Vision Statement
“Believing in Educational Excellence for All”

Mission Statement
The mission of the Wasco Union Elementary School District is to provide all students an education which promotes lifelong learning, an appreciation for diversity and responsible citizenship.

Strategy Statement
Develop and maintain a culture of collaboration with deep implementation of high quality instruction where there is tight alignment of standards, high yield instructional strategies and practices, curriculum resources, professional development and assessment to ensure that all students learn.

Culture and Professional Relationships
“We define culture as the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership and the quality of relationships within and beyond the school. Culture refers to the invisible but powerful meanings and mindsets held individually and collectively throughout the system. Relationships refer to the quality of attitudes, feelings and behaviors of various individuals and groups toward one another as they engage in the work of helping all students learn.”

Change Leadership: A Practical Guide to Transforming Our Schools

The year began with a focus by Liz McCray, Superintendent on the issues the Board of Trustees set forth as barriers to a positive culture and the development of effective professional relationships. The three areas were; 1) Trust, 2) Communication and 3) Leadership. In an effort to address the culture and professional relationship issues that the Board of Trustees had identified, the superintendent began the school year by reorganizing the administrative structures in an effort to ensure better communication, shared decision-making and planning for success. The Executive Cabinet was formed and is comprised of the Superintendent, Assistant Superintendents from both districts and principals (K-12). In addition, the Superintendent’s Council was developed whose membership includes all managerial staff, both classified and certificated. In addition, the Superintendent had regularly monthly meeting and oftentimes bi-monthly with Assistant Superintendents from both districts. During the first months, the superintendent structured the meetings to increase the amount of communication between all attendees in an effort to allow staff to get to know each other on a personal level, find common ground and make personal connections with the expectation that it would carry over to the communications throughout the district.

In November, the superintendent’s advisory group was formed and is comprised of a Teacher representative from each school in the district, two Principals, the Teacher’s Union President and two Assistant Superintendents and Superintendent.

The first teacher-report day (August 13) provided an opportunity for each school site administrator to present the results of the California State Testing and Reporting Program (STAR), and where the school was with respect to meeting their goals for student achievement. The need to focus on the right work, the kind of work that will help students realize...
their educational potential during the 2012-2013 school year was highlighted. The work required to ensure that student learning occurs at high levels will also require the district to make teaching and learning the top priority, use collaboration time to determine how to best meet the needs of all students, use assessment data to inform and guide instruction, continue to learn about and implement best practice teaching methods, provide extended learning time for students who need it, both in and out of class, as well as take into consideration the needs of students by listening to their voices, inviting them to be partners in their education and asking how best to meet their learning needs.

These research-based practices are best identified and planned for implementation through a well-designed Local Educational Agency Plan. In the spring of 2012 the Wasco Union Elementary School District formed a District/Site Leadership Team (DSLT). This group is comprised of teacher leaders, site and district administrators and was charged with the development of a Local Educational Agency Plan that focused on developing goals, identifying a strategy (listed above) for the achievement of the goals along with tactics and actions that would focus and bring coherence to the work of the district. The result was a systems-approach to tackling the work and moving the district (administrators, teachers, students, parents) toward more successful outcomes.

Liz McCray, Superintendent for both Wasco Union Elementary District and Wasco Union High School District, representing both districts through the agreed upon joint administration decision made by the Boards of Trustees in the summer of 2011, made a presentation to the Unification Hearing Panel at Wasco High School on October 10, 2012. A portion of that presentation is included below as it provides an excellent summary of the extraordinary efforts made by the joint administration to move both districts toward a healthy, mutually beneficial relationship.

The most important benefit to Unification is the unified educational focus K-12 on what is best for our students. By unifying we will provide:

- a coordinated, sequential educational program for our students from Transitional K through twelfth grade;
- increase and provide more effective collaboration between elementary staff, secondary staff and the community in our pursuit of national, state, county and local educational goals;
- create a unified system whereby expectations and accountability are driven by a single Board of Trustees and a single administration representing the community;
- and Provide a more effective use of district resources.

Wasco Elementary is the largest elementary feeder district to Wasco High School. The move toward Unification has already provided an opportunity for increasing student achievement in the community of Wasco through an alignment of systems at all levels. This alignment will serve to build the foundations and support systems for classroom instruction and student achievement.

The joint administration has promoted articulation between Wasco High School and Wasco Elementary School District whenever feasible and whenever the decision to do so makes sense to impact in a positive way student learning outcomes. Generally, these areas have included job-embedded professional development such as Effective School Wide Language Pedagogy Walkthroughs, and the Instructional Rounds process. In addition, Wasco High School District in an effort to build professional relationships that will benefit student achievement invited all feeder districts (WUESD, Lost Hills, Semi-Tropic and Maple) to an articulation meeting on January 14, 2013, 3:15-4:45pm. WUESD, Lost Hills and Semi-Tropic sent representatives to Wasco High School for the meeting. The agenda for this meeting included discussion on; 1) placement procedures for English/language arts and mathematics courses, 2) pre-requisite skills for incoming 9th grade students, messaging to incoming students regarding California Standards Tests results, placement tests and lunch privileges. It was decided at that meeting to have a second meeting before the end of the school year.

Wasco Union Elementary School District Local Educational Agency Plan Goals
1. Annually, all non-proficient students, including Students with Disabilities, in grades 2-8 will score at least one performance level growth on the California Standards Tests in English Language Arts and Mathematics as well as proficient/advanced students maintaining proficient/advanced levels.

2. Annually, the district will meet or exceed all state Annual Measurement Achievement Objectives (AMAO) for Title 3 as measured by California English Language Development Test (CELDT) and Standardized Testing And Reporting (STAR) as well as re-designation of all English Learners given three years of English Language Development (ELD).

3. Annually all K-1 students will show proficiency on Common Core State Standards (CCSS) as measured by benchmarks and summative assessments.

Progress toward Implementation of the Local Educational Agency [Action] Plan

The Local Educational Agency Plan (LEAP) was developed spring, 2012 for implementation during the 2012-13 school year using the recommendations from the needs assessment completed earlier in the year by Pivot Learning Partners at the request of Liz McCray, Superintendent. In addition to the recommendations from the needs assessment, the District/Site Leadership Team reviewed student achievement data and took into account the internal (strengths, weaknesses, opportunities, and possible barriers) and external (outside influences and directives) context of the district as they thoughtfully designed the Local Educational Agency Plan that would drive the district work during the 2012-2013 school year. Below is an update on the progress made in each of the areas addressed in the LEAP through January 2013.

Aligned Curriculum, Instruction, Assessment and Intervention

“When speaking about alignment capacity—and its link to student achievement—we are talking about the way schools and districts are able to use curriculum, instruction, and assessments coherently to address learning standards. If achieving state standards is the educational goal that students have to reach, alignment is the degree to which these components complement one another and help guide student’s pursuit of that goal.” Southwest Educational Development Laboratory

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- District and site administration must develop systems to support the work that site administration and teacher leaders are doing in order to ensure deep implementation of the prioritized actions and a positive impact on student achievement.
- Development and implementation of Grade Level Curriculum Committees to develop, monitor and adjust pacing guides and assessments with leadership support of principals and vice principals along with PLP coaches
- Developing Professional Learning Communities that have sufficient amount of time for collaboration, are focused on the right work, guided by consistent protocol and expectations for use of the continuous improvement model at all levels of the system (classroom, site, district).
- Development of the District/Site Leadership Team that will help guide the work associated with the district plan.
- Messaging of information and provision of professional development to staff by Teacher Leaders and Site Leadership Team.
• Monitoring for implementation of practices learned in job-embedded professional development including the Writing Initiative, English Learner Network, and Mathematics Initiative completed last year.
• Building capacity in Teacher Leaders through job-embedded Professional Development and systems that empower leaders at all levels to ensure implementation.
• Establishing consistent protocols for administrative monitoring responsibilities such as Classroom Walkthroughs, Data Dashboards, Reports to the Board of Trustees, the work of various committees doing the work of district initiatives, etc.
• Alignment of the written taught and tested curriculum, including emphasis at grades 7 and 8 in English and Math on the Common Core State Standards as well as Kindergarten and First Grade.
• Development and implementation of a comprehensive assessment system including Benchmarks and Common Formative Assessments in all grades aligned to the rigor of the standards.
• Provide training on and develop a Response to Intervention model that focuses on the provision of the GIFT of Good Initial First Teaching, using direct instruction, checking for understanding, and immediate intervention to ensure student learning.

Building on the work of prior years, the WUESD staff has continued to improve their efforts to align the written, taught and tested curriculum in every subject and every classroom to ensure that instruction and instructional practices are meeting the needs of students. To that end, the following systems have been implemented.

Progress
• The Assistant Superintendent has scheduled Principal Meetings on a regular basis and uses these meetings to work collaboratively to confront and think deeply about the complexity of the work and what needs to be done in order to develop processes and protocols for district and site-level systems that are required to sustain the actions in the Local Educational Agency Plan. These meetings along with the monthly Executive Cabinet and Superintendent’s Council meetings have been instrumental in developing an observable ‘teamwork’ approach to the completion of tasks.
• The development of a District/Site Leadership Team (DSLT) made up of District and Site Administrators along with Teacher Leaders to function as a decision-making, messaging and monitoring body for the District Local Educational Agency Plan. It meets monthly and is facilitated by the Assistant Superintendent.
• Site administrators complete regular Classroom Walkthroughs, collecting data which includes the use of instructional practices (Explicit Direct Instruction) and observation related to the Essential School Wide Language Pedagogy (infusion of reading, writing, listening and speaking) that will provide opportunities for English Language Development in every classroom through the use of high levels of verbal student engagement. The expectation is that teachers will use a Direct Instruction (I DO, WE DO, YOU DO) model, check for understanding throughout the teaching process to ensure that by the end of the classroom period students have learned the skills and concepts included in the learning objective for the day for both content and language development.
• Principals provide feedback to teachers after each Classroom Walkthrough.
• The WHSD Assistant Superintendent provided training for the District/Site Leadership Team on the use of Instructional Rounds as a process to observe and analyze the rigor of the work in which students are involved. This process is an excellent tool to engage in district and school site staffs in discussions around student work and what needs to change in the instructional design in order to ensure rigor in lessons.
• The joint administration has operated under the expectation that the Wasco Elementary and Wasco High School districts will articulate their programs between the two districts. As such, Wasco Union High School Site Administrators have participated in Instructional Rounds with Wasco Union Elementary School District Site Administrators in their district in an effort to gain a better perspective around the work of the elementary
district and first-hand knowledge of the curriculum offered in the kindergarten through eighth grade district. The elementary administration will also be visiting the two high schools for the same reasons.

- The Kindergarten and First grades have begun transitioning to the Common Core State Standards and are currently determining Essential Standards, designing Benchmark and Common Formative Assessments, revising pacing guides and collaborating around best practices to ensure student learning.
- Development and implementation of Grade Level Curriculum Committees at all levels (K-6) to develop, monitor and adjust pacing guides and assessments with leadership support of principals and assistant principals. To facilitate the work of these committees, Pivot Learning Partners provides workshops that guide and inform the work. Responsible administrators facilitate the follow up work at monthly meetings.
- The district has set up a ‘shared’ drive so that they are available for all staff to access to share pacing guides.
- Based on grade level gap analysis, appropriate supplemental materials will be/have been identified for either purchase or development and infused into the pacing guides to inform instructional practices in order to ensure student mastery to the rigor of the standard.

Next Steps

- To build sustainability of practices and ensure, deep implementation of non-negotiable best practices including the increase of ‘rigor’ of these instructional practices in order to ensure learning to high-levels, the administration will be required to develop effective systems for monitoring and ongoing continuous improvement cycles that scaffold the work to higher levels and provides for deeper implementation of the areas listed below.
  - Messaging and implementing the decisions made by the District/Site Leadership Team at the site level.
  - Providing timely and meaningful feedback to staff regarding observations made during Classroom Walkthroughs.
  - Attending English Learner Network sessions, messaging and monitoring implementation of an intentional school-wide focus on use of reading, writing, listening and speaking.
  - Messaging and monitoring the work of the English Language Learners Leading (E3L) student leaders.
  - Attending Writing Initiative sessions, messaging and monitoring implementation of the work of the Writing Initiative.
  - Continuing to monitor the implementation of the Mathematics Initiative conducted during the 2011-2012 school year.
- Develop meaningful ways to communicate with staff after Classroom Walkthroughs regarding what was seen in terms of strengths, areas for improvement and support needed.
- The transition to the Common Core State Standards will require review and revision of pacing guides based on new standards adopted by the State Board of Education. In addition, core and supplemental materials will need to be reviewed to determine level of appropriateness for teaching to the Common Core State Standards.
- Explore additional opportunities and ways to use the share drive so that staff will be able to use as a resource for lesson design and instructional materials.

Interventions

Interventions for struggling students increase the ‘learning time’ and allow the teacher to focus in on individuals or small groups of students in order teach a concept or skill that is not yet understood or mastered by a student. The teaching practice of checking for understanding is critical to this process as it identifies for the teacher, those students needing additional instruction and/or time to gain understanding or mastery.
Progress

- The District/Site Leadership Team is spending time learning more about Response to Intervention and beginning the process of designing site-level Response to Intervention Models, particularly as it relates to Tier 1 interventions to ensure that the ‘GIFT’ of Good Initial First Instruction occurs in every classroom. The Assistant Superintendent is facilitating this process.

Next Steps

- Fully define and develop the use of Tier 1 interventions, ensuring that instructional time is maximized and in-class opportunities for learning concepts and skills goes beyond whole-class lecture or independent work without guidance.
- Track success of in-class Tier 1 interventions and provide support to build capacity in teachers via academic coaching, modeling, etc.
- As the Response to Intervention (Rti) models begin to emerge from site to site, leadership should begin to collect and analyze data around Tier 2 interventions, assessing their effectiveness and considering additional options.
- Ensure that all classroom teachers understand the definition of direct instruction and use an effective lesson design process that guides classroom instruction at the level of rigor necessary for mastery of the essential standards.

Professional Development

“Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that is conducted among learning teams of educators, including teachers, paraprofessionals and other instructional staff at the school; is facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders...and engages established learning teams of educators in a continuous cycle of improvement that analyzes student, teacher and school learning needs through a thorough review of data on teacher and student performance.” The National Staff Development Council

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- Align all professional development with the strategy statement for Wasco Elementary School District (listed on page 1).
- Establish consistency in collaboration time for all sites including norms, time structures, and Cycle of Inquiry protocol with expectations for planning and follow up.
- Provide Job-embedded professional development for teacher leaders assigned to specific district initiatives (Writing, English Learners, and Mathematics).

Acting upon research-based best practices, WUESD has determined that job-embedded professional development is the most valuable method of providing professional development. To that end, executive coaching has been made available to the superintendent, assistant superintendent, directors and principals. This executive coaching provides an avenue for using the coach as a thinking partner, researcher, in-district professional development provider, critical friend and someone who helps maintain the focus on the ‘main thing,’ student learning. In addition to the executive coaching, professional development has been provided to the site administrative team in the area of Human Resources, focusing
on how to use the observation tools at their disposal to build teacher capacity and increase student learning. The following progress has been made on implementation of the Local Educational Agency Plan components.

Progress

- Both Wasco High School and Wasco Elementary School District administrative staff took part in a Common Core State Standards Awareness Training on July 30. Pivot Learning Partners conducted this professional development.
- Thomas Jefferson Middle School administrators and teaching staff attended ½ day of Common Core State Standards Awareness training with Wasco High School District staff on August 13. Pivot Learning Partners conducted this training.
- Teacher Leaders have been identified and are receiving training on specific district initiatives. They are part of or work with the Site Leadership Team to message and provide training to other staff members.
- A master calendar has been developed that aligns with the Local Educational Agency Plan, goals of the district and identified by District/Site Leadership Team members and stakeholders on other district committees.
- Teacher Leaders for the Writing Initiative, English Learner Network and Math Initiative are supported by the site administration to deliver the message to the rest of the staff at each site. The Site Leadership Team works together to ensure the implementation moves forward.
- Site administrators attend professional development workshops in order to ensure their knowledge of instructional methods being learned by teachers so that they can better understand and assist teachers with implementation.
- Professional development is being provided to the site administrative teams in the area of Human Resources, focusing on how to use the evaluation/observation tools at their disposal to build teacher capacity and increase student learning.
- Superintendent’s Executive Cabinet and Council receive ongoing job-embedded professional development around leadership, developing trust and the importance of messaging to site staff regarding district work.

Next Steps

- Review committee alignment to District/Site Leadership Team and ensure that there is representation of Teacher Leaders involved in the initiatives on the Site Leadership Team.
- Continue to support teacher leaders in their efforts to increase communication and establish systems for greater efficiency.
- Continue to monitor the entry of processes and protocols for the District Procedural Spreadsheet including consistent formatting for readily searchable content.
- Develop a plan to continue transition and implementation of the Common Core State Standards at all grade levels.

Data Analysis and Monitoring Systems

“A Culture of Quality Data is the belief that good data are an integral part of teaching, learning, and managing the school enterprise. Everyone who has a role in student outcomes—teachers, administrators, counselors, office support staff, school board members, and others—shares this belief. Because good data are as much a resource as staff, books, and computers, a wise education system is willing to invest time and money in achieving useful information and respects the effort taken to produce it.” Forum Guide to Building a Culture of Quality Data: A School and District Resource, National Forum on Educational Statistics

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- Explore alternative student assessment data systems.
- Track instructional quality indicators and data points through the development of a Data Dashboard.
- Define student performance indicators and data points [for Benchmarks and Common Formative Assessments].

**Progress**

- A new assessment data system that has the ability to disaggregate data in a variety of ways for use at all levels of the system has been purchased and installed.
- Training and technical support has been provided to appropriate stakeholders.
- Administrators have become knowledgeable users of the data system and continue to learn about new functionality available from the system.
- Administrators have begun the development of site and district Data Dashboards that will provide a quick-reference guide for stakeholders regarding progress on important district data.
- EADMS and Intel Assess have provided both administrators and teachers with real-time user-friendly data that is easily accessible.

**Next Steps**

- Continue to strengthen the capacity of end-users of EADMS and Intel Assess.
- The district is exploring the ‘next generation’ AERIES system which has been retooled in an effort to provide a robust data/information system.
- Review, strengthen and message expectations, consistently implement and monitor the system for assessing and tracking the growth of English Learners for progress in English Language Development along with other pertinent data.
- Complete the development of district and site Data Dashboards.
- Monitor student achievement outcomes on local assessments through site reports to the District/Site Leadership Team.

**Fiscal Operations**

“...Education will continue to be one of the primary means by which inequity is addressed. Public funds will continue to be allocated in support of educational programs, and the rationale for these investments will likely continue to be made in terms of creating social equity alongside excellence. Consequently, the purposeful and productive allocation of resources to support equitable access to high-quality learning opportunities becomes a major component of education policy and leadership at the federal, state and local levels.” Allocating Resources and Creating Incentives to Improve Teaching and Learning

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- Prepare a district budget development calendar including all state and federally funded programs.
Expand transparency of the budget process by developing systems to establish processes and procedures that all stakeholders understand and use for budgeting purposes. During the 2012-2013 school year the following progress has been made in the shoring up of the fiscal systems in response to the Needs Assessment conducted spring 2012.

**Progress**

- An outline to inform a timeline of budgeting events/processes for calendaring purposes has been developed.

**Next Steps**

- Complete the District Budgeting Calendar by including due dates and the responsible party.
- Integrate the budget activity of all restricted funding sources with due dates and person(s) responsible.
- Integrate the budget activity of all employees who manage (Principals, Directors, etc.) budgets, including due dates and person(s) responsible.
- Design a roll-out of the calendar including the messaging as to how to use the calendar and how it will be monitored.
- Monitor the calendar and proactively engage stakeholders in the budgeting process.
- Develop a system for conducting an annual review, revision and messaging of the budgeting process as appropriate and/or necessary.

**Human Resources**

“Research demonstrates that most important factors influencing student achievement are the quality of a school’s human capital—the teachers and leaders responsible for setting high expectations and delivering top quality instruction. Yet low-income and minority students—the very students poised to benefit most—are least likely to have the best teachers and leaders in their schools. Although we know that teachers and leaders are essential to reform, we often overlook the crucial element linking teaching and leadership. The recruitment, selection, assignment, development, evaluation and recognition of quality staff are critical.” *National Governor’s Association*

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- Develop tracking system for certificated and classified Human Resources information.
- Develop protocols for hiring of new employees, listing related district/employee actions.
- Develop a system for dissemination of new hire information to necessary stakeholders (Principals, Categorical Director, etc.)
- Review and update job descriptions.

The following progress has been made during the 2012-2013 school year to ensure every opportunity is taken for supporting staff and building human capacity in order to advance student learning.

**Progress**

- Work has begun on the development of a district administrator procedural document that delineates desk/job responsibilities/activities in detail on a month to month basis that will include a tracking system for certificated and classified.
• Work has begun on the development of an employee handbook that will include hiring protocols, orientation guidelines and legal mandates.
• A system for dissemination of new hire information has been developed and implemented.
• Job descriptions that have a Board approval date prior to 2000 are being identified.

**Next Steps**
• Continue work on and complete the District Procedural Documents for all administrators.
• Develop an annual update and/or revision protocol for the District Procedural Spreadsheet.
• Continue work on the development of an employee handbook.
• Establish a timeline for reviewing and updating job descriptions.

The Needs Assessment conducted by Pivot Learning Partners during the spring of 2012 at the request of the Superintendent did not include the areas of Parent and Community Engagement or Governance and Leadership. There was some discussion about follow up to the spring Needs Assessment process during the course of the current school year. That decision has not yet been made. However, the areas of Parent and Community Engagement and Governance and Leadership are inextricably connected to all of the work that is done at both the district and site level. Therefore, in an effort to acknowledge district efforts in these two areas, they are included in this report.

**Parent and Community Engagement**

“There is no topic in education on which there is greater agreement than the need for parent involvement. Teachers and administrators want to know how to work with families in positive ways and how to involve the community to increase student success. Families want to know if their schools are providing high-quality education, how to help their children to do their best, and how to communicate with and support teachers. Students want to succeed in school and know that they need guidance, support, and encouragement from their parents, teachers, and others in the community.”  
*School, Family, and Community Partnerships: Your Handbook for Action*

Although Parent Engagement is not currently written into the Local Education Agency Plan, it is an area that the administrative staff is interested in collecting data on and exploring ways to better serve the parent community.

**Progress**
• The Parent Institute for Quality Education (PIQE) is used to provide training for parents in the areas of:
  o How the school system works,
  o How to become involved in their child’s educational progress and academic achievement,
  o How to become an empowered partner in the education of their child.
• Wasco High School district is in their second year of Parent Survey administration. This year, they are working in conjunction with Wasco Elementary School District to develop and administer the parent survey to parents in both districts. Distribution is scheduled within the coming weeks. The data will be used to inform additional opportunities for parent and community engagement.

**Next Steps**
• Administer and collect data from the WUESD Parent Survey.
• Analyze the data for areas of need for the district’s continuous improvement model and to be included in the Local Education Agency Plan for the 2012-2013 school year.
• The WUHSD and WUESD Boards determined fall 2012 to move forward with the vision of unifying both districts for seamless articulation of the educational systems.
Governance and Leadership

“Although much attention has been paid by scholars and educational theorists to leadership at the school and to a
degree the district level, less energy has been spent in trying to understand the nature and components of educational
governance. Governance holds a unique position in the discussion about improving education leadership, as governance
is not leadership per se. Rather, governance creates the framework through which high-quality leadership can be
exercised throughout the educational system. Numerous metaphors describe “governing”: the nervous system, the
control center, the steering mechanism. Most appropriately, we think governance can be described as the playing field.
Governance—by defining the size of the field, establishing rules of the game, determining the composition of the teams,
and providing referees—creates and maintains the policy structure within which public schooling takes place.”

Redefining and Improving School District Governance

During the 2011-2012 school year, as new Board Policies came to the attention of the administration both WUHSD and
WUESD reviewed them.

The work of the Board of Trustees has focused primarily on the unification process and organizing new sitting board
members on each of the Boards after the November election. Since the two districts currently operate under one
superintendent, the leadership teams have been reorganized to form an Executive Cabinet made up of the
Superintendent, Assistant Superintendents and Principals. In addition, there is a Superintendent’s Council made up of
members of the Executive Cabinet as well as Assistant Principals and all other administrators, both certificated and
classified, in both districts.

Current Status

- The Board of Trustees, at a joint meeting with the High School and Elementary Boards approved moving forward
  with the unification process.
- The Board of Trustees has reorganized itself based on current membership.

Recommendation

- It is recommended that the Board of Trustees work with the administration to support the unification process in
  an effort to more fully realize:
  - The value-added element associated with the ability to articulate vertically for increased student
    achievement.
  - The value-added element associated with the ability to articulate both horizontally and vertically all
    support services such as Aligned Curriculum, Instruction and Assessment, Students with Special Needs,
    English Learners, Fiscal Operations, Human Resources, Data Systems, Professional Development, Parent
    and Community Engagement, and Governance.
- As new Board Policies come to the attention of the administration for review, analyze with an eye on the future
  of the district for the purpose of making recommendations to the Board of Trustees. Upon unification, all Board
  Policies will go through a review and revision process.

Pivot Learning Partners Site-Level Coaching Reports

Executive Coaching—Superintendent and Assistant Superintendent

The Local Educational Agency Plan (LEAP) is the basis for the executive coaching provided at the district level. The LEAP
is the guiding document for the work of the Superintendent and Assistant Superintendent. As instructional leaders, it is
their primary responsibility to monitor and ensure implementation of the plan so that the district can move closer to the
realization of the identified goals. Administrators at the district level are constantly evaluating, reframing the
conversation as challenges present themselves, responding to needs at all levels of the educational system and
providing encouragement to all staff in an effort to ensure that the district maintains its focus on how best to support the student learning process. The contents of this report including all of the Local Educational Agency Plan progress documentation listed above is evidence of the Executive Coaching that takes place at the district office level with the Superintendent and Assistant Superintendent.

Executive Coaching—All Site Principals
The following summary report is provided based upon all work in progress/completed since July, 2012. Information is cumulative for all coaching work done at all Wasco Elementary district sites.

There is much work to be done in order to ensure teaching and learning at high-levels in occurring in every classroom. There is a continuous need for principals to be in classrooms, teachers to be collaborating and supported in this process, and development of a clearer picture and understanding of rigor. Rigor in the classroom will allow student to perform at a level that will meet expected national/state/district goals.

Based on the Local Educational Agency Plan, Single Site Plan for Student Achievement it was determined that the following areas should be addressed in the 2012-2013 school year:

- Develop and implement Professional Learning Communities that are nested at all levels of the system, ensuring that the work that they do is focused on the work of the district as outlined in the Local Educational Agency Plan and Single Site Plans for Student Achievement.
- Provide training to administrators and staff regarding the Common Core State Standards.
- Provide training to Kindergarten and First Grade Teachers on the Common Core State Standards (CCSS) with respect to the impact on student achievement and teacher preparedness.
- Build capacity of the Kindergarten and First Grade Teachers to begin the transition to the Common Core State Standards, including identification of Essential Standards, revision of Pacing Guides, lesson design and instructional practices.
- District and site administration must develop systems to support the work that site administration and teacher leaders are doing in order to ensure deep implementation and a positive impact on student achievement.

Progress

- All schools have made progress in moving beyond talk about PLCs/COI processes to implementation and monitoring of PLCs/COI on a twice monthly basis. Systems are beginning to emerge and be understood in all schools.
- They dynamics of shared leadership have improved over the course of the year between the site principals and district office.
- Professional Learning Communities, the Cycle of Inquiry and Collaboration processes have been standardized, reviewed, messaged, calendared, and supported at all sites and in grade and department levels in all schools.
- Issues around "meeting" versus "collaboration/planning" time have been resolved at all sites.
- All schools have used district technology to create shared folders that allow teachers and administrators to share Professional Learning Community agendas, minutes, Cycle of Inquiry and collaboration planning.
- All schools have developed calendars of ongoing weekly grade level PLC/collaboration and common planning with support by principals, vice principals, and academic coaches.
- All schools have implemented district quarterly benchmark calendars, and Common Formative Assessment and Quick Check calendars with expectations to assess using these tools on a scheduled basis.
- There is an increased understanding and use of Educator Assessment Data Monitoring System (EADMS) at all levels of the system to create reports and monitor student data.
- Implementation of the K-8 Writing Initiative and regular monitoring by site leadership to check for consistent implementation.
• Continued support and focus for math instruction at all grades.
• Development and implementation of Common Core State Standards at K-1 (with accompanying Pivot Learning Partners Instructional Coaching support and input)
• Use of K-1 Professional Learning Community Cycle of Inquiry process to allow collaboration, monitoring, and modification when needed to "fail safe" implementation of Common Core State Standards curriculum, instruction and assessment in these grade levels.
• Development and implementation of Grade Level Curriculum Committees to develop, monitor and adjust pacing guides and assessments with leadership support of principals and vice principals along with PLP coaches
• Continued focus of EL classroom strategies K-8, with larger focus via the English Learner Network training in K-6.
• Administrative team Classroom Walkthroughs to observe English Learner instruction at all levels of the system (K-12) and providing feedback to each site.
• Increased focus, conversation, professional development and follow through with defining and implementing "Academic Rigor" at all grade levels/subjects

Next Steps
• Continue to message expectations and monitor the quality of collaboration and common planning during Professional Learning Community (collaboration) time to ensure the capacity of all teachers is built around this work.
• Site administrators must continue to consistently message high expectations for levels of implementation of instructional strategies, Essential School Wide Language Pedagogy (reading, writing, listening and speaking), Equitable Classroom Practices, and getting into classrooms when their daily work (meetings at various levels, discipline support, supervision/support, monitoring of ongoing goals) could consume all of their time.
• Monitor all grade levels utilizing shared folders, following up about questions that arise based upon measurable goals and results of Common Formative Assessments.
• Principals must work with their Site Leadership Teams to empower their teacher leaders in communicating and messaging progress on Local Educational Agency Plan and Single Site Plan for Student Achievement.
• Solving the issue of kindergarten assessment time by following the plan developed by the Curriculum Committee.
• Build capacity in Principals so Site Leadership Teams become the "glue" that holds together Professional Learning Communities and Cycle of Inquiry processes in order to allow Principals to observe, monitor and assist in facilitating "deeper" ongoing implementation.
• Support all elementary sites in transitioning to Common Core State Standards beginning with K-1, and leading to increased roll-outs by grade level.
• As the Response to Intervention model is developed, support data-driven decisions at each site for targeting intervention strategies use at each level of the pyramid.

Instructional Coaching
During the course of this school year Pivot Learning Partners has provided instructional coaching for English/language arts with a focus on writing, mathematics and English Language Development for kindergarten through eighth grade, as well as the providing the Middle School Counselor opportunities to work and articulate with the high school counseling staff. Grades 4-8 have received training and coaching around developing leadership skills in students, specifically targeting English Learners. In addition to working directly with the teaching staff, instructional coaches also work with site administrators to ensure that what is being worked on at the grade and department level will be supported by the site administration.
Student learning is dependent not only on teacher’s working to improve their instructional practice, but also on site administrators developing the necessary systems to support the new teaching practices. Below are reports from each of the instructional coaches discussing the progress of systems development at both the classroom and site level since the beginning of the 2012-2013 school year.

Mathematics
Based on the Local Educational Agency Plan as well as a review of the current systems, it was determined that the following areas should be addressed in the 2012-2013 school year:

- Provide training to administrators and staff regarding the Common Core State Standards.
- Provide training to Kindergarten and First Grade staff regarding awareness of the impact of the new Common Core State Standards and their impact on future classroom instruction.
- Work with the Kindergarten and First Grade Curriculum Committees to review, revise and develop Essential Standards, Pacing Guides, Benchmarks and Common Formative Assessments, complete data analysis and provide support for the transition to implementation.
- Strengthen and continually improve instructional practices to deliver standards-aligned lessons.
- Guide revisions and development of math pacing guides to reflect the new standards for the 2013-2014 school year in grades 2-8.
- Support the work with English Learners and implementation of the Essential School Wide Language Pedagogy (reading, writing, listening and speaking) to ensure access to the curriculum.

Progress
- The administration received training and an overview of the Common Core State Standards (CCSS) and training for administrators is scheduled for February 28 that will focus on the mathematics strand of CCSS.
- TJMS received awareness training on the Common Core State Standards in August when they attended a ½ day session with Wasco High School District.
- K-6 Curriculum Committees received training which explored the concepts of ‘essential questions’ and guided the revisions on the math pacing guides.
- Monthly Classroom Walkthroughs at Palm Ave. have been conducted with a focus on math, writing and implementation of the Essential School Wide Language Pedagogy that requires reading, writing, listening and speaking to be infused daily into instruction in order to provide English Learners and other students the opportunity to engage in the learning process. A debrief is held with the Principal to reflect on possible next steps for continuous improvement.
- TJMS Mathematics Department received a full day of training on use of the Cycle of Inquiry (and data analysis) to inform instruction.
- Kindergarten and First Grade Curriculum Committees have had two (with one more scheduled) opportunities to complete a Cycle of Inquiry around the results of their Benchmark Assessment data with a focus on Mathematics and Language Arts.

Next Steps
- Continue work with the Kindergarten and First Grade Curriculum Committees to facilitate post-benchmark Cycles of Inquiry.
- Continue work with the TJMS Mathematics Department to strengthen their capacity around the Common Core State Standards.
- Continue work with Site and District administration to ensure a deep level of understanding regarding the transition to Common Core in the area of mathematics.
- Provide follow up workshops on the Mathematics Initiative to promote a deeper level of understanding around Mathematics instruction.
English/Language Arts (K-6)
Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:

- Provide training to administrators and staff regarding the Common Core Standards as it relates to English Language Arts.
- Provide training on how to infuse English Language Development strategies into the teaching of writing using the Essential School Wide Language Pedagogy (reading, writing, listening and speaking).
- Provide training on best practices, instructional content for the writing process and Six Traits with a writing emphasis on the Common Core State Standards.
- Teacher Leaders develop plans and provide Professional Development at individual sites.

The Writing Initiative was designed with the goal of: Build district capacity and teacher leadership in English/language arts and writing that will increase student learning, extend student critical thinking skills, and prepare for the bridge to Common Core State Standards.

Progress

- The Writing Initiative Committee Teacher Leaders are developing their capacity to train and lead others
- Teacher Leaders and Academic Coaches are providing professional development at their individual sites and doing follow up classroom modeling/coaching.
- Staff members are held accountable for implementation of Writing Initiative instructional practices through Classroom Walkthroughs and review of student work.
- Writing is assessed using rubrics that teachers have calibrated through the scoring process.
- English Language Development strategies are infused with writing in content areas (History/Social Science, Science, and Mathematics) with a focus on literacy-reading, writing, listening and speaking.
- Best practices are presented with an eye on the Common Core State Standards including; responding to text, summarizing, note taking, sentence constructional and vocabulary development. There is an emphasis on combining reading and writing activities to increase comprehension.
- Training focuses on developing an increased understanding of text types and vertical alignment in Common Core writing domains including argument, informational and narrative writing.
- Building capacity in rubric scoring.
- Developing a culture of writing and increasing writing proficiency through mini-lessons in the Six Traits and teacher-student writing conferences.

Next Steps

- Provide more modeling on how to increase rigor through student interaction with text and questioning.
- Provide more opportunity for calibration of scoring processes using the rubric in order to transition to the new state assessment rubric for Common Core State Standards.
- Teacher Leaders will model demonstration lessons and share student samples.
- English/Language Arts Curriculum Committees at all grade levels will add higher level questions to the pacing guides.

English/Language Arts (7-8)
Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:

- Provide training to administrators and staff regarding the Common Core Standards as it relates to English Language Arts.
• Revise Pacing Guides to reflect the transition to Common Core State Standards.
• Work on Lesson Design to increase level of rigor, consistency of focus.
• Provide training on best practices, instructional content for the writing process and Six Traits with a writing emphasis on the Common Core State Standards.
• Provide training on strategies for supporting comprehension in literature annotation and literary text.

Progress
• Work on pacing guides has resulted in a curriculum that has significantly more informational text included.
• Co-ordination of this work has also facilitated the collaborative work of the teachers in each grade level to work on lesson design and implementation so that students are being given the same content and are being held to the same levels of expectation by course.
• Classroom Walkthrough observations evidence that teachers are consistently on the same pace and expecting the same level of work from all students.
• Teachers have been given short elements of Common Core State Standards Awareness with each of the job-embedded professional development opportunities provided by Pivot Learning Partners during collaboration meetings and workshops.
• Both grades 7 and 8 have representatives attending the district Writing Initiative workshops facilitated by the K-6 Instructional Coach for English/Language Arts with the Six Trait Writing focus. The impact of this training can be seen in classrooms and the Writing Initiative work has been reinforced in each site coaching meeting with the teachers.
• 7th Grade teachers were given additional training in specific strategies for supporting comprehension in literature annotation strategies for teaching the skills for writing narratives.
• 8th Grade teachers had additional support for reading and comprehending literary text as well as annotating informational text and providing structure for revision and conferencing for writing conferences.
• Both grade levels have been given facilitated planning time for pacing guide alignments, lesson design, Cycle of Inquiry work responding to benchmark results, and Common Formative Assessment development.

Next Steps
• Training on vocabulary instruction and assessment.
• Site administrators will need to monitor the consistency and intensity of instructional delivery.
• Provide a much more thorough awareness of how the CCSS will affect the level of curricular demand and the different instructional approaches that will be required to meet the needs of students.
• Follow up for Grade 7 specifically in relation to writing instruction and Cycle of Inquiry work responding to the results of Common Formative Assessments.

Counseling (7-8)
Although Counseling for 7th and 8th grade students is not written into the Wasco Elementary School District Local Educational Agency Plan, a Pivot Learning Partners Counselor Coach has been working with the Thomas Jefferson Middle School Counselor on staff to support the articulation of the TJMS Counselor with the work of the WHSD Counselors. This work has seen success with an articulation meeting being held between TJMS and WHS with counselors from both sites in attendance.

English Language Development (ELD)
Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be the focus of the work in the 2012-2013 school year.
• Professional development support customized for WUESD English Learner Leadership Teams from all K-6 schools is provided through an English Learner Networking opportunity by Pivot Learning Partners.
• The TJMS English Learner Leadership Team attends professional development Network training meetings as part of the secondary cohort that meets at California State University, Bakersfield.
• Development of English Learner Lead Teachers at all K-6 schools. EL Lead Teachers attend the English Learner Network meetings as part of the site English Learner Leadership Team. They also attend monthly meetings specifically designed to support their work as teacher-leaders at their sites.
• Coaching support for all WUESD principals regarding effective English Learner classroom instructional practices is provided by the Instructional Coach for English Learners.

Progress
• Three WUESD English Learner Network meetings were held during the first semester. These were all-day training meetings that the English Learner Leadership team from each elementary attended. The team membership consists of the Principal and the two English Learner Lead Teachers, one primary and one upper grade. Two more meetings (January and February) are scheduled. All teams attended, learned and discussed, and planned for professional development and implementation at their schools. Each meeting also included collaboration for principals and primary or upper-grade English Learner Lead Teachers.
• Monthly English Learner Lead Teacher Professional Learning Community meetings are being held. These 90 minute meetings are designed to be collaborative. Teachers have ‘unpacked’ their job description and together designed their English Learner Lead Teacher Sphere of Influence which sets parameters and focus for their work. The focus has been on their specific coaching/mentoring roles on their campuses each meeting as well as implementation practices in their own classrooms.
• Monthly Classroom Walkthrough events are held with all principals in WUESD the K-8 schools. In addition, the two high school principals are invited to participate. Student task data is gathered and analyzed by the team. The purpose of this work is to build common understanding by principals, common language throughout the district, and common effective or ‘best’ practices across all schools.
• The Classroom Walkthrough observations are beginning to evidence more of the English Learner Network meeting content and English Learner Lead Teacher work in the student task data being collected.
• Separate Palm Avenue Walkthroughs are focused specifically on its needs and not necessarily based on Rounds practices; the purpose for these events is to identify those practices, including English Learner practices, that promote learning for all students.
• All stakeholders who are involved in leadership roles have been focused, professional and have worked hard to apply what they are learning to their work.

Next Steps
• Continue to build a common understanding throughout the district, at every school site and with every stakeholder regarding English Language Development and effective or best practices for instruction.
• Given the urgency of the work and the need to ensure that students have the language skills necessary to access the content and it is imperative that the work continue with focus, intensity and coherence throughout the course of the school year.

Student Leadership Coach—English Language Learners Leading
The vision of the Pivot Learning Partners English Language Learners Leading (E3L) program is for Valley English Learner students and educators to work together, as mutually empowered partners, towards closing the achievement gap and empowering every student with the belief and tools to succeed. We work towards our vision through encouraging our English Learner students to become Academic Leaders. An Academic Leader is a student who 1) sees themselves as an
empowered expert, 2) builds and exercises critical voice, and 3) acts as partners alongside adult educators in movement toward positive change. The motto is: Be Empowered. Be Engaged. Get Connected.

The English Language Learners Leading (E3L) has a track record in the Central Valley with students that have participated providing testimony to others in their community and beyond about the difference it has made in their lives. Each year, each school’s E3L group set goals and make a plan for implementing those goals in the fall. The plan is monitored and adjusted as the year goes along with a final accounting of progress occurring in the spring of each school year. The successes, in relationship to the planning process and progress on the plan are listed below along with challenges and next steps.

**Teresa Burke Elementary**

**Progress**
- Student Leaders made a presentation about E3L to other students and invited other students to be part of their work.
- A student survey on knowledge of California High School Exit Exam is ready to be administered.
- A parent of one of the student leaders attended a network meeting.
- Students are enjoying using technology and becoming experts.

**Challenges**
- Time!
- Motivating students to talk with administration and knowing that they can make a difference.

**Next Steps**
- Principal Forums either have been or are being scheduled for the second half of the school year.
- Give the Pretest and tally the data.
- Student Leaders presented to staff on December 18.

**Karl F Clemens Elementary**

**Progress**
- Data results of student survey (on Study Skills) are completed
- Weekly meetings have been successful in completing small tasks
- Attendance by members has been excellent

**Challenges**
- Time!
- Availability of advisors for meetings

**Next Steps**
- Continue to implement the action plan

**Palm Avenue Elementary**

**Progress**
- Recess Rallies
- 5th grade E3L students are actively taking on leadership roles
- Student presentation about the California High School Exit Exam

**Challenges**
- Dedication to the work
- Weekly attendance and meetings

**Next Steps**
- Continue with Recess Rallies
• Presentation to parents and staff in upcoming months

John L Prueitt Elementary
Progress
• E3L students presented last year’s Cycle of Inquiry and goals for the year
• The student survey on how much students know about the A-G Requirements was given for a new Cycle of Inquiry
• E3L students presented to all K-6 classrooms during the Winter Clothing Drive Campaign
Challenges
• Time!
• E3L students also have other commitments like sports, students council that make it difficult to have everyone present at meetings.
Next Steps
• Tally and graph the student survey results on A-G Requirements
• Complete power point for A-G Requirements presentation

Thomas Jefferson Middle School
Progress
• California English Language Development Test Awareness presentation to peers and parents, August 2012
• College and Career Fair E3L student presentation on how to select the right college or university, November 2012
• E3L student presentation to District Advisory Committee and District English Learner Advisory Committee, November 2012
Challenges
• All students in E3L are new to TJMS. Most of them are getting used to being in middle school and have their own set of challenges
• How can the students improve upon what has been done in the past?
Next Steps
• Student leaders will complete the TJMS promotion requirements campaign in January.
• Student leaders will complete the Wasco High School graduation requirements and A-G requirements in February
• Student leaders will complete the California Standards Test campaign in March

Special Education
The Psychological Services Department plays a critical role in the education of Students with Disabilities in providing access to the core instructional program. The LEA Plan serves as the guiding document for the district to ensure it meets certain programmatic requirements, including student academic services designed to increase student achievement. The performance goals set forth in the Plan are for all students to meet specific standards. This includes the Students with Disabilities. The Plan is used as a working document to guide and support the coaching sessions and next steps to improve student achievement. Special Education staff will be deepening their knowledge of the Plan and understanding their role in implementation of the Plan's goal, tactics and actions. Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:
• Ensure that the written, taught and assessed curriculum for Students with Disabilities is aligned with the California Content Standards.
• Ensure that research-based strategies are being used in all core areas.
• Review and revise Essential Standards to narrow the focus by using the California Standards Test blueprints to clarify the focus at each grade level.
• Perform a gap analysis of current materials available and recommend materials needed to fill the gap.
• Ensure all IEPs contain alignment information.

Coaching has been provided to the Director of Psychological Services since October, 2012. In initial meetings the Director of Psychological Services requested assistance with systems that did not seem to be working as well as they should. It was determined that in order to accomplish the tactics and actions identified in the Local Educational Agency Plan the following systems needed to be addressed. Further discussion around time management and schedules; initial, annual, and triennial assessment procedures; understanding staff role in implementation of the LEA Plan goals, tactics and actions; possible alternative assessments for annuals; current district-wide intervention plan; referral process for Special Education placement; protocols for IEP meetings and scheduling; and monitoring instructional practices in Special Education classrooms.

Through initial discussions it came to light that there is a lack of alignment of the department systems, as well as its alignment with the district systems. This lead to the request by the Superintendent of a comprehensive needs assessment of the department.

The assessment process is just beginning. The purpose of the needs assessment is to analyze, identify, and make recommendations to address barriers to student learning and strengthen the Support Services Department. A thorough study of the department's policies and procedures; curriculum, instruction and assessment; student data; personnel qualifications and support; professional development; and, alignment to district systems will be conducted. Following a report of findings, recommendations will be made to assist the district and Support Services Department to strengthen Student with Disabilities academic achievement.

Categorical Programs and Special Projects
The Categorical Programs Department plays a critical role in the educational process and provides supplemental services and materials that enhance the core instructional program. The Director of Categorical Programs and Special Projects requested of the Superintendent the opportunity to have a coach to improve his work within the district and to better support the district office and site administration in their efforts to improve student achievement. Based on the Local Educational Agency Plan, as well as a review of the current systems it was determined that the following areas should be addressed in the 2012-2013 school year:
• Clearly define the parameters of Categorical funding sources for site and district administrators including
  o Definition of core and supplemental materials
  o Process for determining what School Site Council responsibilities and authority over funding decisions
• Develop a master calendar that will be shared with appropriate stakeholders in order to bring greater efficiency to the department including
  o Timelines for Single Site Plan for Student Achievement Updates and Revision
  o Timelines for Local Educational Agency Plan Updates and Revision
• Coordinate the development of a K-8 [9-12] discipline model
• Build a knowledge base and resources around the functions of categorical programs in order to establish a level of credibility and positional authority to the work.

Next Steps
• Continue to build a knowledge base and go-to resources for finding credible information to disseminate when questions arise
- Develop (citing credible sources) and message the definition of core and supplemental funding allowances
- Complete the department master calendar and share with appropriate stakeholders important timelines
- Develop a timeline for the discipline guidelines work and vet with district administrators

Pivot Learning Partners in collaboration with the District/Site Leadership Team and district administration facilitates the monitoring process for the Local Educational Agency Plan. Specific information included on the monitoring tool itself is available from district administrators. Below is a quantitative summary of the progress made between August 2012 and January 2013 on implementation of the Local Educational Agency Plan for Wasco Union Elementary School District.

### Local Educational Agency Plan

#### Progress toward Completion of Actions

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#### Recommendations

It is recommended that WUESD continue working to implement the tactics and actions written into the Local Educational Agency Plan and Single Site Plans for the 2012-13 school year. While doing so, continue to monitor the plan on a regular basis with the District Site Leadership Team and make necessary adjustments to ensure high leverage actions are completed for continued sustainability.

Respectfully Submitted,

Pivot Learning Partners Wasco Union Elementary School District Team Members

Karen Rowe, Project Lead
Gary Giannoni, Executive Coach for All Principals
Mary Noga, Instructional Coach for Mathematics
Jonica Bushman, Instructional Coach for English/language arts (7-8)
Susan Stout, Instructional Coach for English/language arts and Writing Initiative Presenter (K-6)
Karen Ward, Instructional Coach for English Language Development and English Learner Network Presenter
Robert Knapp, Instructional Coach for Counselor at TJMS
Martin Baltierra, Coach for E3L and Student Voice
Nancy Newsome, Administrative Coach for Special Education
Randy Rowe, Administrative Coach for Categorical Programs and Human Resources