from a variety of sources such as, but not limited to: CELDT scores, State Assessments, school-wide assessments, benchmarks, report cards, attendance, and discipline reports. b. Analysis of student data will be conducted at the beginning of each school year. Results will be disaggregated, analyzed, and reports prepared and shared with attention being paid to noted strengths and weaknesses. Information will be used to determine program effectiveness and to drive instructional decisions. c. Throughout each school year, district school-wide assessments will be given and analyzed. These include, but are not limited to: publisher tests, writing samples, publisher leveled reading passages, formative assessments and District Benchmarks for ELA & Math. Results of assessments will be used for on-going monitoring of program effectiveness and professional development. e. Classrooms will be visited regularly by District administration and coaches to monitor the use of high quality, research based ELD instructional strategies in daily classroom instruction.			Certificated Salaries	1000-1999: Certificated Personnel Salaries	School Wide Program 43000 (SWP)

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas.
SCHOOL GOAL #2:
All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas.
Data Used to Form this Goal:
2014 CAASPP Data
Findings from the Analysis of this Data:
The CAASPP data is baseline data. According to the data, the mean average for students performing below the standard is below the statewide average. In grades 3-8, 12% of our students met the standard for overall math. When analyzing by each claim, the greatest need was in the area of Concepts and Procedures.
How the School will Evaluate the Progress of this Goal:
Teacher Designed Assessments Formative/Benchmark Assessments CAASPP/SBAC Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: a. The District will provide CA state aligned materials and curriculum in all core content areas. b. District adopted State Standards will be the guide for a comprehensive curriculum to guide instruction and professional development for all staff. Purchase math materials that are aligned with the state standards. c. A variety of assessments will be used to evaluate student mastery of standards.	Ongoing	Dist. Admin	Materials and Assessments	4000-4999: Books And Supplies	School Wide Program (SWP)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Improvement of science based instructional strategies, professional development to improve academic achievement, and collaborative time for teachers to make instructional decisions based upon student need and data. a. Planning and instruction will continue to be based upon state standards, data, and student need. Instructional materials that incorporate strategies based on scientifically based research will be integrated and implemented. b. Teachers will continue to analyze and examine student work samples at grade level meetings to ensure that grade level standards are being mastered c. District administrators and academic coaches will observe classrooms to encourage/ensure instructional strategies are being implemented. d. Teachers and District Administration will continue to regularly examine & analyze student work samples at grade level meetings and to monitor student progress. e. Teachers will participate in professional development to increase academic achievement.	Ongoing	District Admin.	TCOE math coaching and training. Math Expressions math training	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP) School Wide Program (SWP)	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Time: a. Teacher may provide tutoring before and after school.	Ongoing	District Admin. Teachers	Hourly tutoring stipend	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	

a. A comprehensive needs assessment will be conducted yearly. This will include gathering data and information from a variety of sources such as, but not limited to: CELDT scores, State Assessments, school-wide assessments, benchmarks, report cards. b. Analysis of student data will be conducted at the beginning of each school year. Results will be disaggregated, analyzed, and reports prepared and shared with attention being paid to noted strengths and weaknesses. Information will be used to determine program effectiveness and to drive instructional decisions. c. Throughout each school year, district school-wide assessments will be given and analyzed. These include, but are not limited to: publisher tests, writing samples, publisher leveled reading passages, formative assessments and District Benchmarks for ELA & Math. Results of assessments will be used for on-going monitoring of program effectiveness and professional development. d. Classrooms will be visited regularly by District administration and academic coaches to monitor the use of high quality, research based math instructional strategies in daily classroom instruction.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community: a. Parent training offered at least once per year. c. Parents will be advised of student scores on Statewide Assessments and CELDT assessments as soon as available. d. Increased effort will be made to provide an interpreter at all meetings, parent conferences, and school events. e. Maintain an active DELAC f. The District will maintain bilingual office staff	Ongoing	District Admin. Mitchell	Interpreter	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas, including the integration of ELA in science and social studies.
SCHOOL GOAL #3:
All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas, including the integration of ELA in science and social studies.
Data Used to Form this Goal:
2014 CAASPP Data
Findings from the Analysis of this Data:
According the the CAASPP data, Washington Colony has more students that are not meeting the standard when compared with the state average of students not meeting the standard in overall ELA. When analyzing the areas of weakness, it is noted that reading and writing are the areas of the greatest need for support. In grades 3-8, 53% of students are reading below the standard and 47% are writing below the standard.
How the School will Evaluate the Progress of this Goal:
ESGI BPST (Basic Phonics Skills Test) Teacher Designed Assessments Writing Samples Fluency Assessments Formative/Benchmark Assessments CAASPP/SBAC Statewide Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SES tutoring services provided to at risk students.	2014/2015	Gina Daniels	SES	5000-5999: Services And Other Operating Expenditures	Title I	10000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase opportunities to increase reading fluency, reading comprehension, and literacy. a. Our library program with the support of FCOE Library Media Specialists will support literacy through book talks, comprehension activities, concepts of print discussions, Accelerated Reader, etc. all of which will help to develop reading and academic language. b. Provide an Intervention Teacher to support at risk students.	June 2015	District Administration J. Dronyk N. Lopez	Books	4000-4999: Books And Supplies	School Wide Program (SWP)	3000
			Computer Library/School-wide Programs and Services: Accelerated Reader, Destiny/Follett	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	2600
			FCOE Library Support	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	1000
			21 Century Technology	4000-4999: Books And Supplies	School Wide Program (SWP)	5000
			21 Century Furniture	4000-4999: Books And Supplies	School Wide Program (SWP)	
			Library/Learning Commons Aide	2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Alignment of instructional material with state standards: a. District adopted State Standards will be the guide for a comprehensive curriculum to guide instruction and professional development for all staff. b. State aligned ELA and Math materials will be made available. Purchase ELA and Math materials that are aligned with the state standards. Additionally, begin reviewing materials for NGSS. c. A variety of assessments will be used to evaluate student mastery of standards. d. ELD will be provided through the use of state adopted embedded materials as well as stand alone materials. e. Teachers will attend Professional Learning Communities to collaborate with other professionals regarding the integration of ELA and other content areas such as science. Teachers will also participate in conferences and professional development opportunities to review and plan for the integration and adoption of NGSS.	Ongoing	District Admin. Mitchell, Teachers	State Aligned Materials	4000-4999: Books And Supplies	School Wide Program (SWP)	3000
			Subs for ELA/ELD Curriculum Review	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Improvement of science based instructional strategies, professional development to improve academic achievement, student engagement, and collaborative time for teachers to make instructional decisions based upon student need and data. a. District administrators and academic coaches will observe classrooms to encourage/ensure instructional strategies are being implemented. b. Planning and instruction will continue to be centered on use of state standards, data, and student need. c. Teachers and District Administration will continue to regularly examine & analyze student work samples at grade level meetings to ensure grade level standards are being implemented and to monitor student progress. d. Teachers will participate in professional development to increase student engagement and academic achievement.	Ongoing	District Admin. Mitchell	Sub/Conferences/PD	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	3000
			SST Subs	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	1000
			Professional Development, Workshops, Training	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended Learning Opportunities: a. Teacher may provide tutoring before and after school. b. The After School Program will provide academic tutoring, homework support, and a summer school program.	2015/2016	Teachers, Admin.	Tutoring	1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	2000
Involvement of staff, parents and community to increase student achievement: a. Parent training offered at least once per year. b. Various school wide activities will be scheduled during the school year such as Open House, Parent Teacher Conferences, Grandparents Day, Christmas Program, 8th Grade Promotion, and School Carnival. c. Parents will be advised of grade level standards, student scores on Statewide Assessments, and CELDT. The SARC will be available to parents and community. d. Increased effort will be made to provide an interpreter at all meetings and school events.			Doc Tracking License Agreement	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	
			Axiom Translation	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	1500
			AXIOM SARC	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	

a. A comprehensive needs assessment will be conducted yearly. This will include gathering data and information from a variety of sources such as, but not limited to: CELDT scores, State Assessments, school-wide assessments, benchmarks, report cards, attendance, and discipline reports. b. Analysis of student data will be conducted at the beginning of each school year. Results will be disaggregated, analyzed, and reports prepared and shared with attention being paid to noted strengths and weaknesses. Information will be used to determine program effectiveness and to drive instructional decisions. c. Throughout each school year, district school-wide assessments will be given and analyzed. These include, but are not limited to: publisher tests, writing samples, publisher leveled reading passages, formative assessments and District Benchmarks for ELA & Math. Results of assessments will be used for on-going monitoring of program effectiveness and professional development. e. Classrooms will be visited regularly by District administration to monitor the use of high quality, research based instructional strategies in daily classroom instruction.			Expenditures		
			ESGI Teacher License	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	550
			Illuminate Data Assessment Management System	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	3125

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	139,800.00
2000-2999: Classified Personnel Salaries	School Wide Program (SWP)	2,000.00
4000-4999: Books And Supplies	School Wide Program (SWP)	13,600.00
5000-5999: Services And Other Operating	School Wide Program (SWP)	28,100.00
5000-5999: Services And Other Operating	Title I	26,220.54

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
School Wide Program (SWP)	183,500.00
Title I	26,220.54

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	139,800.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	13,600.00
5000-5999: Services And Other Operating Expenditures	54,320.54

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,445.54
Goal 2	4,500.00
Goal 3	42,775.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jesus Cruz	X				
Gina Daniels			X		
Moses Lujan			X		
Wallene Hawkins		X			
Lena Huffmon		X			
Debby Pallas		X			
Stephanie Morris				X	
Jennifer Aguilar				X	
Yadira Castro				X	
Adam Knudson				X	
Melissa Galindo				X	
Arlene Granados				X	
Numbers of members of each category:	**1**	**3**	**2**	**6**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 10-05-2015.

Attested:

Jesus Cruz	Jesus H. Cruz	10/05/15
Typed Name of School Principal	Signature of School Principal	Date
Adam Knudson	Adam D. Knudson	10/5/15
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date