

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Diane Landry, Board President

FROM: Keller McDonald, Superintendent

DATE: April 29, 2015

ITEM: **CONSIDERATION OF APPROVAL OF BOARD CERTIFICATION AND DISTRICT ADOPTION OF RECOMMENDED COMMON CORE STANDARDS ALIGNED INSTRUCTIONAL MATERIALS IN GRADE 9-12 ENGLISH**

BACKGROUND INFORMATION:

Education Code requires that district boards certify that textbooks used in core classes are aligned with the current state curriculum standards and frameworks. Annually, local boards must also certify the sufficiency of standards-aligned instructional materials in core subjects.

New textbooks are selected and approved when state curriculum standards or frameworks are revised, when a text is no longer in print and replacement copies are unavailable, or when a new course is added to the District course of study. The District instructional materials adoption calendar is coordinated with the state framework and standards revision cycles. District policies and regulations establish procedures for evaluating and selecting instructional materials. Textbooks used in the District are recommended by a teacher committee, and then certified by the Board of Trustees as being aligned with the most recent state curriculum standards and frameworks and adopted by the Board for use in the District.

The Board previously approved the instructional materials currently used in English Language Arts courses as follows:

- 2010 - English /Rhetoric, Grades 10-12, Analy High School
- 2010 – English Language Arts, Grades 9-10 and 11-12, all District schools
- 2011 – Honors English, Grade 11, Analy and El Molino High

CURRENT CONSIDERATION:

With the adoption of Common Core State Standards for English Language Arts, our English Departments have collaborated for over a year to research new standards-aligned instructional materials. English was tentatively scheduled to make a recommendation for adopting and purchasing new standards-aligned texts in 2015-16. However, our English Departments requested permission to accelerate their efforts by bringing a recommendation to the Board for adoption in 2014-15 and purchasing new instructional materials at the start of the 2015-16 fiscal year in time to start using the new texts in fall 2015. (This accelerated time frame can be accommodated within the District budgets for 2014-15 and 2015-16.)

The English Departments have met numerous times as a “committee of the whole” and in smaller subcommittees to examine and test various texts and instructional materials. Their

consensus recommendation is attached. Copies of the recommended materials are available for public inspection at the District Office.

The Board had a first reading of this matter at the April 15 Board meeting. At this time, the Board will consider approval of certification and adoption of new English Language Arts texts.

RECOMMENDATIONS:

The Superintendent recommends the Board approve certification and adoption of the recommended standards-based textbooks for English Language Arts shown on the attachment.

ATTACHMENT:

Yes

WSCUHSD

INSTRUCTIONAL MATERIALS IN ENGLISH LANGUAGE ARTS ALIGNED TO COMMON CORE STATE STANDARDS

RECOMMENDED BY ENGLISH DEPARTMENTS FOR BOARD CERTIFICATION AND DISTRICT ADOPTION

APRIL 15, 2015

Humanities – Grade 9

Art of Being Human: The Humanities as a Technique for Living. Janaro, Richard and Thelma Althshuler. Pearson Longman Publishing. 10th Edition, 2012

English Language Arts – Grades 9-10

Basic Text – Grade 9

Collections Grade 9. Kyleen Beers, et al. HMH Publishing, 1st Edition, 2015.

Supplemental Text – Grade 9

Grammar for High School. Killgallon, Don. HMH Publishing, 1st Edition, 2007.

Basic Text – Grade 10

Collections Grade 10. Kyleen Beers, et al. HMH Publishing, 1st Edition, 2015.

Supplemental Text – Grade 10

Paragraphs for High School. Killgallon, Don. HMH Publishing, 1st Edition, 2012.

Basic Text – Grade 10 Accelerated

Reflections: Patterns for Reading and Writing. Kathleen T. McWhorter. Bedford Publishing. 1st Edition, 2014.

Individual Titles - Grades 9-10

Anaya, Rudolfo A. *Bless Me, Ultima.* Berkeley CA: TQS Publications, 1991.

Anderson, Laurie Halse. *Speak.* New York, NY: Puffin Books, 2001.

Angelou, Maya. *I Know Why The Caged Bird Sings.* New York, NY: Bantam, 1969.

Anonymous. *Go Ask Alice.* New York, NY: Simon Pulse, 1971.

Bradbury, Ray. *Fahrenheit 451.* New York, NY: Ballantine, 1953.

Burns, Olive Ann. *Cold Sassy Tree.* New York, NY: Bantam, 1984.

Camus, Albert. *The Stranger.* New York, NY: Random House, 1988.

Card, Orson Scott. *Ender's Game*. New York, NY: Tom Doherty Associates, 1991.

Carter, Forrest. *Watch For Me on the Mountain*. New York, NY: Bantam Doubleday Dell, 1978.

Cather, Willa. *My Antonia*. Boston, MA: Houghton Mifflin, 1918.

Cisneros, Sandra. *The House on Mango Street*. New York, NY: Random House, 1991.

Clark, Walter Van Tillburg. *The Ox-Bow Incident*. New York, NY: Signet, 1940.

Cormier, Robert. *The Chocolate War*. New York, NY: Dell, 1974.

Cormier, Robert. *I Am The Cheese*. New York, NY: Dell, 1977.

Crane, Stephen. *The Red Badge of Courage*. Four Classic American Novels. New York, NY: Signet, 1969.

Current-Garcia, Eugene and Patrick Walton R. eds. *American Short Stories*. Chicago, IL: Scott, Foresman, 1964.

Dangarembga, Tsitsi. *Nervous Conditions*. Evanston, IL: McDougal Littell, 1996.

Dickens, Charles. *Great Expectations*. New York, NY: Signet, 1963

Dorris, Michael. *A Yellow Raft in Blue Water*. New York, NY: Warner Books, 1987.

Foote, Horton. *To Kill a Mockingbird: The Screenplay*. Evanston, IL: McDougal Littell, 1997.

Frank, E. R. *America*. New York, NY: Simon Pulse, 2002.

Gallo, Donald R.ed. *No Easy Answers: Short Stories About Teenagers Making Tough Choices*. New York, NY: Random House, 1999.

Gibbons, Kaye. *Ellen Foster*. New York, NY: Random House, 1990.

Gold, Robert. *Point of Departure*. New York, NY: Dell, 1967.

Golding, William. *Lord of the Flies*. New York, NY: Berkeley Publishing Group, 1954.

Goodman, Roger B., ed. *75 Short Masterpieces*. New York, NY: Bantam, 1972.

Green, Bette. *Summer of My German Soldier*. New York, NY: Bantam Books, 1988.

Guest, Judith. *Ordinary People*. New York, NY: Ballantine Books, 1976.

Hamilton, Edith. *Mythology*. New York, NY: Warner Books, 1999.

Hansberry, Lorraine. *A Raisin in the Sun*. New York, NY: Signet, 1958.

Heinlein, Robert. *Stranger in a Strange Land*. New York, NY: Berkeley Books, 1986.

Hesse, Herman. *Siddhartha*. New York, NY: Dover, 1999.

Homer. *The Odyssey*. New York, NY: Penguin Books, 1997.

Howe, Irving. *Short Shorts: An Anthology of Short Stories*. New York: NY: Bantam, 1983.

Junior Great Books: Series 4, Volume 1. Chicago, IL: The Great Books Foundation, 1986.

Junior Great Books: Series 7, Volume 2. Chicago, IL: The Great Books Foundation, 1984.

Keyes, Daniel. *Flowers for Algernon*. Toronto, ON: Bantam, 1966.

King, Stephen. *The Girl Who Loved Tom Gordon*. New York, NY: Pocket Books, 1999.

Knowles, John. *A Separate Peace*. New York, NY: Scribner, 1959.

Kotzwinkle, William. *E.T.* Universal City, CA: Berkeley Books, 1982.

Krakauer, Jon. *Into the Wild*. New York, NY: Anchor Books, 1996.

Language Network: 9th Grade. Evanston, IL: McDougal, Littell, 2001.

Language Network: 10th Grade. Evanston, IL: McDougal, Littell, 2001.

Language Network: 11th Grade. Evanston, IL: McDougal, Littell, 2001.

Lee, Harper. *To Kill a Mockingbird*. New York, NY: Grand Central Publishing, 1982.

Lipin, Catherine and Virginia Solotaroff, eds. *Words of the Page, the World in Your Hands: Book One*. New York, NY: Harper and Row, 1990.

London, Jack. *Martin Eden*. New York, NY: Holt Reinhart Winston, 1967.

Lowry, Lois. *The Giver*. New York, NY: Dell Laurel-Leaf Books, 1993.

Markandaya, Mamala. *Nectar in a Sieve*. New York, NY: Signet, 1962.

Miller, Arthur. *Death of a Salesman*. New York, NY: Penguin, 1949.

Murray, Alma and Robert Thomas. *Black Perspectives*. New York, NY: Scholastic Book Services, 1971.

Orwell, George. *Animal Farm*. Evanston, IL: McDougal Littell, 1997.

Peck, Robert Newton. *A Day No Pigs Would Die*. New York, NY: Laurel-Leaf, 1984.

Rawlings, Marjorie. *Kinnan*. New York, NY: Collier, 1988.

- Rand, Ayn. *Anthem*. New York, NY: Penguin Group, 1946.
- Remarque, Erich Maria. *All Quiet on the Western Front*. New York, NY: Random House Publishing, 1929.
- Rodriguez, Luis. *Always Running: La Vida Loca: Gang Days in L.A.* New York, NY: Simon and Schuster, 1993.
- Saroyan, William. *The Human Comedy*. New York, NY: Dell, 1943.
- Shakespeare, William. *As You Like It*. New York, NY: Folger Shakespeare Library, 1997.
- Shakespeare, William. *Julius Caesar*. New York, NY: Folger Shakespeare Library, 1997.
- Shakespeare, William. *Romeo & Juliet*. New York, NY: Folger Shakespeare Library, 1997.
- Sophocles. *Oedipus the King*. New York, NY: Washington Square Press, 1959.
- Steinbeck, John. *Cannery Row*. New York, NY: Penguin, 1945.
- Steinbeck, John. *In Dubious Battle*. New York, NY: Penguin, 1983.
- Steinbeck, John. *Of Mice and Men*. New York, NY: Penguin, 1937.
- Steinbeck, John. *Tortilla Flat*. New York, NY: Penguin, 1935.
- Tan, Amy. *The Joy Luck Club*. New York, NY: Ivy Books, 1989.
- Tolkein, J.R.R. *The Lord of the Rings: The Hobbit*. New York, NY: Ballantine Books, 1973.
- Tolkein, J.R.R. *The Lord of the Rings: The Fellowship of the Ring*. New York, NY: Ballantine Books, 1994.
- Uehida, Yoshiko. *Picture Bride*. Evanston, IL: McDougal Littell, 1997.
- Wharton, Edith. *Ethan Frome*. New York, NY: Collier Books, 1911.
- Wiesel, Elie. *Night*. New York, NY: Bantam Books, 1986.
- Witt, Mary A.F., ed., et. al. *The Humanities, Volumes I & II*. New York, NY: Houghton Mifflin, 2005.
- Wolff, Tobias. *This Boy's Life*. New York, NY: Harper & Row, 1989.
- Wright, Richard. *Black Boy*. New York, NY: Harper & Row, 1990.

English /Rhetoric - Grade 10-12

Everything's An Argument, Andrea Lunsford. Bedford/St. Martins. ISBN 10:0312-44750-7

English Honors – Grade 11

Carson, Rachel. *Silent Spring*. Boston: Houghton Mifflin Co., 1987. ISBN-13: 978-0618249060

Kingsolver, Barbara. *Animal Dreams*. New York: HarperCollins, 1990. ISBN-13: 978-0060921149

Kingsolver, Barbara. *Animal, Vegetable, Miracle*. New York: HarperCollins Publishers, 2007. ISBN-13: 978-0060852566

London, Jack. *Call of the Wild, White Fang, and other Stories*. Oxford; New York: Oxford University Press, 2009. ISBN-13: 978-0099528630

Pollan, Michael. *Botany of Desire*. New York: Random House, 2001. ISBN-13: 978-0375760396

Pollan, Michael. *In Defense of food: an Eater's Manifesto*. New York: Penguin Press, 2008. ISBN-13: 978-0143114963

Pollan, Michael. *The Omnivore's Dilemma*. New York: Dial Books, 2009. ISBN-13: 978-0143038580

AP English Language and Composition (Rhetoric) – Grade 11

The Language of Composition: Reading, Writing and Rhetoric. Renee H. Shea, et al. Bedford Publishing. Second Edition, 2013

AP Literature and Composition – Grade 12

Basic Text

The Compact Bedford Introduction to Literature: Reading, Thinking, and Writing. Michael Meyer, et al. Bedford Publishing. 10th Edition, 2013.

Supplementary Text

Perrine's Sound and Sense: An Introduction to Poetry. Thomas R. Arp and Greg Johnson. Wadsworth Publishing. 14th Edition, 2013.

English Language Arts – Grades 11-12

Basic Text – Grade 11

Collections Grade 11. Kyleen Beers, et al. HMH Publishing, 1st Edition, 2015.

Supplemental Texts – Grade 11

Paragraphs for Non-Fiction. Killgallon, Don. HMH Publishing, 1st Edition, 2015.

40 Model Essays: A Portable Reader. Jane Aaron, et al. Bedford Publishing. 1st Edition, 2012

Basic Text – Grade 12

Collections Grade 12. Kyleen Beers, et al. HMH Publishing, 1st Edition, 2015.

Supplemental Text – Grade 12

Grammar for College Writing. Killgallon, Don. HMH Publishing, 1st Edition, 2010.

Models for Writers. Alfred Rosa, et al. Bedford Publishing. 11th Edition, 2012.

Individual Titles - Grades 11-12

Abrahams, William. ed. *Prize Stories Of The Seventies From The O. Henry Awards*. Garden City, NY: Doubleday, 1981.

Achebe, Chinua. *Things Fall Apart*. New York, NY: Anchor Books, 1959.

Albee, Edward. *The American Dream and Zoo Story*. New York, NY: Signet, 1959.

Albom, Mitch. *Tuesdays With Morrie*. New York, NY: Doubleday, 1997.

Ali, Ayaan Hirsi. *Infidel*. New York, NY: Free Press, 2008.

Allison, Dorothy. *Bastard out of Carolina*. New York, NY: Penguin, 1992.

Allison, Jay and Dan Gediman. *This I Believe*. NY: Holt Paperbacks, 2007.

Allison, Jay and Dan Gediman. *This I Believe II*. NY: Holt Paperbacks, 2008.

Angus, Douglas. ed. *The Best Short Stories Of The Modern Age*. New York, NY: Ballantine, 1962.

Aristophanes. *Lysistrata*. New York, NY: Dover, 1994.

Arp, Thomas and Greg Johnson. *Sound & Sense: An Introduction to Poetry*. Boston, MA: Heinle & Heinle, 2002.

Asher, Jay. *Thirteen Reasons Why*. NY: Penguin Books, 2007.

Atwood, Margaret. *Handmaid's Tale*. NY:Knopf, 2006.

Austen, Jane. *Pride and Prejudice*. New York, NY: Signet, 1961.

Banks, Russell. *Rule of the Bone*. New York, NY: HarperCollins, 1995.

Beckett, Samuel. *Waiting for Godot*. New York, NY: 1954.

Blaisdell, Bob, ed. *Imagist Poetry*. Mineola, NY: Dover, 1999.

Bolt, Robert. *A Man For All Seasons*. New York, NY: Vintage Books, 1960.

Boyle, T.C. *The Tortilla Curtain*. New York, NY: Penguin, 1996.

Bronte, Emily. *Wuthering Heights*. New York, NY: Signet, 1959.

Buck, Pearl S. *The Good Earth*. New York, NY: Pocket Books, 1931.

- California High School Speech Association. *Speaking Across the Curriculum: Practical Ideas for Incorporating Listening and Speaking into the Classroom*. New York, NY: IDEA Press, 2004.
- Capote, Truman. *In Cold Blood*. New York, NY: Random House, 2006.
- Chaucer, Geoffrey. *Canterbury Tales*, Penguin Classics; Rev. Ed. Edition, 2003.
- Checkhov, Anton. *Five Plays*. New York, NY: Oxford University Press, 1980.
- Conrad, Joseph. *Heart of Darkness and the Secret Sharer*. New York, NY: Bantam Books, 1981.
- Conrad, Joseph. *Lord Jim*. New York, NY: Signet Classics, 1981.
- Current-Garcia, Eugene and Patrick Walton R. eds. *American Short Stories*. Chicago, IL: Scott, Foresman, 1964.
- Dante. *The Inferno*. New York, NY: Signet, 2001.
- DeLillo, Don. *White Noise*. New York, New York: Penguin Books, 1984.
- De Vries, Mary A. *The New American Handbook of Letter Writing*. New York, NY: Penguin Group, 2000.
- Dietrich, R.F. and Sundell, Roger H. eds. *The Art Of Fiction*. New York, NY: Hold, Rinehart and Winston, 1967.
- Dostoevsky, Fyodor. *Crime and Punishment*. New York, NY: Vintage Books, 1993.
- Edelman, Bernard, ed. *Dear America: Letters Home From Vietnam*. New York, NY: Pocket Books, 1985.
- Ellison, Ralph. *Invisible Man*. New York, NY: Vintage Books, 1947.
- Escholz, Paul. *Subject and Strategy*. New York, NY: St. Martin's Press, 1996.
- Faulkner, William. *A Light in August*. New York, NY: Vintage, 1942.
- Faulkner, William. *As I Lay Dying*. New York, NY: Vintage, 1930.
- Faulkner, William. *The Portable Faulkner*. New York, NY: The Viking Press, 1946.
- Faulkner, William. *The Sound and the Fury*. New York, NY: Vintage Books, 1984.
- Figes, Kate, ed. *International Women's Stories*. New York, NY: Penguin, 1997.
- Fitzgerald, F. Scott. *The Great Gatsby*. New York, NY: Collier Books, 1986.

Fitzgerald, F. Scott. *Tender is the Night*. New York, NY: Collier Books, 1982.

Flaubert, Gustav. *Madame Bovary*. New York, NY: Signet, 1964.

Foer, Jonathan Safran. *Extremely Loud and Incredibly Close*. New York, NY: Mariner Books, 2006

Foer, Jonathan Safran. *Everything is Illuminated*. New York, NY: Harper Perennial, 2003.

Frank, E. R. *America*. NY: Simon Pulse, 2003.

Frier, Robert, ed., et. al. *Adventures in Modern Literature*. Orlando, FL: Harcourt, Brace, Jovanovich, 1970.

Gaines, Ernest J. *A Lesson Before Dying*. New York, NY: Vintage Books, 1994.

Gallo, Donald R. ed. *No Easy Answers: Short Stories About Teenagers Making Tough Choices*. New York, NY: Random House, 1999.

Gardner, John. *Grendel*. New York, NY: Vintage Books, 1989.

Gibaldi, Joseph. *Modern Language Association (MLA) Handbook for Writers of Research Papers*. New York: Modern Language Association, 2003.

Golding, William. *The Spire*. New York, NY: Pocket Books, 1996.

Hardy, Thomas. *Far From the Madding Crowd*. New York, NY: Bantam, 1967.

Hardy, Thomas. *Jude the Obscure*. New York, NY: Bantam, 1969.

Hardy, Thomas. *Tess of the D'Urbervilles*. New York, NY: Signet, 1964.

Hawthorne, John. *The Scarlet Letter*. Four Classic American Novels. New York, NY: Signet, 1969.

Heany, Seamus. *Beowulf, A New Version Translation*. W.W. Norton & Company: Reprint edition, 2001.

Heller, Joseph. *Catch-22*. New York, NY: Simon and Schuster, 1996.

Hemingway, Ernest. *For Whom The Bell Tolls*. New York, NY: Collier, 1940.

Hemingway, Ernest. *The Sun Also Rises*. New York, NY: Collier, 1926.

Hersey, John. *Hiroshima*. New York, NY: Vintage Books, 1946.

Homer. *The Odyssey of Homer*. Parsippany, NY: Globe Fearon, 1999.

- Hosseini, Khaled. *Kite Runner*. NY: Riverhead Books, 2003.
- Huxley, Aldous. *Brave New World*. New York, NY: HarperCollins, 1932.
- Ibsen, Henrik. *Four Major Plays*. New York, NY: Oxford University Press, 1981.
- Jacobus, Lee A., ed. *A World of Ideas: Essential Readings for College Writers*. Boston, MA: Bedford, St. Martin's, 1998.
- Joyce, James. *Dubliners*. New York, NY: Bantam Books, 1990.
- Joyce, James. *A Portrait of the Artist as a Young Man*. New York, NY: Washington Square Press, 1964.
- Kafka, Franz. *The Metamorphosis and Other Stories*. New York, NY: Dover Publications, Inc., 1996.
- Kennedy, X.J., Giolia, Dana and Bauerlein, Mark. eds. *The Longman Dictionary of Literary Terms*. New York, NY: Pearson Longman, 2006.
- Kesey, Ken. *One Flew Over the Cuckoo's Nest*. New York, NY: Signet, 1962.
- King, Steven. *Different Seasons*. NY: Signet, 2004.
- Kingsolver, Barbara. *The Poisonwood Bible*. New York, NY: Harper Torch, 1998.
- Kluger, Steve. *The Last Days of Summer*. New York, NY: Avon Books, 2005.
- Kluger, Steve. *My Most Excellent Year*. NY: Dial, 2008.
- Kosinski, Jerzy. *Being There*. New York, NY: Bantam, 1970.
- Krakauer, Jon. *Into Thin Air*. NY: Anchor, 1999.
- Lawrence, D.H. *Sons and Lovers*. New York, NY: Signet, 1984.
- LeGuin, Ursula. *Left Hand of Darkness*. NY: Ace Books, 2000.
- Lewis, Sinclair. *Main Street*. New York, NY: Signet Classics, 1996.
- Lunsford, Andrea A., et. al. *Everything's An Argument*. Boston, MA: Bedford/St. Martin's, 2007.
- MacLean, Norman. *Young Men and Fire*. Chicago, IL: University of Chicago Press, 1993.
- Marlow, Christopher. *Doctor Faustus*. New York, NY: Norton, 2004.
- Martel, Yann. *Life of Pi*. NY: Harvest Books, 2003.
- McCarthy, Cormac. *The Road*. New York, NY: Vintage, 2009.

- McCullers, Carson. *The Ballad of the Sad Café*. Boston: Houghton Mifflin, 2005.
- McCullers, Carson. *The Heart is a Lonely Hunter*. Boston: Houghton Mifflin, 2005.
- Melville, Herman. *Billy Budd*. Four Classic American Novels. New York, NY: Signet, 1969.
- Melville, Herman. *Moby Dick*. New York, NY: Signet, 1998.
- Mersand, Joseph, ed. *I Remember Mama, Life With Father, You Can't Take it With You*. Three Comedies of American Family Life. New York, NY: Pocket Books, 1961.
- Meyer, Michael. *The Compact Bedford Introduction to Literature*. Univ. of Connecticut: Bedford/St. Martins, 2003. ISBN 0-312-39881-6. Sixth Edition or Seventh Edition.
- Miller, Arthur. *The Crucible*. Evanston, IL: McDougal Littell, 1997.
- Moffet, James and McElheny, Kenneth R, eds. *Points of View: An Anthology of Short Stories*. New York, NY: Penguin Group, 1995.
- Moliere. *The Misanthrope and Other Plays*. New York, NY: Penguin, 2000.
- Moffet, James and McElheny, Kenneth R., eds. *Points Of View: An Anthology Of Short Stories*. New York, NY: Penguin Group, 1995.
- Morrison, Toni. *Beloved*. New York: Vintage Books, 1987
- Morrison, Toni. *The Bluest Eye*. New York, NY: Penguin, 1994.
- Mortenson, Greg. *Stones into Schools*. NY: Penguin, 2009.
- Mortenson, Greg. *Three Cups of Tea*. NY: Penguin, 2007.
- Murfin, Ross and Supryia M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Boston, MA: Bedford Books, 1998.
- Myers, Walter. *Monster*. NY: Amistad, 2001.
- O'Brien, Tim. *The Things They Carried*. New York, NY: Broadway Books, 1990.
- Orwell, George. *1984*. New York, NY: American New Library, 1977.
- Paton, Alan. *Cry, The Beloved Country*. New York, NY: Scribner, 1948.
- Plath, Sylvia. *The Bell Jar*. NY: Harper & Row, 1971.
- Rosen, Gerald. *Growing Up Bronx*. Berkeley, CA: North Atlantic Books, 1984.
- Salinger, J.D. *The Catcher in the Rye*. New York, NY: Back Bay Books, 1945.

Sarris, Greg. *Grand Avenue*. New York, NY: Penguin, 1994.

Sebold, Alice. *Lovely Bones*. NY: Little Brown & Co, 2002.

Shakespeare, William. *Hamlet*. New York, NY: Folger Shakespeare Library, 1997.

Shakespeare, William. *Macbeth*. New York, NY: Folger Shakespeare Library, 1997.

Shelley, Mary. *Frankenstein*. New York, NY: Signet, 1988.

Silko, Leslie. *Ceremony*. New York, New York: Penguin Books, 1977.

Sir Gawain and the Green Knight. New York, NY: Ballantine Books, 1959.

Smiley, Jane. *A Thousand Acres*. New York, NY: Ballantine, 1991.

Somerville, John, ed. *Social and Political Philosophy*. New York, NY: Doubleday, 1963.

Sophocles. *Sophocles I*. Second Edition. Chicago, IL: University of Chicago Press, 1991.

Sophocles. *Sophocles II: Ajax*. Chicago, IL: University of Chicago Press, 1969.

Speigelman, Art. *Maus I & II*. NY: Pantheon, 1986.

Steinbeck, John. *The Grapes of Wrath*. New York, NY: Penguin Books USA, Inc., 1939.

Stockett, Katheryn. *The Help*. NY: Penguin, 2009

Strunk Jr., William and White, EB. *The Elements of Style*. New York, NY: Macmillan Publishing, 1979.

Terkel, Studs. *Hard Times*. New York, NY: Random House, 1970.

Twain, Mark. *The Adventure of Huckleberry Finn*. New York, NY: Signet Classics, 1959.

Ung, Loung. *First They Killed My Father*. New York, NY: Perennial, 2000.

Vonnegut, Kurt. *Cat's Cradle*. New York, NY: Bantam Doubleday Dell Publishing Group, Inc., 1963.

Walker, Alice. *The Color Purple*. Orlando, FL: Harcourt, Inc., 2003.

Warren, Robert Penn. *All The King's Men*. San Diego, CA: Harcourt Brace Jovanovich, 1946.

Wells, H.G. *The Time Machine*. New York, NY: Tom Doherty Associates, 1986.

Williamson, Lynette. *On Demand Writing: Applying Strategies of Impromptu Speaking and Impromptu Writing*. New York, NY: IDEA Press, 2010.

Wright, Richard. *Native Son*. New York, NY: Harper & Row, 1966.

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Diane Landry, Board President
FROM: Keller McDonald, Superintendent
DATE: April 29, 2015
ITEM: **CONSIDERATION OF APPROVAL OF BOARD CERTIFICATION AND DISTRICT ADOPTION OF STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS IN AP WORLD HISTORY**

BACKGROUND INFORMATION:

The District follows an instructional materials adoption calendar which is coordinated with the state framework and standards revision schedule. The District keeps a record of the textbooks adopted for the various courses offered at our West County high schools. To comply with Education Code, the Board annually certifies the sufficiency of standards-aligned instructional materials in core subjects.

The Analy High Social Studies Department recently requested replacement of textbooks currently used in the AP World History class taught at Analy. The books were not replaced in the last curriculum and text adoption cycle, and are in poor condition after years of use. When staff checked to see if the recommended text was different from the edition approved for use by the Board, it was discovered that no AP World History text is on the District list of adopted texts.

CURRENT CONSIDERATION:

David Vice, Analy Social Studies Department Chair, is recommending the District certify and adopt Earth and Its Peoples, AP Edition; Bulliet, Richard, et al; Houghton Mifflin Textbook Co., 2008 as the standards-aligned text for use in AP World History. This course is currently taught at Analy, and has been taught previously at El Molino. Analy and El Molino each have one class set of an earlier edition of the recommended text.

The principals of El Molino and Analy have expressed their support for adopting this recommended text. The Social Studies Department Chair at El Molino has expressed preference for a complete review of all available AP World History texts by a District-wide committee. However, in cases there a course is currently taught only at one school, it is the District's usual practice to accept the recommendation of the teachers currently teaching the course.

The Board had a first reading of this matter at the April 15 Board meeting. At this time, the Board will consider approval of certification and adoption of this text.

RECOMMENDATIONS:

The Superintendent recommends the Board approve certification and adoption of the recommended standards-based textbook for AP World History shown above.

ATTACHMENTS:

No

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Diane Landry, Board President

FROM: Keller McDonald, Superintendent

DATE: April 29, 2015

ITEM: **CONSIDERATION OF APPROVAL OF PROPOSED NEW COURSE:
DIGITAL PHOTOGRAPHY AND ART (ANALY HIGH SCHOOL)**

BACKGROUND INFORMATION:

The District must add, delete and adapt courses in the district curriculum as student needs and demands for career and college preparation change, as curriculum that is appropriate to high school changes, and as teaching approaches change. It is in the best interest of our students and communities to keep the district curriculum current with the available information, societal norms, career and college preparation trends, technology, student interests, and teaching approaches.

Board Policy 6143 defines the process to be followed in order to add new courses to the district curriculum. This policy requires that the courses of study stay consistent with the philosophy and goals of the district, and that they meet legal requirements. BP 6143 specifies that the course of study for each course taught in the district shall contain the following:

- Course title
- Brief statement of purpose of the course
- Standards of Expected Student Performance
- Course outline
- General estimate of time allocation for major course elements

In addition, BP 6143 specifies that, for new courses, the proposed course of study should also contain:

- Course justification statement
- Description of course development process
- Types and numbers of students to be served
- Number of sections to be offered
- Description of any instructor inservice needed
- Costs involved in implementing the new course
- Description of any courses and sections to be dropped and resulting cost savings

Andi Entwood, Analy High art teacher, is proposing “Digital Photography and Art” as a new course to replace the two sections of “Photography / Printmaking” currently taught at Analy High. Students would need to have successfully completed Art Studio 1 or Beginning Ceramics as a prerequisite to the Digital Photography and Art course. Upon District approval of this course, Analy High plans to apply to have the course approved by the University of California as a college prep course (Fine Arts and Applied Arts). The course proposal (attached) has received endorsements from the Art and Special Education Department Chairs and Principals at El Molino, Analy and Laguna High Schools.

Two textbooks are stipulated in the course proposal. These texts are currently not adopted by the District and approved by the Board as basic or supplemental texts for use in the District. The teacher would use these texts as resources in the class, but would need to follow the District instructional materials adoption process to gain Board approval to add these texts to the District-adopted instructional materials list. Until this is accomplished, District textbook funds would not be allocated to this course and the school site would be responsible for funding instructional materials and resources for the proposed course.

CURRENT CONSIDERATION:

The Board had a first reading of this matter at the April 15 Board meeting. At this time, the Board will consider approving the addition of this course to the course catalog at Analy High. Administration anticipates the Analy Fine Arts Department will follow the District instructional materials adoption process to gain Board approval to add instructional materials for this course to the District-adopted instructional materials list.

RECOMMENDATIONS:

The Superintendent recommends the Board approve adding Digital Photography and Art to the Analy course of study for fall 2015.

ATTACHMENTS:

Yes

Course: Digital Photography and Art

Transcript abbreviation: Digital Photo

Length of Course: 1 year (2 semesters)

A-G Subject Area: Fine Arts and Applied Arts

Grade Levels: 10-12

Course Description

Digital Photography and Art-

Digital Photography offers students the opportunity to explore the visual art of digital photography and imaging, for personal, business, and artistic uses. This course will teach the history of the camera, photography, famous photographers, and photography related careers. Students will use, and learn about digital cameras, DSLR settings, controls, and their artistic purposes, as well as theories of composition. Students will learn and use editing, creative, and business software such as I-photo, Adobe Photoshop, and Microsoft Office software to create a variety of artwork, professional documents, and artistic applications. Written critiques and presentations demonstrating students' research, analysis, understanding of concepts, intent, evaluation, or responses to assignments are required. Work outside the classroom as well as daily attendance is required. Students will create a digital portfolio of techniques, applications, and class assignments / projects. While each assignment has a grading rubric, the course grades will be evaluated by assignment grades, work ethic, and a combination of quizzes, exams, and portfolio evaluation. This course will meet all California State and National standards for the Visual Arts, as well as supporting "Common Core" goals.

Course Overview

This course will teach students to become well rounded in the fundamentals of digital photography. Students will learn how to use digital cameras, elements of composition, how to take great pictures, editing, vocabulary, and photographic applications. This course will discuss the use and impact photography has in our society, history, careers, and daily lives. Students will learn how to create and edit photos, a variety of photo applications, and produce artworks with self-expression using computer programs such as Adobe Photoshop, and well as other programs and hands on artistic mediums.

Pre-requisites

Courses: Art Studio 1 or Beginning Ceramics course is required.

Students must be able to demonstrate the knowledge, use, and understanding of "The Elements and Principles of Art and Design."

Course Content - This class is taught in 4 quarters (2 each semester). Each Quarter focuses on a particular aspect of Digital Photography and builds on the skills and information gained in the previous unit.

Unit 1 - The Digital Camera

The digital camera unit teaches students about different types of digital cameras, their uses, memory, resolution, data storage, and how digital images are used in our daily lives. Students learn compositional techniques, how to use DSLR cameras, manual settings (Aperture, Shutter speed, ISO, color balance, metering), camera functions, individually and how they work together for Photographer's control of image. Students take series of photographs focusing on a specific setting or technique, compare changes in photo settings, write about the differences and the range of results, presented in a word document format with photos. Students learn use of IPhoto and Photo booth for download and basic image edits. Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connection, Relationships, and Applications are all used in units.

Example of assignment: Aperture - A multimedia (Power-point, videos, discussion, demonstration, handout) presentation is given on Aperture, focus, and depth of field. Students are assigned to take a series of the same subject, changing the Aperture only on each photo. Camera in aperture mode, students change aperture in 6 different settings for photos, f/2.8 - f/12. Students create a word document with pictures: labeled with aperture, shutter speed, ISO, and writing comparing how the settings change in the camera, and how lighting, focus, and depth of field are affected.

Unit 2 - Photo Editing and Photoshop Introduction

Students use Adobe Photoshop CS6 as a digital darkroom to edit photos, learning how to change image adjustments, control exposure, and photo edits, using Photoshop tools, layers, layout, text, and masking techniques that inspire the artistic image possibilities. Students take photos, make Photoshop edits, and create contact sheets as well as other Photoshop documents.

Example of assignment: Frame Yourself, Again. Students work in pairs to take a series of photos of each other holding a frame (different shots/ angles, in the same location). Students then use Photoshop to edit, select, mask, resize, and layer photos within the inside of the frames, revealing another photo frame layer. Assignment grading rubric would equally weight: Quality of Image, Composition, Photoshop edits, and creativity. Students demonstrate understanding of selection, masking, and layer concepts.

Unit 3 - Photographers and Photography

This unit starts with the history of the camera, famous photographers, choice of subject matter, the photographer voice, and career focus in photography. Students learn how to set lighting, create a mood, focus interest, point of view, and how to set up a shot and control the environment. Students investigate indoor and outdoor portraiture, advertising photography, an artistic perception series, journalism, and illustration. Students investigate a famous Photographer that inspires them, and create presentations or research papers.

Example of Assignment - Map Your Day the Advertising Product Way.

A multi media presentation of advertising images, emotions, jobs, and photography is an introduction to this assignment. Student notes are required. The class critiques Popular Advertising and product photography. Students take notes on focus, background, lighting, and colors, used in advertising photography for different products. Students brainstorm products they use during the 16 hours of their waking day, and decide how to best photograph the objects. Students design and turn in a contact sheet with photos that advertise or feature a product they may use, for each of the 16 waking hours. Students also write a time summery of what the product is and why it goes with that time of day, and possible marketing strategies. Composition, Quality of Photos, Contact Sheet Layout, Creativity, and Quality of writing will be evaluated in a grading rubric.

Unit 4 - Digital Photography Applications and Art

Students create digital art using their photos and images. Students create photomontages, photo-mosaics, self-portraits, and design images used for silkscreen, or other image design and transfer processes. Students continue to learn Photoshop techniques, learn a variety of applications, and various ways to represent images, including artistic styles, and warping applications.

Assignment example: Mosaic Portrait (Power point presentation showing various inspiration artists, Photoshop Demonstrations, and Instruction/assignment handout)

Students collect picture of themselves growing up with important people that have help them become "who they are" now. They scan or import these photos, and arrange them to form a pattern template. Students learn how to set and tile a pattern for the back background, overlay a current portrait of themselves, adjust saturation and translucency. The end result is a self-portrait made up of all the pictures of growing up into who they are now.

Course Materials

To keep this course current and fresh, the instructor has designed many multi media presentations that include PowerPoint Presentations, videos (Ted, youtube.com, and other sources), provides examples and demonstrations, that inspire and encourage discussion, and are often paired with articles, assignment notes, guidelines, and other supportive material taken or created from a variety of resources. Students keep an in class binder of notes, handouts, and printed assignments.

Course Material: DSLR Cameras, Adobe Photoshop, IPhoto, Microsoft Word and Power Point. Students have access to computers, Internet, and teachers drop box (to access information and documents, as well as turn in assignments. Flash drives also used and recommended for students)

Written texts include: Nikon DSLR Camera Manuals, "How To Do Everything - Digital Camera" by David Johnson, "Art & Design in Photoshop" by Steve Caplin, "PhotoCraft" by Susan Tuttle

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Diane Landry, Board President
FROM: Keller McDonald, Superintendent
DATE: April 29, 2015
ITEM: **AWARD FROM CALPADS FOR WEST SONOMA COUNTY HIGH SCHOOL REGISTRARS AND DISTRICT STUDENT INFORMATION SYSTEM COORDINATOR**

BACKGROUND INFORMATION:

The California Longitudinal Pupil Achievement Data System (CALPADS) is a central, coordinated system that maintains accurate student-level data and enables tracking of individual student enrollment and achievement data for every public school student in California. Early adopters started using CALPADS in 2009.

Each California public school student has a unique Statewide Student Identifier number that follows him or her throughout their school career. CALPADS tracks student demographic, program participation, grade level and course enrollment and completion, graduation, dropout, discipline, and statewide academic assessment data. CALPADS also integrates student data with data for teachers and staff serving in California public schools. CALPADS provides local school districts access to longitudinal data on their own students, and it gives schools immediate access to information on new students to assist with matching students with appropriate services.

It is “mission critical” for school staff to enter, verify and maintain accurate CALPADS data in order to best serve each student, and because CALPADS data is used to calculate school funding through the Local Control Funding Formula. WSCUHSD was an early CALPADS adopter and one the first districts in the state to fully implement CALPADS. Since 2009, our school registrars and district office staff have collaborated to learn how to use the system, accurately enter CALPADS data, and verify the accuracy of CALPADS data. It has not been an easy process, but our staff has persevered and succeeded!

CURRENT CONSIDERATION:

At this time, the Board will recognize key school and district staff for achieving CALPADS excellence for the 2013-2014 school year. School Site Registrars Nancy Siebert (Analy), Kimberly Nyberg (El Molino) and Ramona Davis (Laguna), and District Student Information System Data Coordinator Candy Amos will receive certificates of recognition from the California Department of Education.

RECOMMENDATIONS:

Administration recommends the Board recognize our School Site Registrars and District Office staff for their excellence in implementing and managing the CALPADS data system.

ATTACHMENTS:

Yes



March 19, 2015

Dear Superintendent McDonald,

CALPADS Data Management Recognition

We are pleased to inform you your local educational agency has qualified for the 2013-14 California Longitudinal Pupil Achievement Data System (CALPADS) Data Management Recognition. Congratulations and thank you for your support for the submission and maintenance of high-quality data! Your certificate accompanies this letter. Please extend our congratulations to all those involved in CALPADS submissions, including site and district administrators and staff who work with your student data. In addition to the certificate, your LEA will be recognized on the CALPADS Data Management Recognition webpage at <http://fcmat.org/Pages/Data-Submission-Recognition-Program.aspx>.

As you are aware, data from CALPADS are used for many significant purposes, including the Local Control Funding Formula, the test registration system for the California Assessment of Student Performance and Progress, and the Accountability Progress Reporting system.

The local educational agency (LEA) staff working with CALPADS are integral to keeping CALPADS up-to-date with current, accurate data. Submission deadlines are established each year and LEAs that meet all submission deadlines assist the state in maintaining timely, high-quality data. The California Department of Education and the Fiscal Crisis & Management Assistance Team/California School Information Services (FCMAT/CSIS) have established the CALPADS Data Management Recognition Program to formally commend LEAs that have met all CALPADS deadlines in a given year. The CALPADS Data Management Recognition for 2013-14 is being awarded to LEAs that completed the following CALPADS Data Submissions by the deadline listed below:

- *December 19, 2013 – Fall 1*
- *March 28, 2014 – Fall 2*
- *July 18, 2014 – EOY1*, EOY 2, EOY 3 & EOY 4**
* (only required if LEA has grades 10-12)

We look forward to continuing to work with your staff as CALPADS data are used in an increasing number of critical data functions.

Sincerely,


Cindy Kazanis

Director
Educational Data Management Division
California Department of Education


Nancy Sullivan

Chief Operations Officer
FCMAT/California School Information Services



California Department of
EDUCATION

California Department of Education
CALPADS
California Longitudinal Pupil Achievement Data System

FCMAT
FIELD TRIALS & MANAGEMENT
ASST. SGT. TEAM
CSIS California School Information Services

Data Management Recognition

Presented to

West Sonoma County Union High

Awarded to Local Education Agencies that met the initial CALPADS certification deadline for all six data collections (Fall 1, Fall 2, EOY1, EOY2, EOY3, & EOY4), resolved anomalies to achieve an anomaly rate of less than 2% of enrollment, and maintained quality data in the local SIS as well as in CALPADS.


Cindy Kazanis

Director
Educational Data Management Division
California Department of Education




Nancy J. Sullivan

Chief Operations Officer
FCMAT/California School Information Services

II.B./APRIL.29.15

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Diane Landry, Board President
FROM: Keller McDonald, Superintendent
DATE: April 29, 2015
ITEM: **2015-2016 DISTRICT GOAL SETTING WORKSHOP**

BACKGROUND INFORMATION:

School Boards often find it helpful to set goals and success indicators to pursue during the upcoming school year. Goals help focus the work of District leaders on particular areas that have been identified as especially important. Typically, the Board and Superintendent periodically monitor progress toward achieving District goals as the year progresses. Our District uses the District Goals in the Superintendent evaluation process.

CURRENT CONSIDERATION:

The Board has successfully used the following process in previous years.

Trustees prepare for the workshop individually by reviewing:

- WSCUHSD Guiding Principles, General Guidelines and Screening Criteria for Proposed District Goals
- Public school district governance teams key activities and key areas of focus
- District Goals for the current school year and last school year
- Final Recommendations of the District Enrollment Strategies Committee
- Major projects and initiatives scheduled for the upcoming school year
- Suggestions from the Superintendent for the Board to consider as possible District Goals

At the workshop:

- Board refines (if needed) and gains agreement on the WSCUHSD Guiding Principles, General Guidelines and Screening Criteria for Proposed District Goals
- Trustees take turns suggesting goals (listed on wall chart) until all suggestions are heard
- Board collects input and additional suggestions from the public
- Board discusses the challenges and opportunities facing the District that each suggested goal might address
- If needed, Board groups, simplifies or reduces proposed goals
- Board gains agreement on 2-6 proposed goals for the upcoming school year
- Board gains agreement on success indicators for each goal
- If needed, Board directs staff to develop wording for proposed goals and success indicators
- At Board's direction, staff places consideration of approving district goals for the upcoming school year on the action agenda of a subsequent Board meeting

After the 2014-2015 District goal setting process, Trustees provided these suggestions to improve the process for 2015-2016:

- Provide headings under which to put suggested goals
- Consider having goals repeat from year to year, with new or updated success indicators
- Link goals to the Local Control and Accountability Plan

RECOMMENDATIONS:

The administration recommends the Board create proposed goals for the 2015-2016 school year. Staff is available to take direction on this matter. This is not an action item at this time. At the Board's direction, consideration of approving goals for 2015-2016 will be put on a subsequent Board agenda.

ATTACHMENTS:

- WSCUHSD Guiding Principles, General Guidelines and Screening Criteria
- District governance teams key activities and key areas of focus
- District Goals for 2014-15 and 2013-14
- Final Recommendations of the District Enrollment Strategies Committee
- Major District-wide Projects Planned for 2015-2016
- Suggestions from the Superintendent for the Board to consider as possible District Goals for the coming school year

DISTRICT GOALS WORKSHOP

WSCUHSD GUIDING PRINCIPLES

The following Guiding Principles are to be used when making changes and/or solving problems:

- Make decisions that are best for kids
- Model respect and dignity in how we treat others
- Hold people accountable for doing what they agree to do
- Be responsive and responsible to all members of our constituency
- Enhance the sense of pride and inclusion throughout the District
- Consider both short and long term district needs

GENERAL GUIDELINES

- Be mindful of WSCUHSD Guiding Principles
- Adopt 2-6 goals, with success indicator(s) for each goal
- Consider goals that
 - Improve existing or continuing district functions or programs
 - Establish new ventures
 - Focus on staff needs
 - Focus on Board needs

SCREENING CRITERIA for PROPOSED DISTRICT GOALS

- Is what is being proposed truly a goal, or is it a strategy to reach an unstated goal?
- Is the achievement of the goal in our control?
- Is the achievement of the goal outside the scope of collective bargaining?
- Can the goal be accomplished during the upcoming school year?
- Can achievement of the goal be adequately measured?
- Is the focus of the goal district-wide?

CALIFORNIA SCHOOL BOARDS ASSOCIATION
Recommendations to
Public School District Governance Teams

Some Key Activities

- Promote success of all students
- Concentrate district efforts on learning and achievement
- Value, support and advocate for public education
- Recognize and respect differences of perspective; ensure that a diverse range of views inform board decisions
- Build unity of purpose, communicate a common vision and create a positive organizational culture
- Accept leadership responsibility and accountability for developing implementing the vision, goals and policies of the district

Some Key Areas of Focus

- **Curriculum, Instruction and Assessment** (examples: courses offered, measures of student achievement, K-16 articulation, instructional use of technology)
- **Student Support** (examples: counseling, student wellness, student attendance, credit make-up, campus climate, school-to-home communication, extracurricular activities)
- **Facilities** (examples: facility improvement, facility maintenance)
- **Human Resources** (examples: attracting and retaining staff, professional development)
- **Fiscal Management** (examples: expanding resources, creating efficiencies, maximizing enrollment)
- **Community Relations** (examples: communicating with stakeholders, building community involvement, encouraging school-community partnerships)

West Sonoma County Union High School District
District Goals for 2013-2014 (Adopted June 26, 2013)

“The mission of the West Sonoma County Union High School District is to provide high quality instruction, as student achievement is our top priority.”

Community Involvement

Goal 1: Involve the community with the District to widely benefit the diverse groups in West Sonoma County

Success Indicator:

Our schools and District will explore and recommend ways to expand community partnerships and use of District facilities, including Community School concept and other means of bringing community-based support services to students at school

Student Wellness

Goal 2: Focus resources from the District and community to support student wellness

Success Indicator:

Our District will use a collaborative community process to create a system to measure student wellness (e.g. a wellness index) aligned with the County of Sonoma Health Action goals and Cradle to Career goals for the year 2020 (some examples to consider: percent of students with health insurance; percent of District students with a usual source of health care; percent of qualifying District families receiving food aid; percent of students connected to support resources in the community; percent of students who demonstrate high self-esteem or other resiliency factors; percent of students overall and in significant subgroups who graduate; percent of students who complete university A-G requirements, who take and pass the Early Assessment Program assessments, and other measures of college- and career-readiness)

College and Career Readiness

Goal 3: Restructure curriculum, instruction and assessment to align with the 21st Century Teaching and Learning Model, including Common Core State Standards

Success Indicator:

Each school will participate in the Smarter Balanced Assessment pilot project and use the experience to align curriculum, instruction and assessment with the 21st Century Teaching and Learning Model

Enrollment

Goal 4: Achieve student enrollment targets for each WSCUHSD high school and implement policies and practices to reach those targets

Success Indicators:

With input from stakeholders, the District will set enrollment targets

The District will review the impact of interdistrict and intradistrict transfer policies on achievement of enrollment targets

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

DISTRICT GOALS for 2014-2015

Approved by Board of Trustees on May 7, 2014

Enrollment

Increase District enrollment from 2013-2014

- Implement the strategies to boost District enrollment recommended in April 2014 by the District Enrollment Strategies Committee, evaluate their effectiveness and determine next steps to boost enrollment for coming three years
 - Allocate resources (e.g. staff time) to explore best practices, assess viability, establish an evaluation plan, and develop and execute an implementation plan to create
 - an integrated STEAM (science, technology, engineering, arts, and mathematics) curriculum in one or more schools, as appropriate
 - a Farm-to-Table curriculum in one or more schools, as appropriate
 - Allocate resources to expand, coordinate, and evaluate marketing; including outreach to alumni, parent and community outreach, and outreach to middle schools
 - Allocate resources (e.g. staff time) to explore best practices, assess viability, establish an evaluation plan, and develop and execute an implementation plan to offer online courses and blended “computer” classrooms
- Implement additional strategies to boost District enrollment, evaluate their effectiveness and determine next steps to boost enrollment for coming three years
- Widely communicate to District stakeholders all work associated with increasing District enrollment

Student Achievement

Use the Local Control Accountability Plan (LCAP) to improve student achievement and overall success of the District

- With input from all key stakeholders, effectively implement, evaluate and revise (as needed) the stakeholder engagement plan
- With input from all key stakeholders, identify specific measures to evaluate achievement of economically disadvantaged, English learners, Foster youth, Hispanic students, and other subgroups of significant size in the eight priority areas in the District LCAP

Community Engagement

Build involvement of the Hispanic community in school programs and activities to widely benefit all

- Host family events at partner middle schools to provide information and support for future students in our District graduating from high school career and college ready
- Collaborate with other agencies and organizations to focus additional community resources to support this goal. For example
 - Public libraries for adult literacy programs
 - SRJC for high school level and college level adult education classes
 - Community Clinics for health programs for students and families
 - Businesses and West County Community Services for youth employment
 - Health Action Chapters for community health

Curriculum, Instruction and Assessment

Implement curriculum, instruction and assessment aligned with the Common Core State Standards in grades K-12 across West Sonoma County

- Continue work from 2013-2014 to lead and support professional development and other efforts to coordinate a West County Grade 6-12 Common Core math program
- Lead and support professional development and other efforts to coordinate a West County Grade 6-12 Common Core English Language Arts program
- Plan, provide, measure, and evaluate professional development and other resources to increase use of technology to deliver effective instruction

Student Support

Using available resources, increase measures of student engagement (e.g. student attendance, credit accumulation and California Healthy Kids Survey)

- At Laguna High School, pilot a restorative justice approach, evaluate the program and determine next steps for the following school year
- Expand opportunities for leadership development and community involvement. For example
 - Tomorrow's Leaders Today
 - Health Action Councils

WSCUHSD
DISTRICT ENROLLMENT STRATEGIES COMMITTEE
RECOMMENDATIONS TO SCHOOL BOARD

APRIL 16, 2014

After meeting three times and considering a wide variety of options and ideas, the District Enrollment Strategies Committee recommended three strategies to boost District enrollment in 2014-2015. The Committee also provided administration with additional input to consider and share with staff when planning to implement these strategies.

- 1. Allocate resources (e.g. staff time) to explore best practices; assess viability; establish an evaluation plan; and develop and execute an implementation plan to create an integrated STEAM (science, technology, engineering, arts, and mathematics) curriculum**
- 2. Create a new position or positions to expand, coordinate, and evaluate marketing, including outreach alumni, parent and community outreach, and outreach to middle schools**
- 3. Allocate resources (e.g. staff time) to explore best practices; assess viability; establish an evaluation plan; and develop and execute an implementation plan to offer online courses and blended “computer” classrooms**

Date: April 24, 2015

To: Board of Trustees

From: Keller McDonald, Superintendent

Re: Major District-wide Projects Planned for 2015-2016

Continue multiple strategies to improve District enrollment (especially at El Molino) including

- Outreach to community and middle school students and parents
- In collaboration with partner districts, study potential to improve middle school program and transitions to high school through West County Middle School concept
- Offering diverse courses and curriculum, including CTE and on-line instruction
- Communicating and marketing

Continue to help lead implementation of Common Core math and English Language Arts curriculum, instruction and assessment in grades 6-12 across West Sonoma County

- Explore interest of partner districts in West County grade 6-12 Common Core English teacher meetings (1 fall, 1 spring); facilitate if needed
- Facilitate West County grade 6-12 Common Core math teacher meetings (1 fall, 1 spring)
- By February 2016, Board will consider recommendation from school sites regarding increasing WSCUHSD math graduation requirement to 3 years (30 credits) of math from current requirement of 2 years (20 credits)
 - Would only Math III or other math courses meet 3-year graduation requirement?
 - Analyze staffing, facilities, instructional materials and other impacts
 - Potential decrease of arrive lates / leave earlies
 - Potential enrollment decrease in electives or other courses
 - Potential need to hire math teachers and/or adjust other staffing
- Approve Board-adopted course descriptions for all Common Core math courses
 - By November 2015, review Math I course outline approved in 2013-14; revise if needed
 - By November 2015, approve Math II course outline (after school sites submit requests to U.C. for A-G approvals)
 - By June 2016, approve Math III course outline (after school sites submit requests to U.C. for A-G approvals)

Pursue multiple strategies to increase percentage of students graduating career and college ready

- Student internships and work-based learning
- *Tomorrow's Leaders Today* leadership and career development program
- Outreach to West County middle school students and parents related to career development and college-going culture
- META / AVID courses
- Summer Algebra Academy for rising 9th graders from ESL homes
- New career and college information software for students and parents
- After-school SAT / ACT Prep sessions at Analy and El Molino
- Provide Parent Portal and other key communications to parents in Spanish

- If selected for County of Sonoma grant, implement *Keeping Kids in School* truancy reduction program

Refine LCAP and other District achievement measures to align with new Academic Performance Index and other accountability measure adopted by California Department of Education

Pursue major Measure I facility improvement projects

- AHS band room
- AHS and EMHS stadium projects
- EMHS performing arts center

Identify funding for, and pursue District-wide Deferred Maintenance Plan

By November 2015, revise School Site Safety Plans for 2016-2018

Change from teacher-produced Progress Reports to office-produced Progress Reports to recognize effective use of Parent Portal for reporting and monitoring student progress

Expand on-line instructional opportunities for District students

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

DISTRICT GOAL SETTING - April 29, 2015

Suggestions for Board to Consider as Possible District Goals for 2015-2016 Keller McDonald, Superintendent

Enrollment

Increase District enrollment from 2014-2015

- With support from California Career Pathways Trust Grant, integrate Career Technical Education and core academic instruction in
 - Agricultural Business (Farm-to-Table)
 - Biotechnology
 - Engineering Design (Project Make)
- Through a Community Outreach Coordinator, expand and evaluate marketing; including
 - outreach to middle schools within and outside the District
 - alumni, parents and community
- Develop and execute a plan to offer online courses and blended “computer” classrooms
- In collaboration with partner districts, study the potential of improving grade 7-8 programs and transitions to high school by opening a West County Middle School in fall 2016 to serve multiple districts

Student Achievement

Use the Local Control Accountability Plan (LCAP) to improve student achievement and overall success of the District

- Engage all District stakeholders in developing the LCAP
- Incorporate new accountability measures adopted by the California Department of Education into the evaluation of the eight priority areas in the District LCAP
 - Academic Performance Index (API)
 - Smarter Balanced Assessments, California High School Exit Exam, Early Assessment Program, and other measurement of achievement

Community Engagement

Build involvement of the Hispanic community, economically disadvantaged and Foster Youth in school programs and activities to widely benefit all

- Provide information to middle school students and parents to support all West County high school students graduating career and college ready
- Collaborate with agencies and organizations to increase community-school engagement

- Public libraries for adult literacy programs
- SRJC for high school level and college level adult education classes
- Community Clinics for health programs for students and families
- Sonoma County businesses and service clubs for youth leadership, employment and community connections
- Chambers of Commerce for Summer Algebra Academy
- Health Action Chapters for community health

Curriculum, Instruction and Assessment

Implement curriculum, instruction and assessment aligned with the Common Core State Standards in grades K-12 across West Sonoma County

- Continue to lead and support professional development and other efforts to coordinate a West County Grade 6-12 Common Core math program
- With significant input from all stakeholders, consider increasing WSCUHSD math graduation requirement to 3 years (30 credits) of math from 2 years (20 credits)
- Lead and support professional development and other efforts to coordinate a West County Grade 6-12 Common Core English Language Arts program
- Plan, provide, measure, and evaluate professional development and other resources to increase use of technology in the District to deliver effective instruction

Student Support

Using available resources, increase measures of student engagement (e.g. student attendance, credit accumulation and California Healthy Kids Survey)

- Utilize “Keeping Kids in School (KKIS)” initiative to decrease truancy rate
- Expand opportunities for student leadership development and community involvement. (For example, Tomorrow’s Leaders Today and Health Action Councils)

Facilities

Continue to achieve Measure I Facility Improvement projects

- Complete construction of Analy Band Room
- Complete construction of Analy and El Molino Stadium Projects
- Identify means of funding Performing Arts Center at El Molino
- Identify means of funding District Deferred Maintenance plan

WEST SONOMA COUNTY UNION HIGH SCHOOL DISTRICT

TO: Diane Landry, Board President

FROM: Mia Del Prete, Human Resources Manager

DATE: April 29, 2015

ITEM: **CONSIDERATION OF APPROVAL OF SUPERINTENDENT
EMPLOYMENT CONTRACT, EFFECTIVE JULY 1, 2015**

BACKGROUND INFORMATION:

With the upcoming retirement of Superintendent Keller McDonald, the West Sonoma County Union High School District (WSCUHSD) Board of Education and Human Resources Manager Mia Del Prete set a timeline in January 2015 for the recruitment for a superintendent. The Paper Screening Committee screened 17 applications and selected five (5) applicants to be interviewed by the Selection Advisory Committee. Interviews were held on Wednesday, April 15, 2015. The charge of the Selection Advisory Committee was to recommend the top 2-3 candidates to be interviewed by the WSCUHSD Board of Education. The Board Interviews were held on Monday, April 20, 2015. A top candidate was selected. Reference checks were completed on Friday, April 24, 2015. Site visitations are scheduled for Monday, April 27 and Tuesday, April 28, 2015.

CURRENT CONSIDERATION:

The WSCUHSD Board of Education is in contract negotiations with the top candidate. It is the intent of the WSCUHSD Board of Education to approve an employment contract with the top candidate at the Wednesday, April 29, 2015 regular scheduled Board Meeting.

RECOMMENDATION:

It is respectfully requested the Board of Education approve the employment contract for the top candidate as the WSCUHSD Superintendent, effective July 2015.

ATTACHMENTS:

No. A copy of the employment contract for the WSCUHSD Superintendent will be made available at the April 29, 2015 Board Meeting.