



Dave Kline, Superintendent

30429 S Grays Hill Rd
Colton, OR 97017
Ph 503.824.3535
Fax 503.824.3530
www.colton.k12.or.us

AGENDA

REGULAR BOARD MEETING
COLTON SCHOOL DISTRICT ADMIN OFFICE
Monday, January 8, 2024, 6:00 pm

- 1. Call to Order**
- 2. Flag Salute**
- 3. Consent Agenda**
 - Approval of Minutes from the Board Meeting on December 11, 2024
- 4. School Liason Reports**
 - HS - Evan McGill
 - MS - Ali Banta
 - ES - Garrett Lopez-Morgan and Brooklynn Moser
- 5. Clackamas ESD Local Service Plan - Action Item**

Larry Didway, CESD Superintendent and Jon Eyman, Board Member
- 6. Public Forum / Comment**
- 7. Reports**

Booster Club
Principal Presentation - Travis Remmick, CHS Principal
Athletics - Mateo Melius
Financial - Chris Gibb, Director of Operations
 - FinancialsSuperintendent - Dave Kline, Superintendent
 - Literacy Grant
- 8. Board Appreciation**
- 9. Board Proclamation**
- 10. Budget Committee Calendar - Action Item**
- 11. Allocation of Revenue Received from CVA**
- 12. Literacy Grant - Action Item**



COLTON VIKINGS STRIVING FOR EXCELLENCE BY:
EXPLORING PATHS • BUILDING STRENGTHS • FORGING CONNECTIONS



Dave Kline, Superintendent

30429 S Grays Hill Rd
Colton, OR 97017
Ph 503.824.3535
Fax 503.824.3530
www.colton.k12.or.us

13. School Safety Work Group & District Community Night 1-18-24

14. Personnel

Hiring

1. Assistant Boys Basketball Coach, CMS - Phillip Hansen

Resignation

1. Baseball Coach - CMS - Mateo Melius
2. Softball Coach - CHS - Chris West

15. Board Reports

16. School Calendars:

High School

January

- 1/3 CHS School Resumes
- 1/3 CHS Girls & Boys Basketball HOME Game vs Blanchet 4:15 PM
- 1/3 Girls & Boys League Basketball Games Start
- 1/4 Tri Dual Wrestling Meet @ Regis
- 1/5 CHS Boys Basketball @ Delphian
- 1/6 Bob Bishop Wrestling Tournament
- 1/9 Girls & Boys Basketball HOME Game vs St. Paul
- 1/11 Girls & Boys Basketball @ Culver
- 1/12 Girls & Boys Basketball @ Gervais
- 1/12-1/14 Oregon Classic Wrestling Tournament @ Redmond
- 1/16 League Meet #1 @ Kennedy
- 1/16 Girls & Boys Basketball HOME Game vs Kennedy
- 1/17 Girls & Boys Basketball HOME Game vs Western Christian
- 1/19 Girls & Boys Basketball @ Salem Academy
- 1/20 Screamin Eagle Invitational Wrestling Tournament @ Santiam Christian
- 1/22 Girls & Boys Basketball @ Santiam
- 1/23 League Meet #2 @ Nestucca
- 1/24 Girls & Boys Basketball HOME Game vs Regis
- 1/26 Girls & Boys Basketball @ Willamina
- 1/30 Boys Basketball HOME Game vs Gervais
- 1/30 Girls Basketball HOME Game vs Willamina
- 1/31 All League Meet @ Willamina

February

- 2/1 Boys Basketball HOME Game vs Delphian
- 2/1 Girls Basketball HOME Game vs Salem Academy



COLTON VIKINGS STRIVING FOR EXCELLENCE BY:
EXPLORING PATHS • BUILDING STRENGTHS • FORGING CONNECTIONS



Dave Kline, Superintendent

30429 S Grays Hill Rd
Colton, OR 97017
Ph 503.824.3535
Fax 503.824.3530
www.colton.k12.or.us

2/2 Boys Basketball @ Chemawa
2/2 Girls Basketball @ Western
2/5 Girls & Boys Basketball HOME Game vs Chemawa
2/6 Boys Basketball HOME Game vs Culver
2/6 Girls Basketball HOME Game vs Santiam
2/8 Boys Basketball @ Blanchet
2/8 Girls Basketball @ Regis
2/9 -2/10 Boys Wrestling Districts @ Toleda
2/16-2/17 Girls Wrestling Districts @ Scapoose
2/22-2/23 2A/1A State Championship @ Portland

Middle School

January

1/5 School Friday
1/10 CMS Vision Screening
1/15 No School, MLK Jr Holiday Observed
1/16 CMS Air Hockey Tournament begins
1/17 CMS Boys Bball @ Mt Angel
1/18 CMS Boys Bball @ St Mary's
1/19 School Friday
1/22 CMS Boys Bball @ Home vs Gervais
1/24 CMS Boys Bball @ Home vs Blanchet
1/25 Last Day of Qtr 2
1/29 CMS Boys Bball @ East Linn
1/31 CMS Boys Bball @ Home vs Scio

February

2/5 CMS Boys Bball @ St Paul
2/7 CMS Boys Bball @ Home vs Santiam
2/12 CMS Boys Bball @ Salem Academy
2/15 CMS Boys Bball @ Home vs Jefferson
2/20 CMS Boys Bball @ Home vs Mt Angel
2/21 CMS Boys Bball @ Gervais
2/23 CMS Boys Bball @ Home vs Western Christian

Elementary School

January

1/3 School Resumes Wednesday
1/5 School Friday
1/10 Vision Screening
1/15 No School, MLK Jr Holiday Observed
1/19 School Friday





Dave Kline, Superintendent

30429 S Grays Hill Rd
Colton, OR 97017
Ph 503.824.3535
Fax 503.824.3530
www.colton.k12.or.us

1/25 Last Day of Qtr 2

February

Kids Heart Challenge Kick Off- TBD

2/19 No School, President's Day Observed

2/23 School Friday

17. Adjourn



REGULAR BOARD MEETING MINUTES

Monday, December 11, 2023

This meeting was held virtually due to an emergency school closure. [Click here to view the video](#)

PRESENT:

BOARD

Sid Gunter
Tim Behrens
Eric Dilg
Jeremy Baurer
Cezanne DeCristoforo

ADMINISTRATION

David Kline

SECRETARY

Katrina Raasch

Sid Gunter called the meeting to order at 6:00 pm.

(1:06) MOTION: Eric Dilg motioned to approve the consent agenda as listed in the board packet. Tim Behrens seconded. The motion passed unanimously.

- **Approval of Minutes from the Board Meeting on November 13, 2023**
- **Approval of Minutes from the Board Work Session on November 27, 2023**

No Public Comment.

(2:42) Chantel Holliday presented the Booster Club Report.

(7:46) Tessa Thomas presented the PTA Report.

(13:14) Chris West presented the AD report for the middle school.

(18:42) Debra Sahleen presented on the literacy program.

(30:42) Chris Gibb presented the financial report.

(34:55) Dave Kline presented the superintendent report.

Preschool

CVA

Strategic Plan and Supt. Goals Update

(42:19) Discussion on professional learning.

(48:30) Discussion on the school safety work group and community night.



COLTON VIKINGS STRIVING FOR EXCELLENCE BY:

EXPLORING PATHS • BUILDING STRENGTHS • FORGING CONNECTIONS



Dave Kline, Superintendent

30429 S Grays Hill Rd
Colton, OR 97017
Ph 503.824.3535
Fax 503.824.3530
www.colton.k12.or.us

(54:58) Discussion on Board Communication.

(1:04:05) Discussion on the SIA Grant.

(1:07:23) MOTION: Tim Behrens motioned to approve the SIA Summative Grant for 22/23 & 23/24 as presented. Cezanne Decristoforo seconded. The motion passed unanimously.

1:08:26 Discussion on the Literacy Grant.

(1:12:14) MOTION: Cezanne motioned to approve the Draft Literacy Grant as presented in the board packet. Seconded by Jeremy Baurer. The motion passed unanimously.

(1:14:13) Discussion on policy.

(1:15:10) MOTION: Tim Behrens made a motion to approve all the policies listed (a - e) for adoption. Eric Dilg seconded. The motion passed unanimously.

- a. IGBHD – Program Exemptions**, Highly Recommended
- b. KL – Public Complaints*/**, Version 4, Highly Recommended
- c. KL-AR(1) – Public Complaint Procedure, Highly Recommended
- d. GCBDA/GDBDA – Family Medical Leave *, Highly Recommended, Version 1
- e. GCBDA/GDBDA-AR(1) – Family Leave *, Highly Recommended, Version

(1:16:53) Tim Behrens presented a board report.

(1:18:17) Eric Dilg presented a board report.

(1:19:03) Cezanne Decristoforo presented a board report.

(1:19:27) Jeremy Baurer presented a board report.

(1:19:38) Sid Gunter presented a board report.

Sid Gunter adjourned the meeting at 7:24 pm.

Board Chair

Date

Board Secretary

Date



COLTON VIKINGS STRIVING FOR EXCELLENCE BY:
EXPLORING PATHS • BUILDING STRENGTHS • FORGING CONNECTIONS

Local Service Plan | 2024 – 25





ABOUT THE LOCAL SERVICE PLAN / 4

OUR DISTRICT PARTNERS / 8

CLACKAMAS COUNTY ADVISORY GROUPS / 10

TEACHING AND LEARNING / 12

STUDENT SERVICES / 16

SPECIAL PROGRAMS / 20

EARLY LEARNING / 24

ADMINISTRATIVE SERVICES / 28

TECHNOLOGY / 32

This publication features selected entries from the 2023 Clackamas ESD Regional Art Show, an annual event showcasing middle and high school artists throughout Clackamas County



A Message from Clackamas ESD: Partners in Service

We're pleased to share Clackamas Education Service District's 2024-25 local service plan, an overview of the many services we provide to the 10 public school districts in Clackamas County, as well as other regional and state partners.

There are 19 education service districts in Oregon. Each of them is distinct, because ESDs tailor their staffing and services to the specific needs of their region. At Clackamas ESD, our services center on:

- **Highly individualized special education screening and support** to children and youth of all ages, from birth to age 21, with a focus on helping students with complex learning challenges
- **Professional development, training and coaching** for all levels of K-12 educators, specialists and support staff
- **Multiple health and safety supports**, from mental and behavioral health assistance to emergency management and planning services
- **Secure and reliable technology systems and supports**, ranging from data hosting, management and analysis to device repair

Our local service plan explains all services funded by a mix of state education dollars, contracts and grants. "Resolution services" are those offered to and paid for by all our partner school districts; these services are reviewed, adjusted as needed, and approved by district superintendents and school boards each year. In addition, we work hard to leverage other state and federal funding to enhance our regional support. Over the past two years we have expanded our ability to support district initiatives in early literacy, math education, mental health and crisis response, and school safety; most recently we have increased professional development and targeted technical assistance for special education staff.

Our 2024-25 local service plan represents our collective current understanding of needs for the coming year. Our strength as an organization lies in our ability to build relationships with our district and community partners, listen closely to their needs, and ensure we're providing high-quality, cost-effective services that meet those needs. We work hard to be nimble, responsive and creative in stepping up to address evolving requests and challenges.

We have the same mission as every one of our partner school districts: Ensure all students receive excellent, equitable education opportunities in a welcoming, nurturing environment that allows them to reach their full potential. We are proud and grateful to be partners with you in serving tens of thousands of Clackamas County children and their families.

In service,

Larry Didway
Superintendent

Greg McKenzie
Chair, Board of Directors

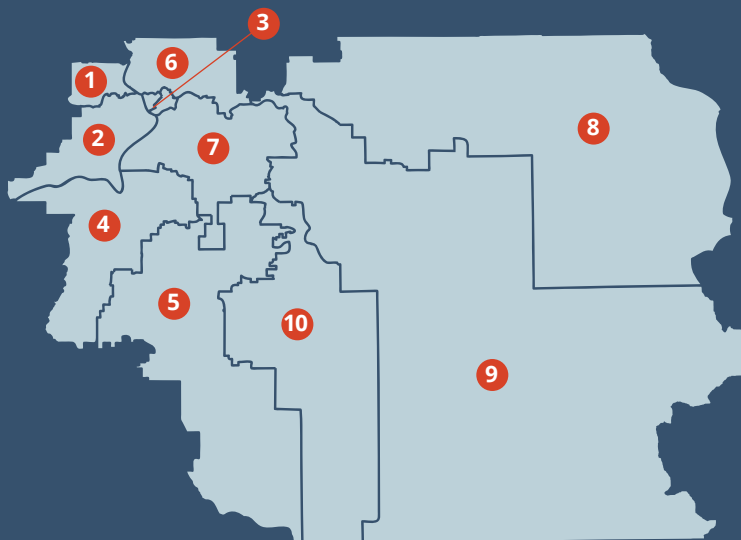
Biophilia
Sophie Gordon, 11th grade
Wilsonville High School



About the Local Service Plan

All 19 education service districts in Oregon must create and regularly update local service plans that reflect their state-mandated mission to promote equal educational opportunities, and provide programs and services to school districts that are best managed regionally. Clackamas ESD's annual local service plan serves as a roadmap to how we support our 10 partner school districts in Clackamas County. The plan includes services required by state statute, services to all districts adopted by local school board resolutions, and explanations of services provided by contracts, grants and other partnerships.

Any Oregon public school district may use Clackamas ESD services. In addition, non-public schools, colleges and nonprofit agencies may use some services on a cost-reimbursement basis.



- | | | |
|--|------------------------------------|---------------------------------|
| 1. Lake Oswego School District | 4. Canby School District | 7. Oregon City School District |
| 2. West Linn-Wilsonville School District | 5. Molalla River School District | 8. Oregon Trail School District |
| 3. Gladstone School District | 6. North Clackamas School District | 9. Estacada School District |
| | | 10. Colton School District |

Requirements

The local service plan must address how Clackamas ESD will provide support to component school districts in the following areas:

- **Programs for children with special needs**, including, but not limited to:
 - Special education services for at-risk students
 - Professional learning for employees who provide services to children with special needs
- **Technology support**, including, but not limited to:
 - Technology infrastructure services
 - Data services
 - Instructional technology services
- Distance learning support
- Professional development for employees who provide technology-related services
- **Teaching and learning support**, including, but not limited to:
 - Services that help districts meet the requirements of state and federal law
 - Services that allow the ESD to assist in review of state and federal standards requiring districts to provide a quality education
 - Services designed to address curriculum and school improvement issues
 - Professional learning for employees who provide teaching and learning services

Plan development and approval

We work collaboratively with our school district partners throughout the year to assess the services we offer and determine any additional needs. We update the local service plan each fall, and it goes through a lengthy series of district and Clackamas ESD approvals before being implemented the following summer:



September – November:

LSP revised



December:

LSP presented to district superintendents and the Clackamas ESD Board of Directors for review and approval



January – February:

LSP presented to local school boards for review and formal adoption; two-thirds of partner districts representing at least 50 percent of students enrolled in Clackamas County school districts must approve the plan, per ORS 334.175 (a) (b)



July:

LSP implemented

- **Administrative and support services** including, but not limited to:
 - Services designed to consolidate school district business functions
 - Liaison service between the Oregon Department of Education and school districts
 - Registration of children being taught by private teachers, parents or legal guardians, pursuant to ORS 339.035

intervention/early childhood special education report card. We conduct periodic surveys and interviews of ESD advisory groups to gauge satisfaction with programs and services. We also produce an annual report that provides Clackamas ESD impact highlights. In addition, our local service plan is augmented by individual district reports that show the cost and reach of programs and services provided to each school district during the most recent year.

Performance measures

Clackamas ESD regularly assesses the cost and effectiveness of its programs. Clackamas ESD submits a required annual report to the Oregon Department of Education measuring performance and finances for the previous school year. We also compile student outcome data for the state's early

Amendment procedure

If a situation occurs that requires an amendment to the local service plan, a resolution to amend the plan will be presented to the Clackamas ESD Board of Directors and partner school districts. The same criteria and process used to approve the original plan will be applied to approve and implement any proposed amendment.

How the plan is funded

Oregon ESDs collectively receive less than 5% of State School Fund dollars to provide regional services. Clackamas ESD spends at least 90% of its share of the SSF allocation and its local property tax allocation for services approved by partner school districts. Shared "resolution" services are paid for/available to all districts. Districts can use remaining ESD dollars to buy contracted services and/or receive direct allocations.



90% of Clackamas ESD's State School Fund money is allocated for direct benefits to school districts, which they receive through shared "resolution" services, contracted services and/or direct payments



10% of Clackamas ESD's State School Fund money may be used to fund ESD operations

Our District Partners

Clackamas ESD develops and implements programs and services in partnership with our regional school districts. Our regular collaborations with superintendents and other district leaders are critical to guiding and modifying our work.

Chief Administrators' Council

The Chief Administrators' Council includes superintendents of all 10 Clackamas County school districts, as well as the president of Clackamas Community College. These leaders meet monthly to collaborate, connect with regional partners, increase shared understanding of current issues and initiatives, and coordinate educational services for our region's students.

2022-23 Chief Administrators' Council Chair

Jennifer Schiele

Superintendent, Lake Oswego School District 7J

Aaron Bayer

Superintendent, Oregon Trail School District 46

David Kline

Superintendent, Colton School District 53

Ryan Carpenter

Superintendent, Estacada School District 108

Kathy Ludwig

Superintendent, West Linn-Wilsonville School District 3J

Tim Cook

President, Clackamas Community College

Tony Mann

Superintendent, Molalla River School District 35

Aaron Downs

Superintendent, Canby School District 86

Dayle Spitzer

Superintendent, Oregon City School District 62

Shay James

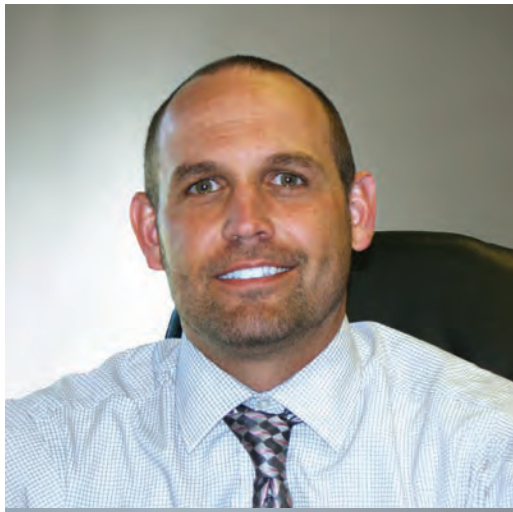
Superintendent, North Clackamas School District 12

Bob Stewart

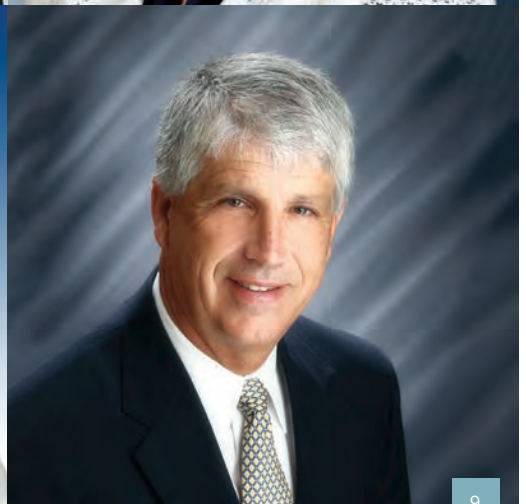
Superintendent, Gladstone School District 115

District Advisory Groups

In addition to coordinating the Chief Administrators' Council, Clackamas ESD facilitates 10 job-alike advisory groups that collaborate on projects, share information and best practices, and problem-solve responses to issues and challenges.



Top row (left to right): Aaron Bayer, Ryan Carpenter, Tim Cook.
Second row: Aaron Downs, Shay James, David Kline. **Third row:** Kathy Ludwig, Tony Mann, Jennifer Schiele. **Bottom row:** Dayle Spitzer, Bob Stewart.



Clackamas County Advisory Groups

	Business	Communications	Migrant Education	English Learners
Clackamas ESD	Tim Witcher Jeremy Pietzold Carey Pinto	Shirley Skidmore Amy Mintonye Paul	Angelita Miller	Leah Hinkle Dan Kimbrow
Canby School District	Denise Lapp	Kristen Wohlers	Danielle Reynolds	Danielle Reynolds
Colton School District	Chris Gibb	Katrina Raasch		David Kline
Estacada School District	Christina Irish	Maggie Kelly	Jennifer Behrman	Jennifer Behrman
Gladstone School District	Rachel Lopez Hopper	Raymond Rendleman	Petra Hoghova	Petra Hoghova
Lake Oswego School District	Stuart Ketzler	Mary Kay Larson		Scott Schinderle
Molalla River School District	Keith McClung	Allison Holstein	Tamara Jackson	Tamara Jackson
North Clackamas School District	Matt Makara Dawna Burke	Curtis Long	Laurie Meisner	Laurie Meisner
Oregon City School District	Jason Jensen Matthew Deeds	Caitlin Bergstrom Lisa Normand	Sara Deboy	Sara Deboy Kelly Gavrich Danielle Tebon
Oregon Trail School District	Tim Belanger	Garth Guibord Julia Monteith	Rachael George	Rachael George Nichole Johnston
West Linn-Wilsonville School District	Son Le Hughes	Andrew Kilstrom	Alyson McKay	Barb Soisson Yanette Ayala Elisa Lee

Facilities	Human Resources	Safe Schools/ Emergency Mgmt	Special Education	Teaching and Learning	Technology
Tim Witcher Pam Bonner	Chelsi Reno Carrie Hoffman	Pam Bonner Mark Dodge Dan Kraus Tim Witcher	Jared Hayes	Ewan Brawley Kayla Bell Angie Kautz Schay Esparza	Jeremy Pietzold Chris Kolb Andrew Winter Matthew Threlfall Daniel Hunter
Larry Burich Shawna Grant	Andy McKean	Bret Adkins Kathy Sullivan Michelle Wilson Kristen Wohlers Larry Burich Andrew Olney	Kathy Sullivan	Danielle Reynolds Michelle Wilson	Bret Adkins
Eric Bjarnson	Katrina Raasch	Chris Gibb Katrina Raasch	Christie Dudley	David Kline	Chris Gibb
Michael Waer John Simpson	Kelly Hayes Lisa Akins	Michael Waer	Jason Hobson	Jennifer Behrman	Kristy Cheshier
Ivan Leigh	Jeremiah Patterson Tammy Tracy	Jeremiah Patterson Rachel Lopez Hopper Ivan Leigh Jennifer Zamora	Michael Shelton	Jeremiah Patterson	Aubrey Jarvis
Tony Vandenberg Brent Paul	Donna Atherton	John Parke Scott Thran	Scott Schinderle	LaKeyshua Washington	James Miller
Tony Tiano Shalin Akins	Jennifer Ellis, Co-Chair	Amy Chapin	Robin Shobe	Tamara Jackson	Gary Dix
Melinda Shumaker David Kruse Cindy Detchon Amanda Wall Rob Martinez	Michelle Riddell Alma Morales Galicia Will Ruehle Keylah Boyer	David Kruse Britta Johnson Kimmy Zubenko	Yvette Lightbourn	Tammy O'Neill	Leigh Anne Scherer
Michael Sweeten Tom Larson	Lisa Normand Bethany Bowers	Jeana Buxton Michael Sweeten Caitlin Bergstrom Liz Mogil	Melissa Berg	Sara Deboy, Co-Facilitator	David Klusmann
Chelsea Lincoln Lane Lance Brooks	Ken Bucchi Chelsea Leymaster		Katie Schweitzer	Rachael George Kim Ball	Scott Coleman
Pat McGough Jeff Chambers Steve Matthias	Shyla Waldern	Caitlin Sullivan Jeremy Nichols Steve Matthias Pat McGough	Lauren Briggsby	Barb Soisson	Curtis Nelson



Untitled

Nina Dawson, 12th grade

Adrienne C. Nelson High School

Teaching and learning

The Clackamas ESD teaching and learning team collaborates with regional school districts to help improve student achievement. Educators increase their skills through the professional development and assessment literacy support we provide. We also offer an array of contracted services that enhance collaboration and cost savings. The skills and agility of our team allow us to respond rapidly to changing district needs. For example, we have expanded our support for math and early literacy, and continued ramping up educational support to students through science, technology, engineering and mathematics (STEM) and emerging bilingual programs.

Key leaders:

Ewan Brawley, Assistant Superintendent

Kayla Bell, Assistant Director, Teaching and Learning

Angie Kautz, Assistant Director, Student Services

Schay Esparza, Assistant Director, Data, Evaluation and Information Systems

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Resolution services

Instruction and assessment literacy improvement

We provide multiple services, all guided by our active collaboration with our teaching and learning advisory:

- Best and emerging practices in increasing student learning through effective use of data to improve student experiences and support continuous improvement
- Curriculum renewal support, with a focus on high-quality materials that support students and teachers
- Support for inclusive learning environments, including partnership with the SWIFT Education Center
- Increased capacity to meet the needs of diverse learners, with a focus on culturally responsive curriculum, practices, and data and assessment literacy
- Support for interpreting state and federal policies to implement assessments, graduation requirements and improvement plans
- Representation of and advocacy for districts in work groups and ad-hoc task forces, such as the Region One Assessment Consortium, OAESD Program Cabinet, South Metro-Salem STEM Partnership Executive Advisory Board and ODE ELA Collaborative
- Consultation services to district/building leadership and educators in the areas of early literacy, second language acquisition (including dual language immersion), math, STEM and educator mentor development

Topic-specific professional learning, training and networks

Our high-quality professional development aligns with adult learning needs and best practices. It promotes educator efficacy and equity, assessment literacy, data-driven decision making and personalized learning experiences. Our liaison role with districts helps them collaboratively prioritize and plan professional development opportunities, whether delivered to classroom and school staff or countywide. Key topics include:

- Equity and culturally responsive instruction and assessment
- Instructional practices to support English learners and emergent bilinguals

- Building leader mentoring and support
- Classroom teacher mentoring
- Curriculum development
- STEM
- Increasing inclusive practices in classrooms and school buildings
- Best practices in early literacy for teachers and building leaders
- Multi-tiered systems of support (MTSS)
- Oregon Math Project and standards implementation

Research and program evaluation support

We work with district administrators and teachers to help them use the most effective strategies to reach students. Our support includes:

- Technical assistance with development of program evaluation plans, logic models and quantitative/qualitative data analysis
- Creation of equity briefs that disaggregate achievement, discipline and other data
- Survey design, consultation, training and reporting, including translations in Spanish and Russian, and interpretation of results
- Evaluation of curriculum adoption options
- Support in developing longitudinal growth targets and Student Investment Account progress markers
- Access to the Hanover Research Library, which provides insights into curricular, teaching, technology and operational topics

Multilingual learner network

The multilingual learner network supports services for emergent bilingual students. The network shares best practices and identifies priorities to guide teaching and learning services. Clackamas ESD's multilingual learner supports include:

- Support with Title III district plans
- Use of the Sheltered Instruction Observation Protocol
- Training on best practices in interpretation and translation

- Dual Language Immersion Cadre
- Guidance on building academic language

STEM leadership team

The Regional STEM Leadership Team is composed of exceptional science, technology, engineering and mathematics teachers and teachers on special assignment (known as TOSAs) from 21 school districts in the region who meet monthly. Together this group identifies common goals and creates collaborative regional action teams to meet school and district needs with grant funding through the South Metro-Salem STEM Partnership. Initiatives include Expanding Elementary Science (K-12) and Making and Tinkering (preK-2 engineering in the classroom).

Assessment support and training

We provide training, consultation and support to assessment coordinators in each of our partner districts.

Other services provided through contracts and grants

Migrant Education Consortium

We coordinate the Migrant Education Consortium, comprised of eight local districts, which provides summer school, graduation support, preschool services, family engagement and other supplemental support to preK-12 migrant students. We also provide technical support to help all districts comply with state and federal Title IC requirements.

Career and Technical Education Consortium

Our teaching and learning team coordinates C-TEC, which facilitates career education and work-based learning for high school students in collaboration with Clackamas Community College. C-TEC's work is guided by a steering committee of district and community partners. Funding for the program comes mainly from the federal Carl D. Perkins Grant, coordinated through ODE.

C-TEC Youth Services

C-TEC Youth Services supports 16- to 24-year-old out-of-school youth in obtaining ongoing education and/or employment. Our career advisers help youth create goal plans that best fit their interests and strengths, and connect to the many resources and opportunities available to them. The program is funded through a Workforce Innovation Opportunity Act grant provided through Clackamas Workforce Partnership. The program emphasizes connections and partnerships among regional school districts, the Career and Technical Education Consortium, Clackamas Community College and other county programs for out-of-school youth.

Seeking continuous improvement

Ongoing feedback to meet district needs and priorities

We ask educators in our region to respond to periodic surveys about the quality and effectiveness of our services. Evaluation metrics are reviewed with district staff through formal and informal meetings and discussions.

Evaluation of staff development

We use surveys and direct feedback from educators to evaluate department-sponsored professional development activities. We also collect and analyze a variety of data to determine the impact of our grant programs on meeting district, school, classroom and student-level goals. Data are determined by both program-specific metrics (such as Title IC and Perkins) and through discussion with advisories, education partners and work groups.



Falling

Charlie Grimm, 12th grade
Lake Oswego High School

Student services

Operating across departments at Clackamas ESD but formally housed within our teaching and learning structure, the student services team promotes and supports practices that cultivate health and inclusive school communities so that children, families and educators have access to learning environments that are both physically and emotionally safe. The support this growing team provides is made possible primarily by funding from the Student Success Act, which continues to power our region to more expansively address pressing student needs that improve equity in our education system.

Key leaders and staff:

Ewan Brawley, Assistant Superintendent

Angie Kautz, Assistant Director, Student Services

Schay Esparza, Assistant Director, Data, Evaluation and Information Systems

Sandy Mathewson, Mental Health, Safety and Prevention Specialist

Sierra Wilson, Crisis Prevention and Response Specialist

Hoa Nguyen, Student and Community Engagement Specialist

Elaine Merighi Morelock, Support Staff Partnership and Learning Coordinator

Dianne Holme, Health Services Coordinator

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Alexis Burnett, Research Analyst

Melanie Inns, Administrative Assistant

Student services: Five main areas of focus

Student mental and emotional health

The team offers support for school counselors and other mental health professionals from across all 10 regional districts. This support includes professional learning based on needs expressed by the counselors themselves, collaboration opportunities and shared resources. Suicide prevention is a key area of support, with regional and on-demand, district-specific training provided in QPR (Question, Persuade & Refer), ASIST (Applied Suicide Intervention Skills Training) and

YouthSAVE. The team also liaises closely between districts and key community partners such as the county suicide prevention coordinator.

In addition, they coordinate the Regional Flight Team. A flight team provides mental health after-care for students and staff following a crisis or tragedy. We worked with a design team of representatives from all districts to develop a calibrated flight team response that can be utilized when districts request additional support from the Regional Flight Team. We provide the training on these calibrated processes and procedures,

2023-2025 CESD Integrated Plan Comprehensive Support Overview	
Outcome #1	Student Emotional Wellbeing and Mental Health Regional implementation of systems, programs and services that promote student social emotional well-being and mental health, with particular focus on students who have been historically underserved in the education system.
Outcome #2	Student Health and Safety Regional implementation of systems, programs and services that promote student physical health, safety and well-being, with particular focus on students who have been historically underserved in the education system.
Outcome #3	Student and Community Engagement Regional implementation of systems, programs and services that create inclusive learning environments in which all students have equitable access and opportunity.
Outcome #4	Academic Achievement and Disparities Regional implementation of systems, programs and services that utilize targeted universalism as a strategy for increased student achievement and decreased disparities for focal students.
Strategy #1	Provide consultation and professional services relevant to specific topics aligned with stated outcomes in a variety of formats that include both remote and in-person opportunities.
Strategy #2	Provide professional learning, training and resources relevant to specific topics aligned with stated outcomes in a variety of formats that include both remote and in-person opportunities.
Strategy #3	Facilitate collaboration opportunities relevant to specific topics aligned with stated outcomes in a variety of formats that include both remote and in-person opportunities.
Strategy #4	Provide systems planning and performance support for the systematic use of data in planning and decision making aligned with stated outcomes.

View the complete 2023-25 Clackamas ESD SSA Comprehensive Support Plan online at www.clackesd.org/SSAplan

as well as coordinate the logistics of recruiting and organizing Regional Flight Team members whenever requests are received.

To support districts with new legislation about responding to bias incidents, we have developed a new package of supports. The resources include a digital reporting tool, staff training, a bias incident response manual, communication templates and coaching/consultation.

Physical health and safety

The health services branch of the team offers support for school nurses and other health professionals from across all 10 partner districts. This support includes professional learning based on needs expressed by the nurses themselves, collaboration opportunities and shared resources. This team also serves as a liaison between our district nurses and the Oregon School Nursing Association and both the state and county departments of health.

In addition to supporting the professional learning of school nurses, our team also provides training tools and resources to help school nurses meet the demands for training paraprofessionals and others in their individual schools.

To help give students a strong, healthy start to their K-12 education, our team is developing systems to support transition from Head Start to Success to kindergarten, emphasizing physical, mental and emotional health.

Student and community engagement

Our team is concentrating on student and community engagement in multiple ways. Our student and community engagement specialist provides professional learning, consultation and coaching for districts on implementing strategies to recognize and address the root causes of chronic absenteeism. She works closely with our data and evaluation team to ensure districts have access to the relevant data they need for this work.

Our support staff partnership and learning coordinator provides professional learning, consultation and coaching for districts related to their professional learning/training plan for paraprofessionals and other classified staff. She offers training

and resources in areas such as trauma-informed practices and culturally relevant practices. This work is tied closely with student engagement because paraprofessionals play a key role in creating safe and inclusive learning environments for students. The social and emotional climate of a school can impact student engagement in school activities, as well as relationships with other students and staff. A positive social and emotional climate is conducive to effective teaching and learning and has an impact on academic achievement.

Clackamas ESD supports partner districts with the paraprofessional assessment required to demonstrate qualifications of educational assistants serving in Title I-A schools or programs (see OAR Division 37: 581-037-0006). We have developed a local assessment that meets this requirement for all schools across Clackamas County, measuring knowledge and skills in the areas of reading, writing and mathematics. The entire assessment is available in Spanish for staff working in Dual Language Immersion programs. We offer a variety of study resources in both English and Spanish for test-takers.

Communication is a key factor in student and community engagement. Our team uses available grant resources to help districts ensure their ability to communicate with families and the community through access to Linguava translation and interpretation services in more than 200 languages.

Evidence-based planning and decision making

The team has continued to expand its ability to help districts collect and use relevant data to make thoughtful decisions about targeting resources and making other improvements to elevate student achievement. We provide multiple data services that include both the technical creation and implementation of data tools, and consultation and coaching around the analysis and reporting of the data.

Grant-related technical support

We offer consultation, coaching and advocacy for districts as they navigate complex funding frameworks. Our team liaises with the Oregon Department of Education to ensure that we can accurately provide guidance to districts on the application, needs assessment, budgeting, implementation, reporting and evaluation aspects of multiple grants and funding frameworks.



Serenity
Alexandra Smith, 11th grade
Estacada High School

Special programs

Many students in our region experience cognitive, physical, emotional or behavioral challenges that impact their ability to learn. Our partnership with area school districts gives them additional capacity to serve the educational needs of all of these children. Districts refer school-age children experiencing significant learning challenges to us, and we provide individualized services tailored to their needs. We also provide educational support for students in alternative living situations, from short-term, temporary foster care to longer-term residential facilities.

We collaborate closely with families, caregivers and school district partners to develop personalized learning plans that will allow students to return to their home schools as quickly as possible. We also help older students ages 18 to 21 to transition to the next stages of their lives by building employable skills and independent living capacity.

Our goal is to continue to enhance and diversify our resolution services to meet all districts' general programmatic needs, while also creating new options to fulfill the many individual district requests for support we receive. We partner with district special education staff, and focus heavily on providing consultation, coaching and professional development to districts to better help them deliver multi-tiered support to address the academic, adaptive, behavioral, communication and social/emotional needs of this valued group of students.

Key leaders:

Jared Hayes, Director, Special Programs

Stacey Sibley, Assistant Director, Heron Creek Therapeutic Program

Teresa Copeland, Assistant Director, Life Enrichment Education Program

Brandon Breden, Supervisor, Heron Creek Therapeutic Program

Tiffany Wiencken, Coordinator, Life Enrichment Education Program

Charles Gallia, Medicaid Billing Specialist

Kriss Rita, Transition Network Facilitator

Resolution services

Life Enrichment Education Program

LEEP offers specially designed instruction and related services to students ages 5 to 21 who are living with complex and multiple disabilities. LEEP focuses on building independence so students exit with core communications skills, and greater ability to make positive choices and set a direction for their lives. Our adapted academic instruction reflects state standards. We create Individualized Education Program plans and provide multiple related services, including speech/ language, occupational and physical therapy; adaptive physical education; and specialized behavioral and nursing support.

Medicaid administrative claiming

Clackamas ESD helps school districts with the process of Medicaid administrative claiming, a three-times-a-year survey to collect federal dollars for connecting eligible students with community health supports. We use a “train the trainer” model to build district capacity to handle the surveys, and serve as a

liaison to the Oregon Health Authority to develop cost pools, process match payments and resolve questions. We currently offer support in this area to the Estacada, Gervais, Gladstone and Oregon Trail school districts and we are exploring partnerships with other districts both inside and outside Clackamas County.

Other services provided through contracts and grants

Heron Creek Therapeutic Program

Our Heron Creek program, located on the Marylhurst Commons campus, supports students experiencing significant social and emotional challenges, addressing their barriers to success and helping them build the self-regulation skills that enable them to make a successful return to their home school; 21 students returned to their home districts in 2022-23. Districts’ Individualized Education Program teams refer students to our program. Our evidence-based strategies emphasize collaborative problem-solving in a trauma-informed learning environment. We use strength-based assessments and collaborate with local systems of care. As needed, we provide a range of additional supports, including speech and language therapy; occupational therapy; specialized behavioral consultation; psychiatric consultation with the family’s medical providers; and nursing supports.

Medicaid administrative billing

Medicaid’s fee-for-service process allows districts to recover the costs of providing medically necessary support to eligible students. Clackamas ESD collaborates with school districts and the Oregon Health Authority to identify and account for time spent on reimbursable activities, so that health and education funds are directed appropriately. We help staff use tools to collect the necessary data, and submit claims and reports. We currently support the Gladstone and Oregon Trail school districts through this service. Our ESD staff members in the Heron Creek, LEEP and early intervention and early childhood special education programs also participate. Outside our county, we began assisting Douglas ESD’s EI/ECSE program



Ocean Marine Mug
Mattie Danforth, 12th grade
Molalla High School

with Medicaid billing in 2022-23. We are discussing future partnerships with the North Clackamas School District and other districts outside Clackamas County.

Transition network facilitation

A Clackamas ESD transition network facilitator works with educators in five counties to help students with developmental disabilities ages 16 to 21 shift from school to integrated, competitive employment. We share best practices, strategies and curriculum that help students explore vocations, gain work experience and set post-secondary goals. We're also a convener, connecting educators with relevant agencies to identify and address school-to-work transition barriers.

Occupational/physical therapy program

We provide trained staff needed in four school districts to serve students whose IEPs require occupational and/or physical therapy support.

Other regional services

Parrott Creek

We bring an educational team of a teacher and instructional coach to the Parrott Creek Ranch, a residential program for youth who are stepping out of incarceration. These professionals are supervised and supported by the administrative team at Heron Creek.

Regional technical assistance provider

This is a collaborative partnership position with the Office of Enhancing Student Opportunities within the Oregon Department of Education and the Oregon Association of Education Service Districts. Each ESD provides regional professional development and targeted technical assistance to special education teachers, case managers and directors. Technical assistance and professional development are provided via in-person and/or virtual means at no cost to districts.

Seeking continuous improvement

We conduct interviews with district special education directors every summer to identify areas of strength and growth to inform plans for the coming year.

We consistently work in both our LEEP and Heron Creek programs to diversify our services to support a continuum of district requests and needs, including facilitating positive transitions for LEEP and Heron Creek students back to their home school district programs; and providing consultation, coaching and professional development for districts to address the complete spectrum of students' needs through multi-tiered systems of support.



Iron Encased Chest
Cyan Belshe, 11th grade
Gladstone High School



Superior Tree
Alexis Tull, 7th grade
Welches Middle School

Early learning

Clackamas ESD offers high-quality programs for infants, toddlers and preschoolers that focus on inclusion, social emotional development and pre-academic development. Our early learning professionals are experts in early childhood special education, and helping families learn how to support their children through their educational journey.

We offer services in three primary areas:

- **Early intervention/early childhood special education** programs for young children who demonstrate disabilities or delays
- **Head Start to Success** free preschool program for young children experiencing poverty, as well as comprehensive services for their families
- **Child care resource and referral** to support high-quality child care

Our early learning department also is prepared to support district efforts to effectively partner with existing child care and pre-K providers, implement transition activities for incoming kindergarten students and their families, and explore opportunities for expanding access to district-run pre-K programs. Clackamas ESD received one-time approval in 2021 to use early learning funds to purchase a building adjacent to our Sunnybrook campus. This facility will allow us to expand our early learning programs. Construction is under way, and we expect the new early learning center to open in fall 2024. We have consulted with multiple stakeholders to develop a vision for this facility that meets priority needs of regional children and families.

Our early learning programs are financed completely through contracts, grants and partnerships. Even though no resolution services are provided, our programs provide significant value to our districts in preparing our young learners for kindergarten.

Key leaders:

Ewan Brawley, Assistant Superintendent

Sara Snow, Director, Early Intervention/Early Childhood Special Education Programs

Brett Walker, Assistant Director, Early Learning Programs (Head Start to Success and CCR&R)

Services provided through contracts and grants

Child care resource and referral

CCR&R services support high-quality child care throughout our region. We deliver professional development, training, technical assistance and coaching to child care providers serving children ages 0-12 throughout Clackamas County. Our team provides additional support that helps child care providers earn licenses, as well as inclusion on the Oregon Registry and quality ratings in the state's Spark program. CCR&R also collaborates closely with the early intervention/early childhood special education team to promote and expand inclusive practices in early childhood settings.

Early intervention services (birth to age 3) and early childhood special education (ages 3-5)

Clackamas ESD delivers EI/ECSE support to young children who exhibit delays or disabilities that affect their development and learning. We coordinate services, and provide specialized consultation and instruction at no cost to families. We work hard to support inclusive opportunities for young children experiencing disabilities. We provide services in their homes, local preschools and child care centers. In 2023, we served close to 1,500 children, and hired more staff to support our inclusion work and to maintain appropriate service levels.

Early childhood evaluation

Through contracts with some county school districts, Clackamas ESD conducts comprehensive evaluations of children ages birth to 5 suspected of having developmental delays or disabilities to assess eligibility for EI/ECSE services. Our specialized evaluation team includes early childhood specialists, speech and language pathologists, occupational therapists, physical therapists and school psychologists. Evaluations include:

- Play-based observation
- In-depth interviews with family members
- Assessment of communication, adaptive, social/emotional, fine, gross motor and cognitive skills

We completed 654 such evaluations in 2022-23.

Head Start to Success

Head Start to Success provides publicly funded, developmentally appropriate and culturally responsive preschool to 3- and 4-year-old children who are experiencing poverty. With services based in the Canby, North Clackamas and Oregon Trail school districts, Head Start to Success served a total of 222 children in the 2022-23 school year. Approximately 30 percent of the children we serve also receive early childhood special education services. Our robust approach to family engagement provides every family with a home visitor who works with them to set goals, access

resources in their community, and support children's learning and development at home. We also provide dental health services, nutrition, mental health support, social services and parent education.

Community partnerships

The early intervention/early childhood special education team continues multiple partnerships — including with Head Start to Success and Clackamas County's Children's Commission Headstart — to create family-centered early learning systems aligned with best practices. Other current examples:

- Staff from our early childhood special education and Head Start to Success teams are participating in "Learning Experiences: An Alternative Program for Preschoolers and Parents," a program facilitated by the University of Denver. The program focuses on implementing inclusive practices in early learning programs, and this year expanded to include multiple pilot projects — including one in our service region. We are piloting the program in an early childhood special education classroom in the North Clackamas School District.
- Our early learning team continued development of the early childhood education sector plan for Clackamas County with the Clackamas Early Learning Hub. The sector plan identifies needs to expand early learning opportunities for children and their families.
- Our early learning leadership team continued participation in the Clackamas County Early Childhood Committee. CCECC brings community partners together monthly to discuss and share community resources.
- We work closely with stakeholders across the county on supporting inclusion. Our community inclusion team works to foster inclusion of young children by providing training and coaching on the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children. Through our community inclusion team work, we have added community sites committed to improving quality as it relates to inclusive practices.

We also participate in the Early Learning Hub of Clackamas County governance council, which seeks to improve the early learning system by making it easier for families to navigate,

Seeking continuous improvement

Student outcomes/state report card

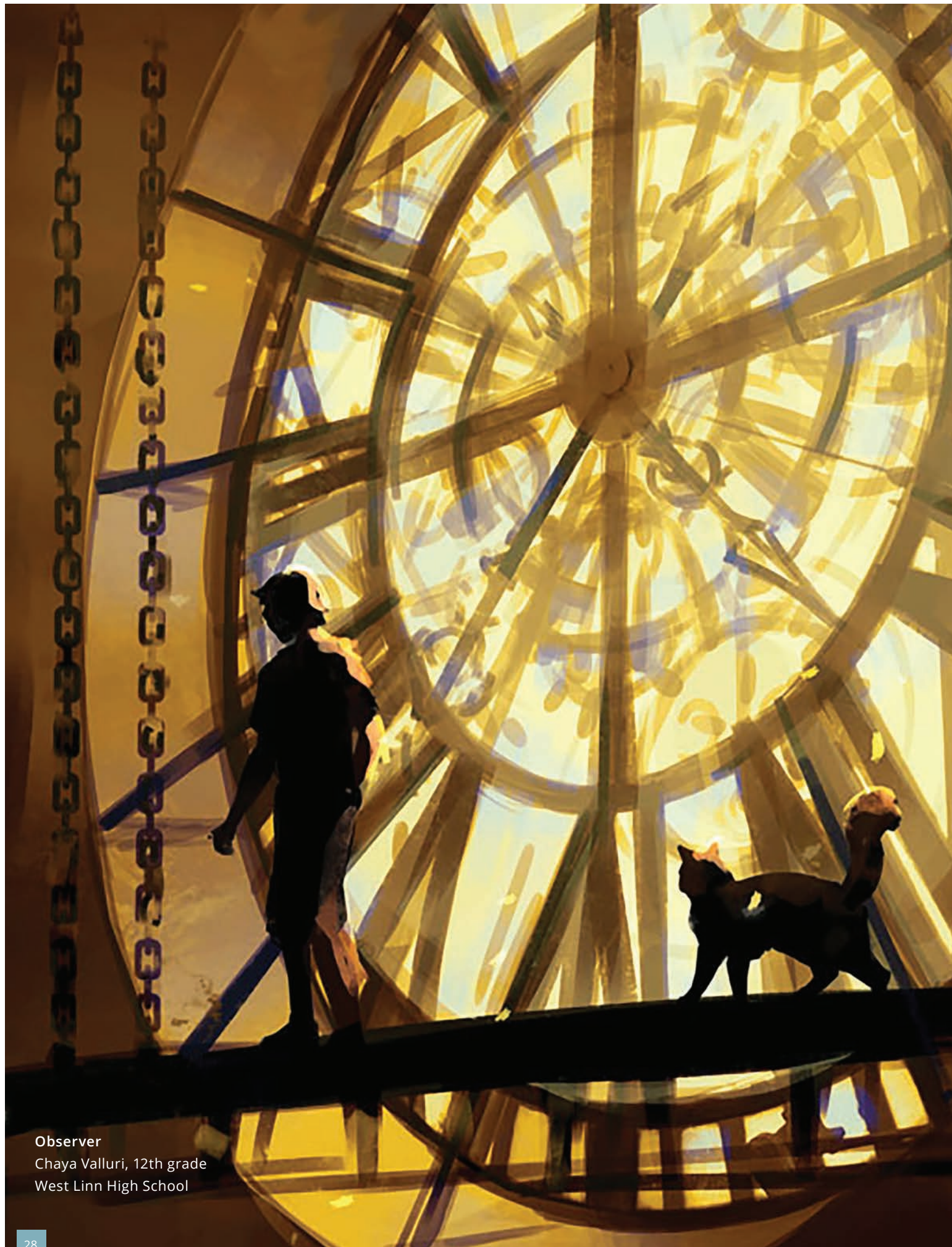
Our annual state EI/ECSE report card reflects progress of the children we serve. Specifically measured are social-emotional development, knowledge and skill acquisition, and use of appropriate behavior. We also are measured on our ability to provide services in a home or regular childhood program. We meet or surpass all state metrics, and the frequency with which all of our services are delivered significantly exceeds state averages. For example, 90 percent of children enrolled in our early learning and early childhood special education programs receive service at least once a week, compared to the statewide average of 74 percent.

Professional development

We provide ongoing professional development for staff. For example, our educational assistants have a dedicated professional learning community that allows regular access to staff development opportunities and peer-to-peer learning.

and increasing access to/enrollment in quality child care and preschool.

In addition, our early learning team has continued partnerships with several school districts, including Estacada, Gladstone and West Linn-Wilsonville. We're a founding partner of the Gladstone Center for Children and Families, an innovative early learning center that operates a Teaching Preschool model classroom, and offers professional development and parent education. We also frequently partner with North Clackamas School District early learning staff.



Observer

Chaya Valluri, 12th grade
West Linn High School

Administrative services

Clackamas ESD offers an array of administrative support and collaboration to school district leaders throughout our region. While we've highlighted administrative services offered via resolution, contracts, grants and other funding sources, much of our administrative support doesn't fall cleanly into one category. A few examples of those services:

- **Convening district leaders:** We facilitate regular meetings of the Chief Administrators' Council (all Clackamas County school district superintendents, plus the president of Clackamas Community College) and 10 other role-specific advisory groups.
- **Providing equity and inclusion support:** Clackamas ESD's equity and inclusion coordinator creates equity-focused professional development opportunities, and provides policy and practices consultation and coaching for administrators and educators across our region. This position is housed in human resources and funded through the Student Success Act and teaching and learning dollars. Clackamas ESD continues to assist our partner districts with addressing barriers to student wellness and academic success that intensified as a result of the COVID pandemic.
- **Serving as a regional and state liaison:** We are closely aligned with partners at the Oregon Department of Education, Clackamas County and other agencies, helping to influence and gain clarity around decision making and policies that affect our regional schools.

- **Facilitating Regional Teacher of the Year selection:** We promote nominations and coordinate selection of the Regional Teacher of the Year as part of the Oregon Teacher of the Year program. In 2023, more than 200 teachers from Clackamas County were nominated – a 500 percent increase over the previous year, and by far the highest nomination total of any region in the state. In September 2023, we honored Oregon Trail School District middle school teacher Mandy Vance as our 2023-24 Regional Teacher of the Year. Two weeks later, Mandy was named Oregon Teacher of the Year, the second time in three years this statewide honor has been awarded to a Clackamas County educator.
- **Coordinating Regional Art Show:** Each spring, we host a student art show to highlight the talents of students throughout Clackamas County. We coordinate the regional show in partnership with district middle and high school art teachers. The event culminates each year with an artist reception and awards ceremony. A record 242 students from all 10 Clackamas County school districts took part in the 2023 art show, and nearly \$100,000 in potential scholarship money was awarded to close to 50 student artists.

Key leaders:

Tim Witcher, Chief Financial Officer

Chelsi Reno, Chief Human Resources Officer

Shirley Skidmore, Director, Strategic Communications

Dawnnesha Lasuncet, Equity and Inclusion Coordinator

Resolution Services

Substitute teacher registration

Clackamas ESD maintains an online registry for substitute candidates in all county districts, and reviews all registrations. After registering, substitutes can access required training and store proof of training completion. Districts use the registry to search for teachers with specific endorsements, and to review candidate information, such as background check results.

School announcement network

The FlashAlert Network, serving all school districts in Clackamas County, distributes emergency messages, breaking news, weather closures and news releases to local media outlets for broadcast and web display.

Home school registration

As required by Oregon law, Clackamas ESD maintains an online database of homeschooled students, accessible to all partner districts.

Delivery services

Clackamas ESD provides delivery of instructional materials, printing projects, data, testing materials and correspondence to all school districts twice a week. We also provide delivery service to other metro-area schools via Multnomah ESD and Northwest Regional ESD.

Other services provided through contracts, grants and other funding sources

Human resources consultation

- Personnel management
- Employee contract management
- Customer service support in using data systems
- Labor and employment law
- “Grow your own” teacher pathways program
- Staffing and recruitment services

Financial and safety consultation and advocacy

- Support and consultation in managing multiple finance systems, including payroll, accounts payable, fixed asset

accounting, general accounting, fiscal analysis, and interpretation of local budget law and public bidding rules

- Assistance in filing budget documents with appropriate agencies
- Full business management services
- Facilities services
- Safety and emergency management training and consultation

Printing services

- Graphic design pre-press assistance
- High-quality production of brochures, fliers and other specialty materials (all stored electronically for future reference and use)

Communications services

- Website development, maintenance and hosting
- Communications audits
- Writing, messaging and design support
- Social media support
- Translation support
- Community outreach support
- Crisis communications and management support
- General communications consultation

Seeking continuous improvement

We undertake an annual financial audit in accordance with federal, state and General Accounting Standards Board requirements. Our goal each year is to have an “unqualified opinion,” free from major findings.

Our printing services and communications teams maintain highly competitive pricing for their services compared to those available through other regional vendors.

We consult regularly with our advisory members to get feedback on our services and how we can improve our support to districts.



Untitled

Raiden Sandoval, 8th grade
Gardiner Middle School

Technology

Technology plays a foundational role in school operations, and its role has been elevated over the last several years with the growing reliance on online interactions. Clackamas ESD's technology services program is highly regarded regionally, offering support not only to our partner Clackamas County school districts, but to other school districts, governments and non-profit agencies throughout the state.

Our experienced, customer-focused team provides customer support and services in several core areas:

- Network and server administration and operations
- Finance and human resources management
- Student information and data management
- Data analysis
- Cybersecurity
- Technology hardware repair
- Telecommunication management

Our technology team is an active inter-agency collaborator. We're a member of the Oregon Student Information System Consortium, which coordinates the statewide Synergy student information system contract. We're also a key partner in Clackamas County's initiatives to expand its broadband fiber-optic network, and we serve as a major node for Link Oregon in the Portland metro area.

Key leaders:

Jeremy Pietzold, Chief Information Officer

Chris Kolb, Assistant Director, Data and Information Systems

Andrew Winter, Information Security Analyst

Matthew Threlfall, Systems Infrastructure Supervisor

Daniel Hunter, Technology Supervisor

Resolution services

Network and information security services

- Internet access, with a focus on working with providers to increase delivery capacity, speed and reliability
- Network design for both wired and wireless district online networks
- Internet firewall maintenance and yearly audits to ensure maximum protection from security threats
- Network and server status monitoring to provide proactive alerts on server outages and monitor usage trends and capacity
- Comprehensive network security configuration and monitoring
- Web filtering that restricts access to certain web pages
- Computer server administration to manage infrastructure for critical data systems
- Disaster recovery to protect mission-critical systems from failure
- Incident response planning to be prepared in the event of a cyberattack
- Internet services vulnerability monitoring and remediation

Finance and human resources system

We deliver and maintain Infinite Visions software for use in finance and human resources operations. Infinite Visions is designed for K-12 school districts and used by more than 120 Oregon districts.

Document image/storage system

Our system directly integrates document archival into Infinite Visions' existing business software and workflows.

Other services provided through contracts and grants

Student information management software

We deliver Edupoint Synergy, which provides an integrated platform to manage student data, scheduling, grade reporting, classroom administration and special education records.

Data center hosting

We provide rack space in Clackamas ESD's data center for districts to house their technology equipment. This shared

resource lowers the capital cost that districts would otherwise incur to build and maintain specialized facilities to power and cool computer equipment.

Cloud computing

We offer cloud computer storage, using shared server capacity and data storage facilities, to lower districts' costs of purchasing and maintaining server capacity.

Hardware repair

We repair computers, peripheral equipment and audio-visual equipment for eight school districts in Clackamas County and six outside agencies. This service allows districts to extend the useful life of computer hardware through post-warranty repair work and affordable sourcing of parts.

Disaster recovery

This service allows districts to archive critical data from multiple computer systems to a secondary location outside of their district to minimize the chance of data loss if disaster strikes.

Cooperative server administration

We partner with seven school districts to provide server administration expertise, augmenting district technology staff resources. These shared services allow districts to access more high-quality technology support for a fraction of the cost of an additional full-time staff member.

Cooperative telecommunications support

We partner with eight school districts to provide telecommunications engineering, administration and support expertise, augmenting district technology staff resources. These shared services allow districts to access more high-quality technology support for a fraction of the cost of an additional full-time staff member.

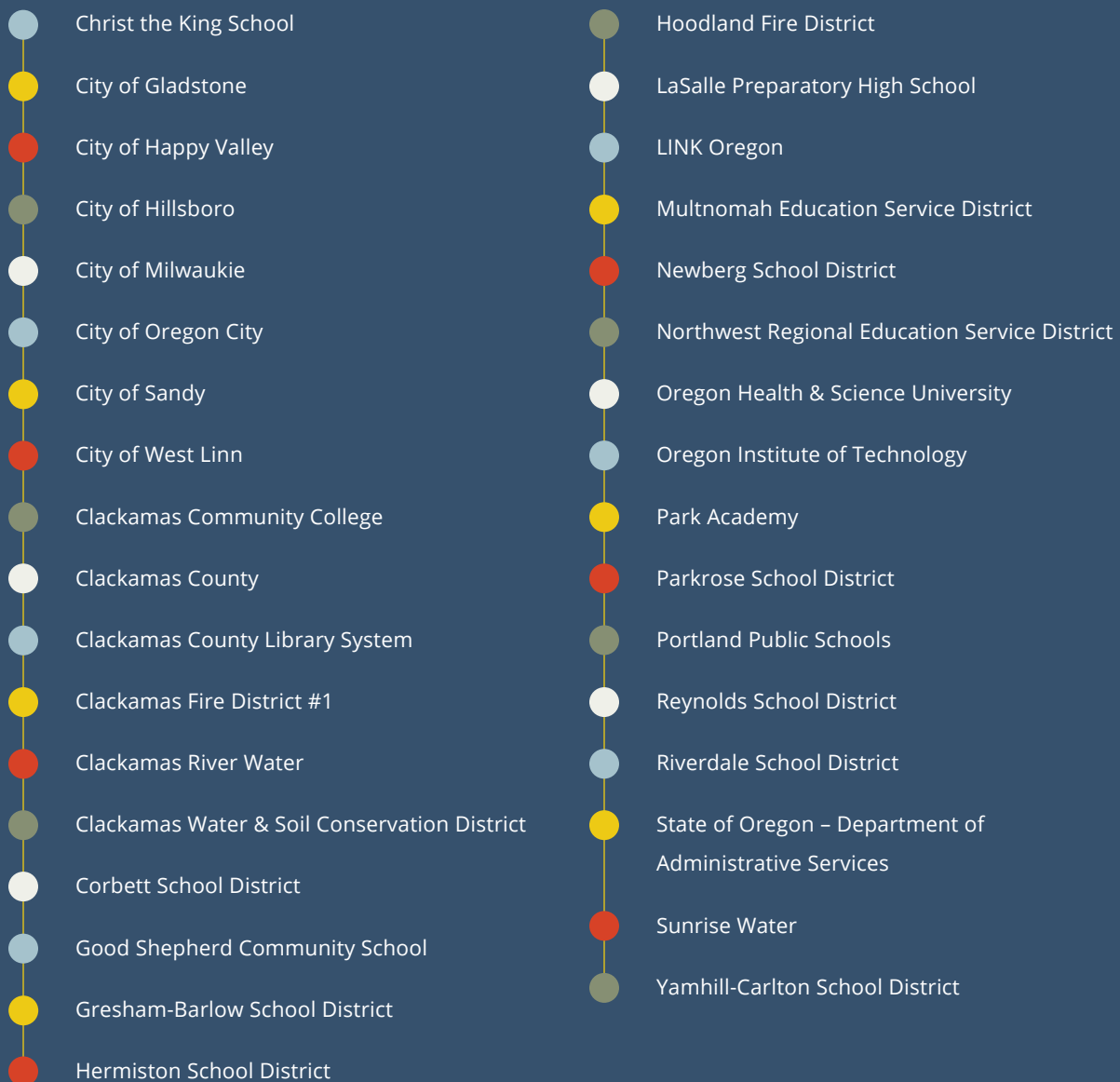
Other services

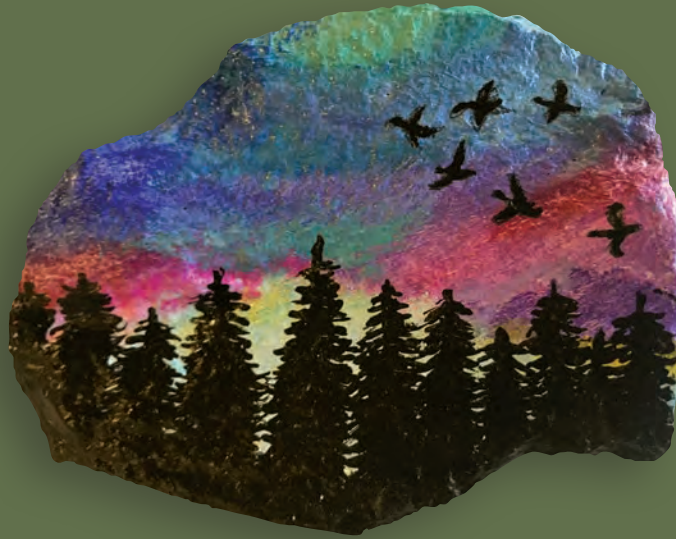
- Email archiving
- Library software hosting
- Budgeting software partnership
- Firewall-as-a-service consortium
- Endpoint security software monitoring
- Session Initiation Protocol consortium

Seeking continuous improvement

We receive qualitative feedback throughout the year through meetings and other discussions, and dedicate an advisory meeting in the fall to discussing technology offerings and any desire for changes. In addition, we measure the effectiveness of our services through interest and demand, both within our component districts and with other external partners.

Clackamas ESD is proud of the solid reputation we've built as a trusted technology partner. In addition to the Clackamas County school districts we serve, we hold data center and/or technology repair service contracts with the following local, regional and state partners. These strong partnerships reduce data center and equipment replacement costs, benefiting all clients.





Flight Over the Firs
Rylee Beach, 10th grade
Colton High School



13455 SE 97th Avenue
Clackamas, OR 97015
(503) 675-4000

clackesd.org
[@clackesd](https://www.instagram.com/clackesd)
info@clackesd.org

COLTON SCHOOL DISTRICT
2023-2024 FINANCIAL SUMMARY OF MAJOR CHANGES
Regular Board Meeting – January 2024

GENERAL FUND (General Operations) -

- Resources – ODE has provided projections, which are reflected in the statements. A State School Fund estimate was revised June 2023 with an ADMr of 661 and an ADMw of 843.27, our current ADMr enrollment is 546 so I have reduced our SSF estimate accordingly. Other resources are actual year to date or estimates only.
- Expenditures – Most salaries and fixed costs for positions filled and paid. The statements also include all purchase orders approved and substitute costs are actual figures for 2023-24. The following explains the areas that exceed budget, (items in bold are in addition to previously reported).

2140 – Psychological Services, increase is hours for contracted services for this school year
2150 – Speech Pathology & Audiology, increase in costs for transition from contracted to in-person services
2190 – Service Dir, Student Support, increase in costs for transition from contracted to in-person services
2321 – Office of Superintendent, increase in costs per contract
2410 – Expiration of grant funding
2542 – Increase in the cost of utilities
2552 – Transportation, Paving completion and increase in staff for roving driver
2558 – SPED Transportation, increase in students needed specialized transportation
2640 – Implementation of new evaluation and hire program

OTHER FUNDS –

- ATHLETICS-Reflects all athletic positions currently filled and funds collected year to date, with the detail by sport for your review.
- SPECIAL REVENUE-Represents grants awarded during this fiscal year or carried over from the prior year.
- FOOD SERVICE- The food service program represents dollars collected through current. Expenditures represent positions filled and current purchase orders. The last month ended with 43% of our students eligible for free or reduced pricing.
- STUDENT BODY ACCOUNT – These funds are managed by each school, Student Body Funds are raised or collected by and/or for school approved student groups in which the school district prescribes the purposes for how money is obtained and used.
- DEBT SERVICE – Represents monies allocated from taxes for a general obligation bond passed in 2015.
- CAPITAL PROJECTS (BUS) - Represents monies transferred from General Fund and payment of outstanding debt on buses.

AUDIT - Our 22-23 annual audit was completed this month and will be presented to the board during the February or March 2024 board meeting.

**GENERAL FUND
STATEMENT OF RESOURCES
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

<u>SOURCE</u>		<u>BUDGET</u>	<u>Y-T-D 12/31/2023</u>	<u>PROJECTED</u>	<u>TOTAL 12/31/2023</u>	<u>BALANCE OVER/(UNDER)</u>
STATE SCHOOL SUPPORT FORMULA						
1111	CURRENT YEAR'S TAXES	\$ 2,679,618.00	\$ 1,964,334.33	\$ 715,283.67	\$ 2,679,618.00	\$ -
1112	PRIOR YEAR'S TAXES	42,384.00	11,548.70	30,835.30	42,384.00	-
1114	PAYMENTS IN LIEU OF PROPERTY TAXES	3,123.00	740.43	2,382.57	3,123.00	-
1190	INTEREST ON TAX COLLECTIONS	5,000.00	1,818.03	3,181.97	5,000.00	-
2101	COUNTY SCHOOL FUND	-	-	-	-	-
3103	COMMON SCHOOL FUND	62,098.00	-	62,098.00	62,098.00	-
3101	STATE SCHOOL SUPPORT FUND	5,918,932.00	3,078,201.00	1,958,087.96	5,036,288.96	(882,643.04)
4801	FEDERAL FOREST FEES	-	-	-	-	-
TOTAL SSF SOURCES		8,711,155.00	5,056,642.49	2,771,869.47	7,828,511.96	(882,643.04)
NON STATE SCHOOL SUPPORT FORMULA SOURCES						
LOCAL SOURCES						
1510	INTEREST ON INVESTMENTS	50,000.00	23,300.54	26,699.46	50,000.00	-
1740	CO-CURRICULAR ACTIVITIES	-	-	-	-	-
1412	TRANSPORTATION REIMB - OTHER DISTRICTS	-	-	-	-	-
1910	RENTALS	5,000.00	1,000.00	4,000.00	5,000.00	-
1940	SERVICE PROVIDED OTHER LEAS	-	-	-	-	-
1980	FEES CHARGED TO GRANTS	-	-	-	-	-
1990	MISCELLANEOUS REVENUE	25,000.00	10,178.60	14,821.40	25,000.00	-
TOTAL LOCAL SOURCES		80,000.00	34,479.14	45,520.86	80,000.00	-
OTHER SOURCES						
2102	ESD FLOW THROUGH FUNDS	200,000.00	-	200,000.00	200,000.00	-
2199	OTHER INTERMEDIATE REVENUE	-	-	-	-	-
3299	STATE GRANTS	4,000.00	-	-	-	(4,000.00)
4500	FEDERAL REVENUE	-	-	-	-	-
5300	SALE/LOSS OF FIXED ASSETS	-	-	-	-	-
5400	BEGINNING CASH	525,737.84	518,010.64	-	518,010.64	(7,727.20)
TOTAL OTHER SOURCES		729,737.84	518,010.64	200,000.00	718,010.64	(11,727.20)
TOTAL NON SSSF SOURCES		809,737.84	552,489.78	245,520.86	798,010.64	(11,727.20)
TOTAL RESOURCES		\$ 9,520,892.84	\$ 5,609,132.27	\$ 3,017,390.33	\$ 8,626,522.60	\$ (894,370.24)

**GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-24**

		<u>ACTUAL</u>		<u>TOTAL</u>	<u>BALANCE FAVORABLE/ (UNFAVORABLE)</u>	<u>--%-- COMMITTED</u>
		<u>Y-T-D</u>				
	<u>BUDGET</u>	<u>12/31/2023</u>	<u>ENCUMBERED</u>	<u>12/31/2023</u>		
INSTRUCTION						
1111	ELEMENTARY PROGRAM K-5	\$ 1,392,241.25	\$ 443,241.70	\$ 855,310.09	\$ 1,298,551.79	93,689.46 93.27%
1121	MIDDLE SCHOOL - REGULAR	896,177.61	282,455.26	567,355.40	849,810.66	46,366.95 94.83%
1122	MIDDLE SCHOOL - CO-CURRICULAR	-	-	-	-	0.00%
1131	HIGH SCHOOL - REGULAR	1,854,934.08	686,578.16	1,055,989.64	1,742,567.80	112,366.28 93.94%
1132	HIGH SCHOOL - CO-CURRICULAR	23,000.00	10,238.82	12,647.10	22,885.92	114.08 99.50%
1150	TEXTBOOK ADOPTION	75,000.00	5,595.95	-	5,595.95	69,404.05 7.46%
1210	TALENT AND GIFTED	5,440.00	-	-	-	5,440.00 0.00%
1220	STUDENTS WITH DISABILITIES	88,347.00	-	77,380.00	77,380.00	10,967.00 87.59%
1250	RESOURCE ROOMS	525,671.22	192,853.26	327,386.67	520,239.93	5,431.29 98.97%
1281	PUBLIC ALTERNATIVE PROGRAMS	500.00	-	-	-	500.00 0.00%
1291	ENGLISH SECOND LANGUAGE	43,387.39	8,536.15	9,807.80	18,343.95	25,043.44 42.28%
	TOTAL INSTRUCTION	4,904,698.55	1,629,499.30	2,905,876.70	4,535,376.00	369,322.55 92.47%
SUPPORT SERVICES						
2114	STUDENT ACCOUNTING SYSTEM	18,000.00	-	-	-	18,000.00 0.00%
2115	ATTENDANCE/SECURITY	-	-	-	-	- 100.00%
2120	GUIDANCE SERVICES	-	-	-	-	- 100.00%
2134	HEALTH SERVICES	27,230.61	7,403.77	11,126.26	18,530.03	8,700.58 68.05%
2140	PSYCHOLOGICAL SERVICES	50,000.00	47,272.00	36,053.00	83,325.00	(33,325.00) 166.65%
2150	SPEECH PATHOLOGY & AUDITOLOGY	90,000.00	53,923.43	90,668.48	144,591.91	(54,591.91) 160.66%
2160	OTHER STUDENT SERVICES	17,000.00	4,730.00	10,270.00	15,000.00	2,000.00 88.24%
2190	SERVICE DIR, STUDENT SUPPORT	59,165.44	56,019.08	55,737.02	111,756.10	(52,590.66) 188.89%
2210	IMPROVEMENT OF INSTRUCTION	20,230.00	8,083.70	9,390.19	17,473.89	2,756.11 86.38%
2220	EDUCATIONAL MEDIA SERVICES	113,525.68	43,058.89	59,358.49	102,417.38	11,108.30 90.22%
2222	LIBRARY/MEDIA CENTER	2,655.00	1,301.87	1,332.82	2,634.69	20.31 99.24%
2225	TECHNOLOGY	19,349.00	8,381.01	9,084.97	17,465.98	1,883.02 90.27%
2230	ASSESSMENT & TESTING	7,650.00	2,174.21	4,355.31	6,529.52	1,120.48 85.35%
2240	STAFF DEVELOPMENT	20,000.00	13,694.00	4.00	13,698.00	6,302.00 68.49%

**GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-24**

		ACTUAL		TOTAL 12/31/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
		Y-T-D 12/31/2023	ENCUMBERED			
BUDGET						
SUPPORT SERVICES, CONTINUED						
	-					
2310	BOARD OF EDUCATION	68,070.00	46,279.72	6,433.48	52,713.20	15,356.80 77.44%
2321	OFFICE OF SUPERINTENDENT	219,820.42	133,132.30	124,184.65	257,316.95	(37,496.53) 117.06%
2410	OFFICE OF PRINCIPAL	817,401.77	387,114.12	435,888.44	823,002.56	(5,600.79) 100.69%
2521	FISCAL SERVICES	154,724.72	76,085.11	74,745.90	150,831.01	3,893.71 97.48%
2542	CARE AND UPKEEP OF BUILDINGS	956,274.14	525,885.69	438,764.11	964,649.80	(8,375.66) 100.88%
2543	CARE AND UPKEEP OF GROUNDS	74,300.00	34,209.00	39,434.00	73,643.00	657.00 99.12%
2552	TRANSPORTATION	483,746.50	335,743.50	349,412.00	685,155.50	(201,409.00) 141.64%
2558	SPECIAL ED TRANSPORTATION	97,980.87	57,660.65	98,738.34	156,398.99	(58,418.12) 159.62%
2620	DATA PROCESSING	-	-	-	-	#DIV/0!
2640	HUMAN RESOURCES	126,480.45	75,744.72	54,728.76	130,473.48	(3,993.03) 103.16%
2669	COMPUTER & TECHNOLOGY	131,700.00	41,713.77	22,497.69	64,211.46	67,488.54 48.76%
2680	Interpretation and Translation Services	500.00	-	-	-	500.00 0.00%
2700	EARLY RETIREMENT	10,000.00	-	-	-	10,000.00 0.00%
TOTAL SUPPORT SERVICES		3,585,804.60	1,959,610.54	1,932,207.91	3,891,818.45	(306,013.85) 108.53%
OTHER REQUIREMENTS						
4190	FACILITY IMPROVEMENTS	200,000.00	48,000.00	-	48,000.00	152,000.00 24.00%
5210	TRANSFER - FOOD SERVICE	50,000.00	-	-	-	50,000.00 0.00%
5210	TRANSFER - CAPITAL PROJECTS	80,826.00	80,826.00	-	80,826.00	- 100.00%
5210	TRANSFER - ATHLETICS	114,775.23	-	114,775.23	114,775.23	- 0.00%
5210	TRANSFER - TECHNOLOGY	50,000.00	50,000.00	-	50,000.00	- 0.00%
5400	PERS UAL Lump Sum Payment	-	-	-	-	- 100.00%
6110	CONTINGENCY	534,788.46	-	-	-	534,788.46 0.00%
TOTAL OTHER REQUIREMENTS		1,030,389.69	178,826.00	114,775.23	293,601.23	736,788.46 28.49%
TOTAL EXPENDITURES		\$ 9,520,892.84	\$ 3,767,935.84	\$ 4,952,859.84	\$ 8,720,795.68	\$ 800,097.16 91.60%

ATHLETICS
STATEMENT OF RESOURCES AND EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D</u> <u>12/31/2023</u>	<u>Encumbrances</u>	<u>TOTAL</u> <u>12/31/2023</u>	<u>BALANCE</u> <u>OVER/(UNDER)</u>
RESOURCES					
1702 PAY-TO-PARTICIPATE - CMS	\$ 12,500.00	\$ -	\$ 12,500.00	12,500.00	-
1702 PAY-TO-PARTICIPATE - CHS	25,000.00	-	25,000.00	25,000.00	-
1703 GATE RECEIPTS	10,000.00	-	10,000.00	10,000.00	-
1704 MISC RECEIPTS	-	70.00	-	70.00	70.00
1920 DONATIONS	2,000.00	-	2,000.00	2,000.00	-
5200 TRANSFER FROM GENERAL FUND	114,775.23	-	114,775.23	114,775.23	-
TOTAL RESOURCES (Line 1 - Line 5)	164,275.23	70.00	164,275.23	164,345.23	70.00
REQUIREMENTS					
1122 MIDDLE SCHOOL - CO-CURRICULAR	38,780.50	18,857.76	7,192.83	26,050.59	12,729.91
1132 HIGH SCHOOL - CO-CURRICULAR	116,137.73	62,716.36	35,062.87	97,779.23	18,358.50
2552 TRANSPORTATION	9,357.00	9,582.29	-	9,582.29	(225.29)
TOTAL REQUIREMENTS (Line 7 - Line 9)	164,275.23	91,156.41	42,255.70	133,412.11	30,863.12
ENDING FUND BALANCE	\$ -	\$ (91,086.41)	\$ 122,019.53	\$ 30,933.12	\$ 30,933.12

**COLTON SCHOOL DISTRICT
ATHLETIC ANALYSIS BY SPORT CASH BASIS
FOR THE FISCAL YEAR 2023-24**

		Pay-to-			Total	Salary,	Open		Transportation			Cost per
	Participation	Participate	Gate	Other	Resource	Benefits	Position	Non-Salary	(by mileage)	Total Cost	Net Cost	Participant
<u>High School</u>												
Athletic Director		\$ -	\$ -	\$ -	\$ -	\$ 12,567		\$ 2,812		\$ 15,379	\$ 15,379	
Football	32	-	-	-	-	\$ 7,841		\$ 10,179		18,020	18,020	563
Volleyball	25	-	-	-	-	\$ 8,585		\$ 4,566		13,150	13,150	526
Wrestling	15	-	-	-	-	\$ 4,974		\$ 2,388		7,362	7,362	491
Basketball - Boys	22	-	-	-	-	\$ 8,546		\$ 8,561		17,107	17,107	778
Basketball - Girls	13	-	-	-	-	\$ 8,432		\$ 8,932		17,365	17,365	1,336
Baseball		-	-	-	-	\$ 4,698		\$ -		4,698	4,698	-
Softball		-	-	-	-	\$ 4,698		\$ -		4,698	4,698	-
Track		-	-	-	-	\$ -		\$ -		-	-	-
Cross Country	0	-	-	-	-	\$ -		\$ -		-	-	-
Cheerleading	0	-	-	-	-	\$ -		\$ -		-	-	-
	107	\$ -	\$ -	\$ -	\$ -	\$60,341	\$ -	\$ 37,438	\$ -	\$ 97,779	\$ 97,779	
<u>Middle School</u>												
Athletic Director		\$ -	\$ -	\$ -	\$ -	2,266		50		\$ 2,316	\$ 2,316	
Football	15	-	-	-	-	3,952		2,913		6,865	6,865	458
Volleyball	22	-	-	-	-	3,380		2,035		5,414	5,414	246
Wrestling	8	-	-	-	-	1,300		-		1,300	1,300	162
Basketball - Boys	18	-	-	-	-	1,768		-		1,768	1,768	98
Basketball - Girls	21	-	-	-	-	4,036		-		4,036	4,036	192
Baseball		-	-	-	-	-		-		-	-	-
Softball		-	-	-	-	1,944		-		1,944	1,944	-
Track		-	-	-	-	2,408		-		2,408	2,408	-
		\$ -	\$ -	\$ -	\$ -	\$21,053	\$ -	\$ 4,998	\$ -	\$ 26,051	\$ 26,051	
<u>Other</u>												
Boosters, Donations, Passes				\$ -	\$ -					-	\$ -	
Totals		\$ -	\$ -	\$ -	\$ -	\$81,394	\$ -	\$ 42,435	\$ -	\$ 123,830	\$123,830	

**ALL FUNDS
STATEMENT OF EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

		Resources		EXPENDITURES			
Fund	Fund Title	Budget	TOTAL	Y-T-D	TOTAL	TOTAL	Balance
					ENCUMBERED		
204	TITLE I-A	102,382.00	102,382.00	37,483.47	64,379.49	101,862.96	519.04
226	TITLE IV-A	10,000.00	10,000.00	4,348.28	5,534.53	9,882.81	117.19
231	TITLE II-A	16,795.00	16,795.00	5,687.25	11,092.93	16,780.18	14.82
236	SRSA (FEDERAL) - IMPROVE INST	43,239.00	43,239.00	12,922.64	28,692.95	41,615.59	1,623.41
242	EARLY LITERACY GRANT	41,690.33	41,690.33	7,500.00	-	7,500.00	34,190.33
243	MCREN GRANT	-	-	-	-	-	-
248	PRESCHOOL PROMISE GRANT	177,817.00	177,817.00	57,107.96	87,822.51	144,930.47	32,886.53
253	IDEA SEC 611	116,348.00	116,348.00	40,478.68	69,722.36	110,201.04	6,146.96
255	IDEA EQUIPMENT GRANT	-	-	-	-	-	-
260	STUDENT INVESTMENT ACCOUNT	593,133.60	593,133.60	224,237.94	333,983.54	558,221.48	34,912.12
261	CESD SIA FLOW THROUGH GRANT	20,000.00	20,000.00	2,295.10	-	2,295.10	17,704.90
262	MIDDLE SCHOOL TARGETED SUPPORT	-	-	-	-	-	-
263	EMERGENCY CONNECTIVITY FUND	20,000.00	20,000.00	-	20,000.00	20,000.00	-
264	ESSER (CARES) GRANT	-	-	0	(0)	-	-
265	ESSER SUMMER GRANT	-	-	-	-	-	-
266	RETENTION AND RECRUIT GRANT	-	-	-	-	-	-
270	CARL PERKINS	10,000.00	10,000.00	2,819.94	-	2,819.94	7,180.06
272	LIBRARY REVITALIZATION GRANT	10,000.00	10,000.00	-	-	-	10,000.00
278	ASPIRE - GUIDANCE SERVICES	1,800.00	1,800.00	532.99	1,067.84	1,600.83	199.17
280	MEASURE 98 - HS GRADUATIO, READINESS	228,017.21	228,017.21	89,828.93	125,882.22	215,711.15	12,306.06
281	CTE - CAREER PATHWAYS	-	-	-	-	-	-
284	OUTDOOR SCHOOL	65,000.00	65,000.00	2,500.00	-	2,500.00	62,500.00
289	SMALL GRANTS	1,000.00	1,000.00	-	-	-	1,000.00
293	PLAYGROUND DONATIONS	-	-	-	-	-	-
296	E-RATE	65,000.00	65,000.00	4,323.15	56,318.33	60,641.48	4,358.52
297	TAP FACILITY AND LONG RANGE PLAN	29,240.00	29,240.00	17,860.00	10,000.00	27,860.00	1,380.00
298	SB1149 - CARE / UPKEEP OF BLDG	163,000.00	163,000.00	-	-	-	163,000.00
299	DONATIONS	10,000.00	10,000.00	3,103.79	-	3,103.79	6,896.21
	TOTAL	1,724,462.14	1,724,462.14	513,030.57	814,496.25	1,327,526.82	396,935.32

FOOD SERVICE
STATEMENT OF RESOURCES AND EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023

<u>SOURCE</u>	<u>BUDGET</u>	<u>YTD</u>	<u>PROJECTED</u>	<u>TOTAL</u> <u>12/31/2023</u>	<u>BALANCE</u> <u>OVER/(UNDER)</u>
RESOURCES					
1600 BREAKFAST AND LUNCH PROGRAM	\$ 42,000.00	\$ 13,445.97	\$ 28,554.03	\$ 42,000.00	-
1990 MISCELLANEOUS	-	1,362.07	-	1,362.07	1,362.07
3102 STATE LUNCH MATCH	2,000.00	-	2,000.00	2,000.00	-
3199 OTHER STATE FUNDS	15,000.00	-	15,000.00	15,000.00	-
4501 NATIONAL LUNCH SUBSIDY	80,000.00	-	80,000.00	80,000.00	-
4900 COMMODITIES	20,000.00	-	20,000.00	20,000.00	-
5200 TRANSFERS IN	50,000.00	-	-	-	(50,000.00)
BEGINNING CASH	35,000.00	93,783.43	-	93,783.43	58,783.43
TOTAL RESOURCES (Line 1 - Line 8)	244,000.00	108,591.47	145,554.03	254,145.50	10,145.50
REQUIREMENTS					
100/200 SALARIES/BENEFITS	137,460.42	48,493.42	78,835.25	\$ 127,328.67	\$ 10,131.75
300 PURCHASED SERVICES	-	416.92	416.48	\$ 833.40	(833.40)
400 SUPPLIES AND MATERIALS	101,539.58	28,222.79	82,723.21	\$ 110,946.00	(9,406.42)
500 CAPITAL OUTLAY	-	-	-	\$ -	-
600 OTHER OBJECTS	5,000.00	3,356.64	-	\$ 3,356.64	1,643.36
TOTAL REQUIREMENTS (Line 10 - Line 14)	244,000.00	80,489.77	161,974.94	242,464.71	1,535.29
ENDING FUND BALANCE	\$ -	\$ 28,101.70	\$ (16,420.91)	\$ 11,680.79	\$ 11,680.79

FOOD SERVICE

Eligibility

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2023	468	186	19	263	163	59	8	96	110	48	6	56	195	79	5	111
October	2023	470	186	17	267	163	59	7	97	110	47	6	57	197	80	4	113
November	2023	467	183	17	267	162	58	7	97	110	44	6	60	195	81	4	110
December	2023	462	178	19	265	161	57	7	97	110	44	6	60	191	77	6	108
January	2024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
February	2024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
March	2024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
April	2024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May	2024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
June	2024	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		1,867	733	72	1,062	649	233	29	387	440	183	24	233	778	317	19	

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2023	100%	40%	4%	56%	100%	36%	5%	59%	100%	44%	5%	51%	100%	41%	3%	57%
October	2023	100%	40%	4%	57%	100%	36%	4%	60%	100%	43%	5%	52%	100%	41%	2%	57%
November	2023	100%	39%	4%	57%	100%	36%	4%	60%	100%	40%	5%	55%	100%	42%	2%	56%
December	2023	100%	39%	4%	57%	100%	35%	4%	60%	100%	40%	5%	55%	100%	40%	3%	57%
January	2024	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
February	2024	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
March	2024	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
April	2024	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
May	2024	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
June	2024	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total		100%	39%	4%	57%	100%	36%	4%	60%	87%	28%	5%	53%	43%	41%	2%	0%

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2022	485	127	19	339	161	34	2	125	128	33	5	90	196	60	12	124
October	2022	487	119	17	351	162	30	1	131	127	30	4	93	198	59	12	127
November	2022	486	122	21	343	162	29	3	130	125	31	5	89	199	62	13	124
December	2022	488	125	21	342	161	29	3	129	126	32	5	89	201	64	13	124
January	2023	490	128	20	342	158	30	2	126	127	34	5	88	205	64	13	128
February	2023	484	129	22	333	156	29	2	125	123	34	6	83	205	66	14	125
March	2023	481	124	22	335	156	29	2	125	123	33	6	84	202	62	14	126
April	2023	471	119	22	330	152	27	2	123	121	31	6	84	198	61	14	123
May	2023	469	121	20	328	152	29	2	121	119	30	6	83	198	62	12	124
June	2023	467	119	20	328	151	28	2	121	119	30	6	83	197	61	12	124
Total		4,808	1,233	204	3,371	1,571	294	21	1,256	1,238	318	54	866	1,999	621	129	

		Total				High School				Middle School				Elementary			
		Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid	Total	Free	Reduced	Paid
September	2022	100%	26%	4%	70%	100%	21%	1%	78%	100%	26%	4%	70%	100%	31%	6%	63%
October	2022	100%	24%	3%	72%	100%	19%	1%	81%	100%	24%	3%	73%	100%	30%	6%	64%
November	2022	100%	25%	4%	71%	100%	18%	2%	80%	100%	25%	4%	71%	100%	31%	7%	62%
December	2022	100%	26%	4%	70%	100%	18%	2%	80%	100%	25%	4%	71%	100%	32%	6%	62%
January	2023	100%	26%	4%	70%	100%	19%	1%	80%	100%	27%	4%	69%	100%	31%	6%	62%
February	2023	100%	27%	5%	69%	100%	19%	1%	80%	100%	28%	5%	67%	100%	32%	7%	61%
March	2023	100%	26%	5%	70%	100%	19%	1%	80%	100%	27%	5%	68%	100%	31%	7%	62%
April	2023	100%	25%	5%	70%	100%	18%	1%	81%	100%	26%	5%	69%	100%	31%	7%	62%
May	2023	100%	26%	4%	70%	100%	19%	1%	80%	100%	25%	5%	70%	100%	31%	6%	63%
June	2023	100%	25%	4%	70%	100%	19%	1%	80%	100%	25%	5%	70%	100%	31%	6%	63%
Total		100%	26%	4%	70%	100%	19%	1%	80%	95%	20%	4%	70%	38%	31%	6%	0%

**STUDENT BODY ACCOUNTS
STATEMENT OF RESOURCES AND EXPENDITURES
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

Elementary School Student Body Account

Description	Beginning Balance	Revenue	Expenditures	Remaining
Donations		3,482.57	1,560.00	1,922.57
Escrip	-	-	-	-
Fundraisers	3,499.78	-	-	3,499.78
Jog A Thon	4,976.50	12,459.49	3,493.75	13,942.24
Box Tops	527.88	-	-	527.88
Jog-A-Thon	-	-	-	-
Spirit & Pride	30.45	-	-	30.45
Jump Rope/Heart	-	-	-	-
Media Book Fair	604.08	2,598.99	311.00	2,892.07
Recycling	1,074.45	-	-	1,074.45
Title Fundraising	331.63	-	-	331.63
Site Council	344.71	-	11.98	332.73
Kindergarten Browning	209.55	-	-	209.55
Kindergarten Gant	62.01	10.00	-	72.01
Field Trips Kindergarten	552.42	-	-	552.42
Field Trips 1st Grade	392.38	20.00	-	412.38
Field Trips 2nd Grade	368.12	25.00	25.00	368.12
Field Trips 3rd Grade	154.45	-	-	154.45
Field Trips 4th Grade	-	-	-	-
Field Trips 5th Grade	-	-	-	-
Petty Cash	-	-	-	-
Bank Fees/Interest	(117.43)	-	-	(117.43)
NSF	-	-	-	-
Incentives	70.48	-	-	70.48
Pop Machine	186.34	134.45	256.80	63.99
Scholastic	58.97	-	-	58.97
Staff Room	11.68	-	-	11.68
Sunshine/Social	-	-	-	-
TOTAL ELEMENTARY ASB	13,338.45	18,730.50	5,658.53	26,410.42

**STUDENT BODY ACCOUNTS
STATEMENT OF RESOURCES AND EXPENDITURES
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

Middle School Student Body Account

Description	Beginning Balance	Revenue	Expendiutres	Remaining
Student Council	(847.73)	-	-	(847.73)
8th Grade	(1,800.00)	-	-	(1,800.00)
7th Grade	-	-	-	-
6th Grade	-	-	-	-
Revolving	3.00	-	-	3.00
Interest/Bank Fees	66.08	-	-	66.08
NSF	12.00	-	-	12.00
Fundraising	6,062.73	-	17.99	6,044.74
Video Club	-	-	-	-
Student Store	1,182.90	-	-	1,182.90
Yearbook	277.50	60.00	1,033.00	(695.50)
Ice Cream	-	-	-	-
TAG	66.00	-	-	66.00
SNOB	697.48	-	-	697.48
eScrip	640.30	-	-	640.30
Donations	4,032.96	-	-	4,032.96
Student Supplies	11,192.44	614.00	-	11,806.44
PE Rentals	140.50	-	-	140.50
Box Tops	776.80	-	-	776.80
Lego Robotics	31.51	-	-	31.51
PBIS	2,659.93	-	-	2,659.93
Fred Meyer Community Rewards	845.19	-	-	845.19
Viking Ticket Store	189.96	-	-	189.96
Distict Fund	753.28	6,357.06	-	7,110.34
Cash on Hand	-	-	-	-
TOTAL MIDDLE ASB	26,982.83	7,031.06	1,050.99	32,962.90

**STUDENT BODY ACCOUNTS
STATEMENT OF RESOURCES AND EXPENDITURES
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

High School Student Body Account

Description	Beginning Balance	Revenue	Expenditures	Remaining
Annual/Journalism	4,444.99	1,320.00	3,079.53	2,685.46
Athletic Director	7,758.55	5,611.11	9,886.05	3,483.61
Botany/Ecology Club	(300.00)	-	-	(300.00)
Business Mgmt (Student Store)	-	-	-	-
Life Skills	-	-	-	-
Cheerleading	705.39	-	-	705.39
Dance	-	-	-	-
Class of 2023	(450.00)	-	-	(450.00)
Class of 2024	(47.30)	-	-	(47.30)
Class of 2025	-	-	-	-
Class of 2026	-	-	-	-
Class of 2027	-	-	-	-
Class of 2028	-	-	-	-
District Athletics	5,740.86	13,291.98	-	19,032.84
District Course Fees	(75.00)	-	-	(75.00)
District Food Service	1,147.53	10.00	-	1,157.53
District Textbook Repair/Replace	29.00	25.00	-	54.00
District Chemeketa Fees	-	-	-	-
Drama Club (Fall Play)	8,803.95	780.00	128.33	9,455.62
Band	-	-	-	-
Dress Shop	-	-	-	-
Equestrian	-	980.00	100.00	880.00
FFA Club	175.25	75.00	870.00	(619.75)
Robotics Club	-	-	-	-
Geology (Science Support)	-	-	-	-
HS Student Body (ASB)	8,995.22	6,746.02	5,296.16	10,445.08
Senior Project Proposal Fund	-	-	-	-
Honors Society	-	-	385.00	(385.00)
Hospitality	-	-	-	-
Vending Machine Projects	501.71	1,898.50	1,486.16	914.05
Industrial Engineering	-	-	-	-
JAZZ Choir (Spring Musical)	9,547.41	-	-	9,547.41
President Freedom Scholarship Fun	-	-	-	-
Planner Fund-Office of Principal	-	-	27.28	(27.28)

**STUDENT BODY ACCOUNTS
STATEMENT OF RESOURCES AND EXPENDITURES
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

Principals Fund	6,533.25	-	294.72	6,238.53
SNOB	197.21	-	115.00	82.21
Service Club/Viking Volunteers	-	-	-	-
Spanish Club	1,939.02	-	-	1,939.02
Coffee Cart	(103.59)	3,433.78	2,191.00	1,139.19
Student Parking Fund	4,110.00	260.00	-	4,370.00
Sunshine Fund	-	-	-	-
Carol Reynolds Scholarship	33,272.94	-	1,000.00	32,272.94
In/Out	3,820.95	-	-	3,820.95
NSF	815.30	70.00	-	885.30
Plato Summer School	-	-	-	-
Lutheran Cmty Fndn Scholarship	7,001.00	-	4,000.00	3,001.00
Thrivent Scholarship	5,000.00	5,000.00	1,000.00	9,000.00
Harold LaFountaine Scholarship	3,955.00	-	1,000.00	2,955.00
Mock Trial	-	-	-	-
Volunteer Firefighting Scholarship	667.00	-	-	667.00
TOTAL HIGH ASB	114,185.64	39,501.39	30,859.23	122,827.80

DEBT SERVICE
STATEMENT OF RESOURCES AND EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D</u> <u>12/31/2023</u>	<u>PROJECTED</u>	<u>TOTAL</u> <u>12/31/2023</u>	<u>BALANCE</u> <u>OVER/(UNDER)</u>
RESOURCES					
1111 CURRENT TAXES LEVY	\$ 179,629.00	\$ 160,025.74	53,961.26	\$ 213,987.00	34,358.00
1112 PRIOR TAXES LEVY	3,000.00	910.07	2,094.93	3,005.00	5.00
1190 INTEREST AND PENALTIES	5,000.00	137.70	362.30	500.00	(4,500.00)
1510 INTEREST EARNED	-	-		-	-
BEGINNING CASH	-	(29,368.88)	-	(29,368.88)	(29,368.88)
TOTAL RESOURCES (Line 1 - Line 5)	187,629.00	131,704.63	56,418.49	188,123.12	494.12
REQUIREMENTS					
610 PRINCIPAL PAYMENT	180,000.00	-	180,000.00	180,000.00	-
620 INTEREST PAYMENT	7,629.00	3,812.99	3,815.51	7,628.50	0.50
TOTAL REQUIREMENTS (Line 7 - Line 8)	187,629.00	3,812.99	183,815.51	187,628.50	0.50
ENDING FUND BALANCE	\$ -	\$ 127,891.64	\$ (127,397.02)	\$ 494.62	\$ 494.62

**FUND 405 CAPITAL PROJECTS
VEHICLE REPLACEMENT
STATEMENT OF RESOURCES AND EXPENDITURES
FOR THE FISCAL YEAR 2023-24
AS OF DECEMBER 31, 2023**

<u>SOURCE</u>	<u>BUDGET</u>	<u>Y-T-D 12/31/2023</u>	<u>PROJECTED</u>	<u>TOTAL 12/31/2023</u>	<u>BALANCE OVER/(UNDER)</u>
RESOURCES					
5200 TRANSFER FROM GENERAL FUND	\$ 80,826.00	\$ 80,826.00	-	\$ 80,826.00	\$ -
BEGINNING CASH	1.00	0.38	-	0.38	(0.62)
TOTAL RESOURCES (Line 1 - Line 2)	80,827.00	80,826.38	-	80,826.38	(0.62)
REQUIREMENTS					
VEHICLE PURCHASE	-	-	-	-	-
DEBT SERVICE (LEASE PAYMENTS)	80,827.00	80,826.00	-	80,826.00	1.00
TOTAL EXPENDITURES (Line 4 - Line 5)	80,827.00	80,826.00	-	80,826.00	1.00
ENDING FUND BALANCE	\$ -	\$ 0.38	\$ -	\$ 0.38	\$ 0.38

23-25 Literacy Grant:

Grantee Name*

Start typing to select your institution from the dropdown. Note that consortia names align with [consortia from the Integrated Application](#).

Program Review Tool

Note that the grant is specific to grades K-3, however; grant moneys used for the benefit of students in grades four and five is allowable, but must be limited as follows:

- For the 2023-2024 school year, no more than 20% of the total amount received may be used for the benefit of students in grades four and five; and
- For the 2024-2025 school year, no more than 10% of the total amount received may be used for the benefit of students in grades four and five.

Respond to this section after completing the [Program Review Tool](#).

The questions are labeled with "PRT_" to indicate that this is Program Review Tool question 1-8. This will help to distinguish between the Program Review Tool questions and the Application Planning Template questions ("APT_").

PRT1. What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program?*

(i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

The curriculum for literacy instruction is *Wonders*. It is designed to foster students' growth as readers, writers, communicators, and life-ready learners. Students learn through exploration of texts and the daily development of their skills, also students experience the power of literacy. At Colton Elementary School, the district understands that student belonging is necessary and crucial to student learning. It is important that students see themselves and learn about other cultures in the curriculum through the stories that are being read and the learning processes that honor the rich funds of knowledge that students bring from their homes and communities. Colton Elementary uses Wonders Mc Graw Hill as their core reading program and within the program are stories and

selections that include and represent diverse communities which brings about surprising insights and learning of other cultures as well as the potential to develop a shared community. Some examples are in the Folklore titles such as *Timimoto* (Japanese) *Little Juan and the Cooking Pot* (Mexico), *How Coqui got Her Voice*, (Puerto Rico) and *Anasi's Son* (Africa) build a sense of how we are more alike than different. Additionally, the expository stories such as *Cultural Festivals* and *Farms Around the World* teach our students about other ways of living which develop an appreciation of our differences. Finally, the narrative stories such as *What you can do with a Paleta?*, *Rosa's Garden*, *Aguinaldo*, and *Homesick for American Samoa* have characters that represent diverse communities and most importantly those of some of our students.

PRT2. What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program?*(i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Colton School District works to engage the school community. The district is expanding their parent engagement with literacy nights. The school will proactively work with parents to be part of the student learning while engaging participants around literacy efforts and or understanding. Additionally, the school will design home connection activities that happen with daily instruction such as encouraging parents to share stories whether that be through reading a book or through oral traditions of storytelling by family members creating a link between school and family literacy practices.

PRT3. What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program?*(i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

The students' oral literacy understanding of spoken language is important to reading comprehension. It also plays a role in writing as student speech is the initial source that student's draw from when transferring speech to print. Students' oral language includes their home language which includes oral sentence structures and vocabulary used and heard at

home. This language should be honored and viewed as an asset in which to build upon and alongside. Educators at Colton work on building language daily through structured collaborative partnering that provides the avenue for students to discuss and share ideas presented in class and in reading or listening to an author's work. Connections to home literacy practices are considered part of the learning as it honors the funds of knowledge that students bring with them from their homes and communities. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. (González, N., Moll, L. C., & Amanti, C., 2009)

These high-quality interactions occur between students and teachers as well as through structured and explicit instruction. Vocabulary is developed using a structured explicit approach using an, I do, we do, you do approach. It is called Define, explain (Example), and ask: students pronounce the target word, are given examples of its meaning and listen to the teacher model how to use the word in a sentence and then students create or engage in conversations that use the target word. The teacher uses graphic organizers presented in the Reading/Writing Connection booklets to provide students the opportunity to discuss an author's work using language structures that align to narrative and expository vocabularies, transitions and signal words found in various text structures and genres.

PRT4. What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program?*(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Colton has had been investing in professional development and is continuing to have professional development training in the Science of Reading (SoR). The learning has drawn from research of the National Reading Panel, Gough and Turnner's the Simple View of Reading, and Hollis Scarborough's Reading Rope. This has become the guide and theoretical underpinning for literacy instruction at Colton Elementary. The district plans to support Colton Elementary in a way which envisions the agreed upon routines, procedures, and protocols that aligns to Science of Reading structure and explicit instructional practices that begin with

use of an approved and quality reading core program such as Wonders Mc Graw-Hill.

This research and theoretical models have brought an understanding of how students become readers. The work of Stanislas Dehaene, a cognitive neuroscientist, also informs the science of how the brain reads which dispels the belief that students read whole words. Students' brains in fact look or process every single letter and do not look at the whole word or shape according to neuroscience. This information informs the importance of phonological and phonemic awareness, and phonics instruction in word reading. When considering Duke's and Cartwright's revision of the reading rope titled, *The Active View of Reading*, the important role of executive function is brought to attention as students are required to use working memory, attention, and cognitive flexibility to manage reading comprehension. Instruction that helps children learn to navigate spoken and printed language will help ensure that children develop the reading-specific executive functions (Cartwright, 2012). Colton educators explicitly plan for these processes through explicit instruction on text features and structure, building background knowledge, and the recognition of sentence structures.

PRT5. What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program?*
(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

The vision for the early literacy program requires an agreed upon set of routines, procedures, and protocols that align to Science of Reading models such as the Simple View of Reading and Scarborough's Reading Rope is guided through instructional routines that begin with the core program. The primary focus begins with phonological awareness as part of the Wonders curriculum and a supplemental curriculum that supports further intervention support. Decodable interventions, such as Heggerty will be used to further develop phonological awareness. Students' awareness of phoneme sounds and other phonological features such as rhyming, distinguishing onset and rime, isolation of sounds, blending and manipulations of sounds through deletion, substitution or addition are foundational to successful word reading. A lack of this awareness is an underpinning deficit when students are experiencing difficulties in word recognition.

Those phoneme sounds then need to connect to letters so that students develop an understanding that sounds are represented by letters which form words. This understanding is called the alphabetic principle. There is a scope and sequence to phonics which usually includes the instruction of short vowel sounds before long vowels, continuous consonant sounds such as f,l,m,s,n,r and s should be included so that students blend words more easily. The Wonders core reading program has an explicit scope and sequence which closely aligns to the above-mentioned scope and sequence.

It is understood that phonological and phonics instruction should lead to the reading of connected text. Colton students apply their learning to decodable and anchor readers.

The attention to the internal features of words includes the instruction of six syllable types and common division patterns. The Colton teachers are using the instructional routines handbook included in the Wonders curriculum. The core instructional practices/tools are collectively created as teachers are and are becoming more familiar with effective instructional practices. Routines include continuous and vowel-first blending and reading multisyllable words. Fluency has three factors to consider which are rate, accuracy, and prosody. Students engage repeated readings as one way to foster fluency practice. When accuracy is impacting the rate, Colton educators provide intervention in phonology, phoneme awareness or explicitly phonics instruction. Prosody is achieved when students understand how to read with expression and an understanding of syntax plays a role. Another strategy to help with fluency employed by Colton educators, is to provide specific instruction in phrase cueing which aids in student understanding of sentence structure.

PRT6. What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program?*(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Early Literacy evidence of writing, reading, comprehension, background knowledge and vocabulary begins with the vision for agreed upon routines, procedures, and protocols that align to Science of Reading. These reading theoretical models such as the Simple View of Reading and Scarborough's Reading Rope guide instructional routines that begin with the core program instructional practices. Wonders has a defined vocabulary routine that engages students in learning words that can be described as Tier II words. This comes from the work of Isabel Beck & McKowen which categorized words into three categories. Tier I words are everyday words. Tier II words are words that are found in many subjects and are "portable" to many learning situations. Tier III words are words specific to a content discipline such as science, math, or social studies.

Comprehension routines and practices start with students current understanding of the topic and build upon that knowledge through collaborative conversations where students are given the opportunity to verbalize their understanding of what the author has written. This also provides an overt way for the teacher to hear and listen to how the students are understanding and negotiating ideas or information from the text. The Reading/Writing Connection portion of wonders then provides a sematic visual of the text's structure where students can add in writing further understanding of an author's work whether that work is in a narrative or expository form.

PRT7. What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program?*(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Colton school district recognizes the importance of a quality core program as it becomes the primary influence of instructional practices and student learning and according to EdReports, an independent curriculum review organization, Wonders meets expectations of as a quality core program. Additionally, the state has determined that Wonders meets all of the guidelines for a qualified ELA program as determined though the adoption process.

PRT8. What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program?*(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Colton school district recognizes the importance of a quality core program as it becomes the primary influence to build a sustainable process that encompasses the needs of all learners. The use of a specific schedule that maximizes time, groupings and target intervention supports is key to embed adequate literacy for all learners.

Descriptions of Professional Development, Coaching, Extended Learning, and High-Dosage Tutoring

The following questions allow you to describe how you will be implementing different aspects of your plan.

APT1. Professional Development and Coaching*

Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:

- the research-aligned literacy strategies that the professional development and coaching will focus on;
- the target audience (including roles) for the professional development and coaching; and
- the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

Colton School District is using literacy coaching to build more effective literacy program. Beginning in the fall the building has been implementing a stronger tier 1 program with the Core program, Wonders. The purpose for this year is to align and develop an initial lesson design of a Tier 1 literacy program. This approach is giving the instructors the collective accountability to student learning will make clear the necessary elements in effective instruction. The teachers will create the questions what are the agreed upon, including routines, procedures and protocols. The service design develops training and materials aligned to Wonders and driven by the Science of Reading (SoR) research that aide in providing direction and tools needed such as “quick grab” agreed upon routines on pagers and vocabulary routines. Then the next phase for the professional learning will require the building to design shared norms and guidelines with a literacy playbook. This Colton Playbook will create to sustain and make clear the instructional plays that align with quality literacy instruction. It is customized to the needs of the district. The What, the why and the how is answered in a digital booklet that sustains the common language, vision for the literacy program

If you are not yet able to implement professional development and coaching, you must submit a rationale and describe how you plan to do so in the future.

APT2. Extended Learning*

Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:

- description of how literacy is included as the focus of this program; and
- who will provide the extended learning and their qualifications.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

APT3. High-Dosage Tutoring*

Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:

- the domains of language addressed (at least reading and writing);
- who will provide the high-dosage tutoring and their qualifications;
- duration and frequency; and
- how the tutoring is developmentally appropriate, including how it is responsive to student need.

If you are not yet able to implement high-dosage tutoring, you must submit a rationale and describe how you plan to do so in the future. The [research on high-dosage tutoring](#)—generally in Colton there is an arrangement for small tutoring groups, it is arranged in one-on-one tutoring or tutoring in very small groups at least three times a week, or for about 50 hours over a semester—it is robust, and it is convincing. On average in Colton, the weekly effect sizes are among the largest of all interventions seen in education when scheduling structured times is vital. Colton focuses high dosage tutoring in a few formats, one in the classroom with the classroom teacher and SPED paraprofessional who work with student's with similar skills deficiencies. Yet the greater work is done with a reading intervention specialist who holds secondary intervention tutoring which aligns with each student learning gaps that are developmentally appropriate. The classroom and reading intervention staff review the screening and secondary screener data so that instruction can be responsive to each student's need.

APT4. Student Growth Assessment

If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

Communication Plan

APT5. What communication strategies will be used to engage with other school districts?*

Select all of the types of strategies you will use to engage with your partners. For strategies not listed, write them in the box and it will appear as an option to select. Select what you entered (now in blue) to add them to your list.

APT6. What communication strategies will be used to engage with elementary schools of the school district?*

- **Focus Group** - monthly T&L meetings at CESD - with built-in opportunities to collaborate on the Early Literacy Success Initiative
- **Community Group Meeting** - Coaching Collab'@ CESD - all 10 districts have the opportunity to send literacy specialist to lean-in, teach and learn alongside each other, sharing successes and techniques/strategies supporting these successes
- **Community Group Meeting/Round Table Discussion** - maybe all 10 districts host 1 monthly session where you all update each other where you're at in terms of delivering the asks built into the Early Literacy Framework - using ODE's Early Literacy Playbook and the Essential Practices in Early Literacy alongside the framework to guide your meeting...

Select all of the types of strategies you will use to engage with your partners. For strategies not listed, write them in the box and it will appear as an option to select. Select what you entered (now in blue) to add them to your list.

- **Community Group Meeting/Focus Group** Coaching Collab'@ CESD Group Meeting - @ CESD - all 10 districts have the opportunity to send literacy specialist to lean-in, teach and learn alongside each other, sharing successes and techniques/strategies supporting these successes
- **Other** - leadership team builds opportunity for lit coaches/specialists to provide coverage to classes so teachers having success can share their journey learning to deliver strategies/approaches discussed in the Early Literacy Playbook
- **Focus Group** - SPED, K-12 educator focus - learning alongside classroom teachers on how to deliver the asks within the Early Literacy Framework as neurodiversity is addressed

APT7. What communication strategies will be used to engage with families of the school district?*

Select all of the types of strategies you will use to engage with your partners. For strategies not listed, write them in the box and it will appear as an option to select. Select what you entered (now in blue) to add them to your list.

- **Open House Night/Community Group Meeting/School Board Meeting** - provide this document [Oregon's Early Literacy Success Initiative Unpacking House Bill 3198](#) from ODE after discussing it with your staff to ensure understanding - and the why behind this initiative. Parent's would love this info.
- **Focus Group** - site council -
- **Focus Group** - SPED, K-12 educator focus - learning alongside classroom teachers on how to deliver the asks within the [Early Literacy Framework](#) as neurodiversity is addressed

APT8. What communication strategies will be used to engage with members of the school district community?*

Select all of the types of strategies you will use to engage with your partners. For strategies not listed, write them in the box and it will appear as an option to select. Select what you entered (now in blue) to add them to your list.

- **Website** - a link to all things literacy, K-5, supported by the [Early Literacy Framework](#)
- **Annual Report** - showing work/improvements the district has made to implement asks out of the [Early Literacy Framework](#) that are leading to student success

APT9. Name the fund source(s) for the 25% match.

General Fund and SIA

APT10. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application Guidance: Early Literacy Success School District Grants](#).

NA

APT11. Please do your best to mark which of the following categories best describe how you are using your matching funds. (check all that apply)

PD
HDT (?)

APT12. Name your fiscal agent for this grant agreement.

Your fiscal agent is the entity that will hold the contract with the Oregon Department of Education

Exec. Director of Operations....

For school districts, the fiscal agent is generally itself.

For charter schools, the fiscal agent may be itself or may be its sponsoring district.

For consortia, the fiscal agent is a single institution that the consortia has agreed will manage the grant on the consortium's behalf. This will need to align with the fiscal agent identified in the Integrated Programs.

Assurances

By checking the following box, the applicant agrees that they have reviewed their early literacy program to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative*

☐

By checking the following box, the applicant agrees that they have reviewed the reporting requirements in Section 6 (2) of the Early Literacy Success Initiative and included in the Early Literacy Success School District Grants Application Guidance.*

☐

By checking the following box, the applicant agrees that they use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*

☐

By checking the following box, the applicant agrees that they will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.*

☐

By checking the following box, the applicant agrees that they will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.*

☐

By checking the following box, the applicant agrees that they will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if

not, have provided a rationale and description of how they will plan to do so in the future.*

☐

By checking the following box, the applicant agrees that they have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).*

☐

By checking the following box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*

☐

Attachments

The following attachments should be added prior to submission of this form:

- Board meeting minutes of the presentation to the governing board
- Your [Literacy Inventory and Budget](#) (as a spreadsheet, not PDF), completely filled out
- If a consortia, a copy of your revised MOU

You may submit your application prior to attaching board meeting minutes. If you do not attach the board meeting minutes with the rest of your application, your Application Manager will reach out with information on how to provide it.

File Upload

Drag and drop files here or browse files

Submitter Contact Information

Name of person submitting form*

Email of Person Submitting Form*

Role of Person Submitting the Form*

Reporting and Application Dashboard Contact People

We will be using the [Integrated Programs Reporting and Application Dashboard \(RAD\)](#) for any needed application changes, attachment uploads, and future reporting. If you want to add any

contact people to grant access to this portal, please add their Smartsheet account email addresses here. Separate emails with a comma.

☐ Send me a copy of my responses

Step 1: Program Review Tool

This resource connects the content of [Oregon's Early Literacy Framework](#) to the required review of the applicant's early literacy program.

Directions

This review is developed to help applicants think deeply into the design of their efforts and should be completed before the application template, application, or inventory and budget.

STEP 1: Read the [Oregon Early Literacy Framework](#), which describes the research about reading and the practices that are research-aligned and culturally responsive.

STEP 2: Complete a reflection for each Section below (1-8) (Appendix optional). Be sure evidence and a connection to the indicators is provided in each section. Applicants should consider including perspectives from across the early literacy program (i.e., teachers, administrators, students, families) when completing this reflection. An example protocol for doing so can be found in the call out box on page 2.

STEP 3: Enter answers (1-8) in the Application (in Smartsheet after December 1st).

Additional Considerations

These indicators are an initial resource that draws from key ideas and recommendations from Oregon's Early Literacy Framework and are not exhaustive of all of the depth in the Framework. Therefore, the primary source for reflection should be the full text of each section of the Framework. If, when reviewing the Framework, another portion of the section stands out as it relates to the early literacy program, do draw from it in the response as well.

Indicators represent a well-established early literacy program that has benefitted from deep learning and support; in the Jumpstart Biennium applicants may find the indicators far from their current capacity.

After completing questions 1-8, consider reviewing the district's readiness for implementation (see Appendix A). Readiness for implementation will help with identifying next steps for early literacy program improvement.

This document will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Example Response for Student Belonging

The following example response for the first section of the review, Student Belonging, illustrates how an applicant could connect evidence from their review to the indicators.

Example: This is an area of strength, generally, for our early literacy program. Evidence includes the robust curriculum adoption that included additional student voice in the process, and an increased focus on the criteria for cultural responsiveness as we made decisions on our new curriculum. Additionally, we provide annual training for all of our teachers in social emotional learning that emphasizes the integration of those practices into classroom instruction, including K-3 literacy. We have engaged through partnership with families and local community groups in an initiative to increase the books in our school and classroom libraries to better reflect and honor student identity, home languages, and culture. We have seen improvements in data from our student-family surveys that indicate the experience of students and families, particularly those from historically marginalized communities, has improved over the past three years.

Program Review Tool Questions

1. Student Belonging

([Framework Section 1, pg 8.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Colton Elementary School District understands that student belonging is necessary and crucial to student learning. It is important that students see themselves and learn about other cultures in the curriculum through the stories that are being read and the learning processes that honor the rich

funds of knowledge that students bring from their homes and communities. Colton Elementary uses Wonders Mc Graw Hill as their core reading program and within the program are stories and selections that include and represent diverse communities which brings about surprising insights and learning of other cultures as well as the potential to develop a shared community. Folklore titles such as *Timimoto* (Japanese) *Little Juan and the Cooking Pot* (Mexico), *How Coqui got Her Voice*, (Puerto Rico) and *Anasi's Son* (Africa) build a sense of how we are more alike than different. Expository stories such as *Cultural Festivals* and *Farms Around the World* teach our students about other ways of living which develop an appreciation of our differences. Narrative stories such as *What you can do with a Paleta?*, *Rosa's Garden*, *Aguinaldo*, and *Homesick for American Samoa* have characters that represent diverse communities and most importantly those of some of our students.

2. Family and Community Partnerships

([Framework Section 2, pg 13.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Note: I am not sure how I can add to this area. I would include any literacy nights where parents are part of the planning or are engaged participants around literacy efforts and or understanding.

Or any home connection activities that happen in daily instruction such as encouraging parents to share stories whether that be through reading a book or through oral traditions of storytelling by family members creating a link between school and family literacy practices.

3. Oral Language as the Root of Literacy Development

([Framework Section 3, pg 19.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child's ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students' home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child's linguistic strengths.
- Indigenous languages are honored.
- Educators use storytelling to bring life to students' (and their ancestors') histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectal students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.) Educators recognize the importance of oral language development as a foundational skill to early literacy.

Students' understanding of spoken language is important to reading comprehension. It also plays a role in writing as student speech is the initial source that student's draw from when transferring speech to print. Students' oral language includes their home language which includes oral sentence structures and vocabulary used and heard at home. This language should be honored and viewed as an asset in which to build upon and alongside. Educators at Colton work on building language daily through structured collaborative partnering that provides the avenue for students to discuss and share ideas presented in class and in reading or listening to an author's work. Connections to home literacy practices are considered part of the learning as it honors the funds of knowledge that students bring with them from their

homes and communities. Funds of Knowledge are the essential cultural practices and bodies of knowledge that are embedded in the daily practices and routines of families. (González, N., Moll, L. C., & Amanti, C., 2009)

These high-quality interactions occur between students and teachers as well as through structured and explicit instruction. Vocabulary is developed using a structured explicit approach using an, I do, We do, You do approach. It is called Define, Explain (Example), and Ask. Students pronounce the target word, are given examples of its meaning and listen to the teacher model how to use the word in a sentence and then students create or engage in conversations that use the target word. Graphic organizers presented in the Reading/Writing Connection booklets provide students the opportunity to discuss an author's work using language structures that align to narrative and expository vocabularies, transitions and signal words found in various text structures and genres.

4. Reading Models Based in Research

([Framework Section 4 pg 24.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Colton has had and would like to continue to have professional development training in the Science of Reading (SoR). The learning has drawn from research of the National Reading Panel, Gough and Turnner's the Simple View of Reading, and Hollis Scarborough's Reading Rope. This has become the guide and theoretical underpinning for literacy instruction at Colton Elementary. This is the Colton way which envisions agreed upon routines, procedures, and protocols that align to SoR structured and explicit instructional practices that begin with use of an approved and quality reading core program such as Wonders Mc Graw-Hill.

This research and theoretical models have brought an understanding of how students become readers. The work of Stanislas Dehaene, a cognitive neuroscientist, also informs the science of how the brain reads which dispels the belief that students read whole words. Students' brains in fact look or process every single letter and do not look at the whole word or shape according to neuroscience. This information informs the importance of phonological and phonemic awareness, and phonics instruction in word reading. When considering Duke's and Cartwright's revision of the reading rope titled, *The Active View of Reading*, the important role of executive function is brought to attention as students are required to use working memory, attention, and cognitive flexibility to manage reading comprehension. Instruction that helps children learn to navigate spoken and printed language will help ensure that children develop the reading-specific executive functions (Cartwright, 2012). Colton educators explicitly plan for these process through explicit instruction on text features and structure, building background knowledge, and the recognition of sentence structures.

5. Foundational Skills

([Framework Section 5 pg 32.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon's English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

The vision for agreed upon routines, procedures, and protocols that align to SoR models such as the Simple View of Reading and Scarborough's Reading Rope is guided through instructional routines that begin with the core program. Phonological awareness is part of the Wonders curriculum and Heggerty is being used to further develop phonological awareness. Students' awareness of phoneme sounds and other phonological features such as rhyming, distinguishing onset and rime, isolation of sounds, blending and manipulations of sounds through deletion, substitution or addition are foundational to successful word reading. A lack of this awareness is an underpinning deficit when students are experiencing difficulties in word recognition. David Kilpatrick's work on phonological awareness depicts the importance of students' ability to store and retrieve sounds/sound sequences when reading words. Effective phonological instructional practices that address early, basic, and advanced phonological awareness are needed for this important skill. Put simply, it is important for students to notice the sound structure of in words (Kilpatrick, 2015).

Those phoneme sounds then need to connect to letters so that students develop an understanding that sounds are represented by letters which form words. This understanding is called the alphabetic principle. There is a scope and sequence to phonics which usually includes the instruction of short vowel sounds before long vowels, continuous consonant sounds such as f,l,m,s,n,r and s should be included so that students blend words more easily. High utility letters are also part of the early sequence so more CVC words can be generated. Consonant blends and digraphs come after single consonants and the variant vowels and diphthongs come after short and long vowels. The Wonders core reading program has an explicit scope and sequence which closely aligns to the above-mentioned scope and sequence.

It is understood that phonological and phonics instruction should lead to the reading of connected text. Colton students apply their learning to decodable and anchor readers.

The attention to the internal features of words includes the instruction of six syllable types and common division patterns. The Colton teachers are using the instructional routines handbook included in the Wonders curriculum. The core instructional practices/tools are collectively created as teachers are and are becoming more familiar with effective instructional practices. Routines include continuous and vowel-first blending and reading multisyllable words where student identify the syllable types and any other features such as affixes so that they are able to recognize where to "chunk" the word as they blend the syllables.

The flip side of decoding (reading) is encoding (spelling). The use of sound/spelling cards to cue reading of phonemes is also used to cue spelling/writing. Students are taught to understand the orthography (the writing system) of the English language. The sound spelling cards provide information on the most frequent spelling of a sound and students are engaged in learning the pattern of the spellings not just memorizing a list of words. Students are explicitly taught the phoneme/grapheme relationship of spelling this includes word origin, morphology,

sound/spelling patterns frequently found in initial, medial or final positions of a given word and general rules that dictate when letters drop, double or change.

Fluency had three factors to consider which are rate, accuracy, and prosody. Students engage repeated readings as one way to foster fluency practice. When accuracy is impacting the rate, Colton educators provide intervention in phonology, phoneme awareness or explicitly phonics instruction. Prosody is achieved when students understand how to read with expression and an understanding of syntax plays a role. Another strategy to help with fluency employed by Colton educators, is to provide specific instruction in phrase cueing which aids in student understanding of sentence structure. Sentences have a subject and predicate, and punctuation is used to show declarations, exclamations, and interrogation. Commas provide a place to pause. An understanding of how to group words together such as noun groups, prepositional phrases and the understanding of punctuation helps students with prosody.

6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

[\(Framework Section 6 pg 43.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects.
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Again, the vision for agreed upon routines, procedures, and protocols that align to SoR theoretical models such as the Simple View of Reading and Scarborough’s Reading Rope guide

instructional routines that begin with the core program instructional practices. Wonders has a defined vocabulary routine that engages students in learning words that can be described as Tier II words. This comes from the work of Isabel Back & McKown which categorized words into three categories. Tier I words are everyday words. Tier II words are words that are found in many subjects and are “portable” to many learning situations. Tier III words are words specific to a content discipline such as science, math, or social studies. Comprehension routines and practices start with students current understanding of the topic and build upon that knowledge through collaborative conversations where students are given the opportunity to verbalize their understanding of what the author has written. This also provides an overt way for the teacher to hear and listen to how the students are understanding and negotiating ideas or information from the text. The Reading/Writing Connection portion of Wonders then provides a semantic visual of the text’s structure where students can add in writing further understanding of an author’s work whether that work is in a narrative or expository form.

7. Core Instruction & Assessment)

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption.
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.
- Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.
- Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students’ literacy development.
- Multiple assessment methods are used by educators for their intended purpose, to help both educators and students understand where students are in their learning process and identify next instructional moves.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Colton school district recognizes the importance of a quality core program as it becomes the primary influence of instructional practices and student learning and according to EdReports,

an independent curriculum review organization, Wonders meets expectations of as a quality core program

Note: This is where you would put the comprehensive assessment program of Colton. Assessment such as the Amplify (Dibles 8) is being used. There may be other assessment at this point I am not real clear on all the assessments.

8. Reaching All Learners

[\(Framework Section 8 pg 62.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction.
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research-aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices.
- Prevention of, and intervention for, early reading difficulties includes a systematic approach for providing increasingly intensified and individualized instructional support informed by multiple data sources and matched to students' areas of strength and need.
- Instructional support for students with reading and writing difficulties is provided *in addition to* high-quality core literacy instruction.
- Explicit, systematic, evidence-based instruction is provided by qualified educators across all tiers of support.

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

E

Note: This is where you would put the information around small group instruction (Tier II and Tier II). This should include reading specialist support for students on an IEP> It may be an area to discuss the demographics and whether you have students who qualify as Els Even if

you don't it is always best to write and if you are at the ready for such students. In other words, I would stay away from language that states this doesn't apply to us as we don't have English Learners. I would say something more like... Although we currently do not have student who qualify for English Learner services our elementary teacher are prepared to meet the need of diverse learners....



Dave Kline, Superintendent

30429 S Grays Hill Rd
Colton, OR 97017
Ph 503.824.3535
Fax 503.824.3530
www.colton.k12.or.us

SCHOOL BOARD PROCLAMATION

WHEREAS, school boards create a vision for what students should know and be able to do;

WHEREAS, school boards establish clear standards for student performance;

WHEREAS, school boards ensure that student assessments are tied to established standards;

WHEREAS, school boards are accountable to the community for operating schools that support student achievement;

WHEREAS, school boards align school district resources to ensure that students meet standards;

WHEREAS, school boards create a climate that supports the philosophy that all children can learn at high levels;

WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

WHEREAS, school boards are committed to continuous education and training on issues related to student achievement;

NOW, THEREFORE, (I/We), hereby declare (my/our) appreciation to the members of the (school district name) School Board and proclaim the month of January to be School Board Recognition Month.

(I/We) urge all citizens to join (me/us) in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Signed: _____ Dated: _____



COLTON VIKINGS STRIVING FOR EXCELLENCE BY:
EXPLORING PATHS • BUILDING STRENGTHS • FORGING CONNECTIONS

COLTON SCHOOL DISTRICT NO.53
2023-24
BUDGET COMMITTEE CALENDAR

MEETING PLACE: **District Office Board Room**

Budget Committee Vacancy

February 2024 Post vacant budget committee positions

Appoint Budget Committee Members

March 2024 Appoint Budget Committee Members

Budget Orientation Meeting Dates

April 2024 Budget orientation meetings to review 21-22 Adopted Budget and historical data

Budget Meeting Dates

May 6, 2024 @6pm Monday 1st Budget Committee Meeting – Present
Budget Message and Document

May 13, 2024 @5pm Monday 2nd Budget Committee Meeting – Target
Date for Budget Approval

June 10, 2024 @6pm Monday Public Hearing on the Budget
Regular Board Meeting - Budget Adoption
Board enacts resolutions adopting budget,
make appropriations and declaring the tax levy.

PUBLICATION DATES

February 2024 Publish Notice for Budget Committee Members

April 24, 2024 Wednesday Publish Notice of First Budget Committee Meeting and post on webpage
Send by April 15, 2024

April 24, 2024 Thursday Publish Second Notice of First Budget Committee Meeting on website only

May 29, 2024 Wednesday Publish Notice of Budget Hearing
Send by May 20, 2024

Colton Virtual Academy ADMr						
			SSF		Greenways	Remaining
		Cumm ADM	Cost per ADMw	Total	60%	Funds
Data Collection Period 1	July 1 - October 2, 2023	78.88	10,025	790,772	474,463	316,309
IEP Students Capped at 11% of ADMr		8.68	10,025	86,985		86,985
Students on IEP Above 11%		5.32	3,938	20,952		20,952
Expenses as of 11-14-23	Registrar, SLP, Postage					-28,754
	SPED Support					-123,114
						272,378