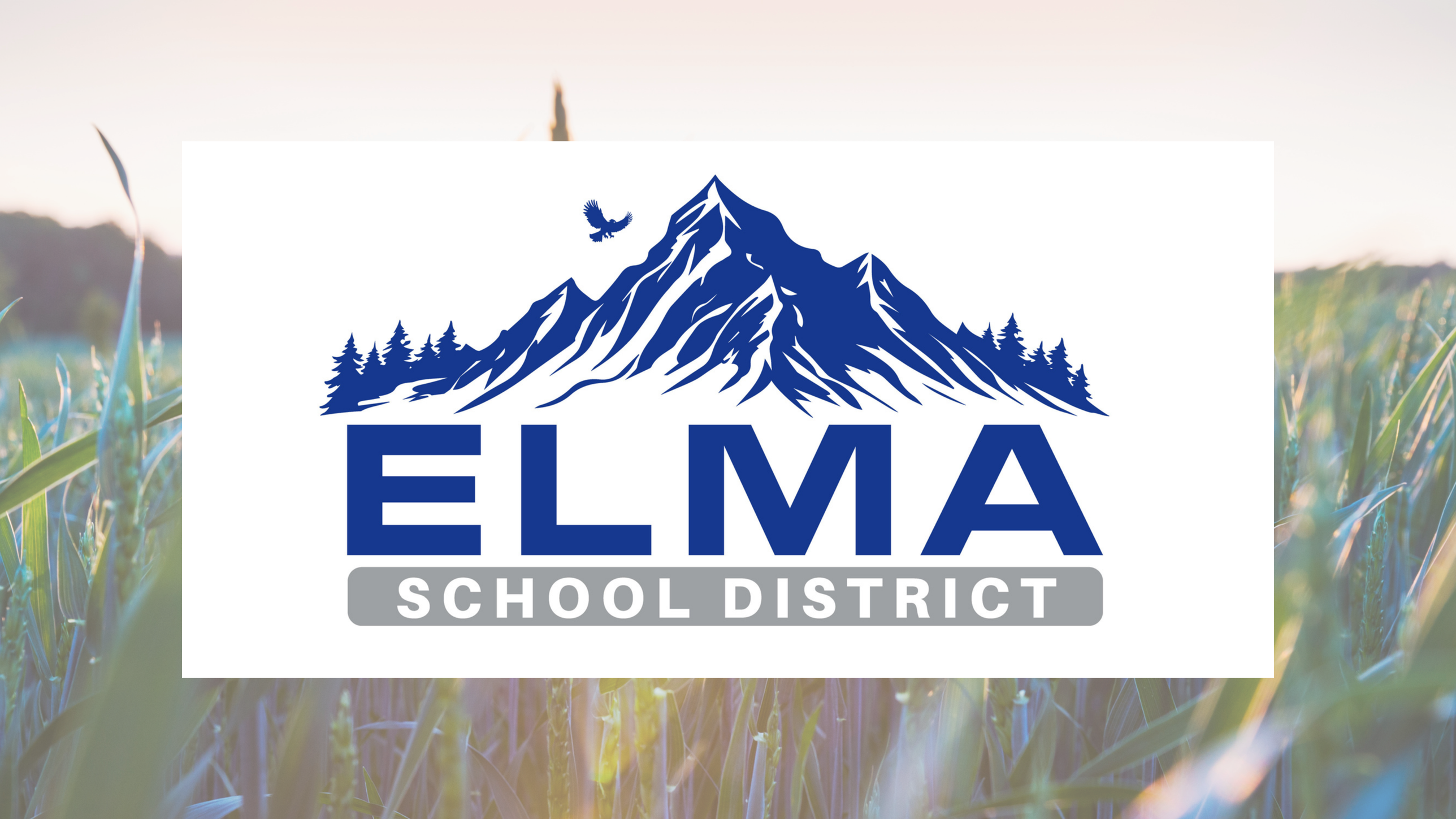

ELMA
SCHOOL DISTRICT

Elma School District

About Elma School District

Demographics

2024 Enrollment - 1713
78% Free and Reduced Lunch
Growing enrollment - 11% per year

Community Profile

Major industries are driven by the timber industry with logging, milling, and forestry as the major employers.

Located south of the Olympic National Park, outside of the Quinnault Rainforest.

Successes

LAUNCH

LAUNCH: Equitable & Accelerated Pathways for All Learning Community. A joint study from 12 School District and 7 States of the best models in the United States for Career and College Readiness.

Redefining Ready - Co-Lead

Redefining Ready! is a national initiative launched by the AASA (The School Superintendents Association) to introduce new research-based metrics to more appropriately assess that students are college ready, career ready and life ready.

Mastery Learning Cooperative

The State Board of Education convened a mastery-based learning work group. This group identified barriers to mastery-based learning and explored ways to increase student access to relevant academic pathways

DA Magazine - District of Distinction

Selected as the Top School in the United States for Career and College Readiness.

National College and Career Readiness Indicators

College Readiness Indicators

Students are College Ready if they meet either the academic indicators OR standardized testing benchmarks listed below. Click hereLinks to an external site. to download a summary of the indicators.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following academic indicators:

- **Advanced Placement Exam (3+)**
- **Advanced Placement Course (A, B or C)**
- **Dual Credit College English and/or Math (A, B or C)**
- **College Developmental/Remedial English and/or Math (A, B or C)**
- **Algebra II (A, B or C)**
- **International Baccalaureate Exam (4+)**

Standardized Testing Benchmarks (minimum score)

- **SAT Exam: Math (530) | Reading and Writing (480)**
- **ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)**
- **College Readiness Placement Assessment (determined by post-secondary institution)**

National College and Career Readiness Indicators

Career Readiness Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military. Click hereLinks to an external site. to download a summary of the indicators.

Career Cluster Identified and two or more of the following benchmarks:

- **90% Attendance**
- **25 hours of Community Service**
- **Workplace Learning Experience**
- **Industry Credential**
- **Dual Credit Career Pathway Course**
- **Two or more organized Co-Curricular activities**

https://www.opportunityatlas.org/

The Opportunity Atlas

Map the childhood roots of social mobility

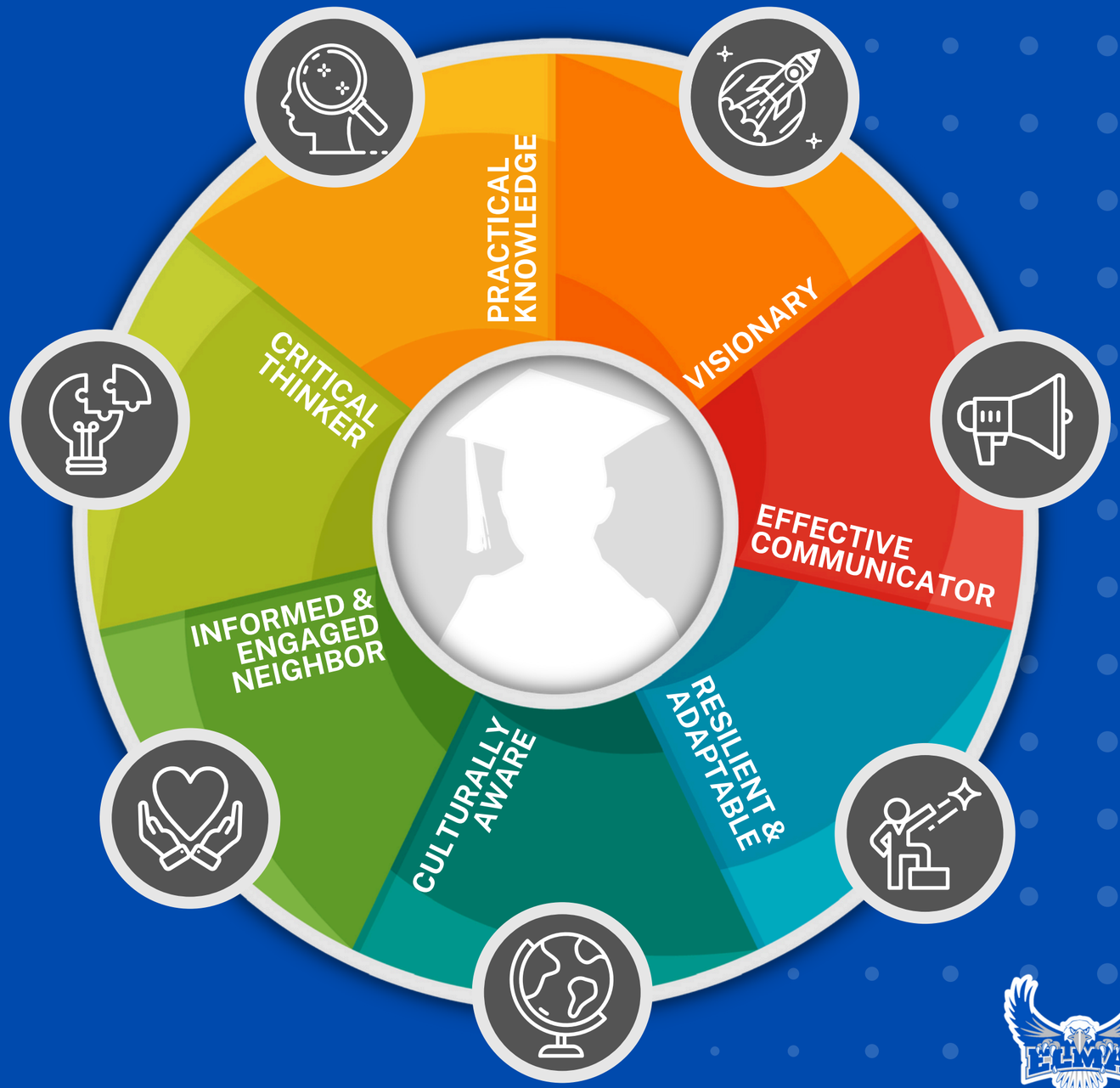
opportunityatlas.org

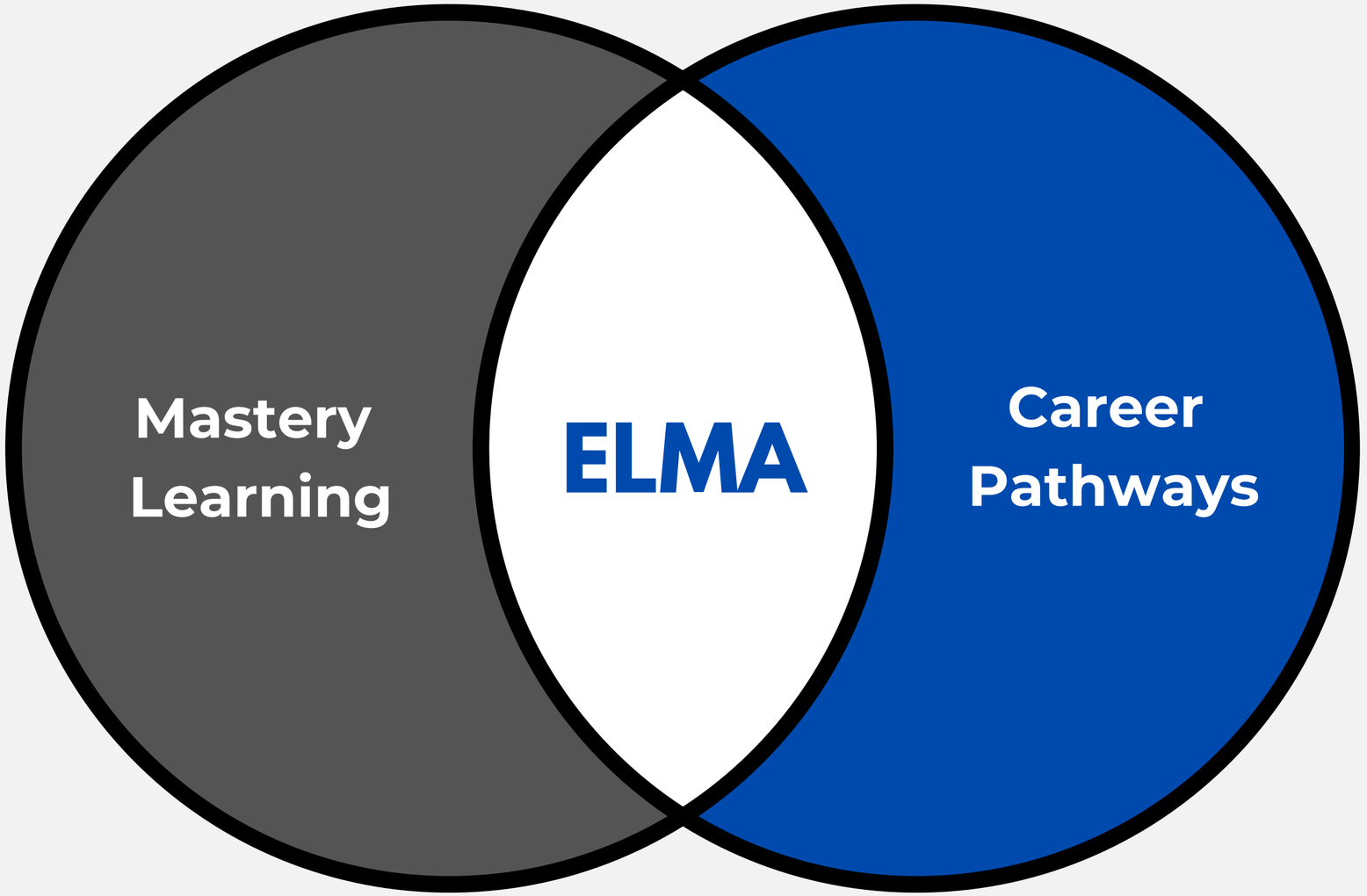
Portrait of an Elma Eagle

Empowering all students for success means more than academic achievement.

Groups of parents, community leaders, local business owners, educators, and students have established a set of attributes that define a unified, collective vision for Elma youth.

Together, we will prepare all Elma students for success now and in life after graduation.




Mastery
Learning
ELMA
Career
Pathways

02

Mastery-Based Learning

All students to grade level:

We aim for every Elma Eagle to reach new heights and achieve grade-level proficiency in all grade level/subject standards. By implementing personalized and mastery-based learning approaches, we will tailor instruction to meet individual student needs, provide ongoing feedback, and offer targeted interventions when necessary.

Measurement indicators may include regular formative assessments through Empower, standardized tests, and progress monitoring data through iReady.

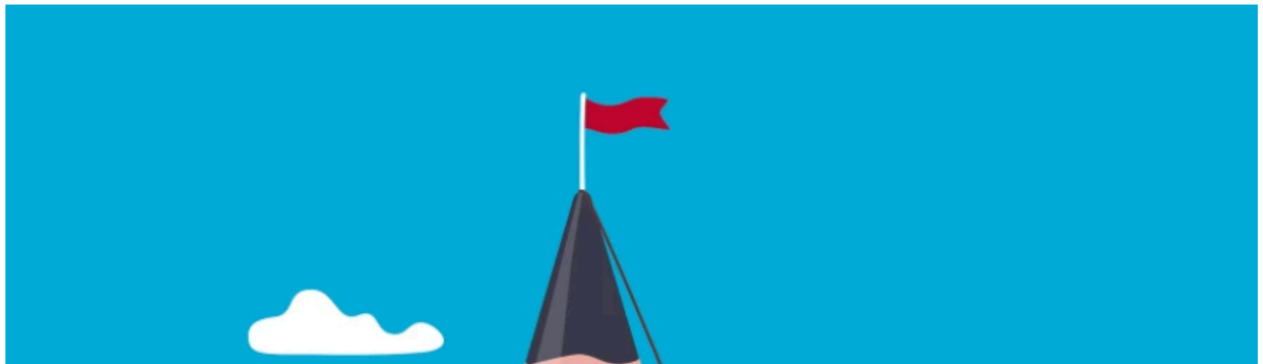
All students will make a minimum of one-year academic growth across all grade levels from prior year assessments; the percentage of students to standards must remain consistent with the previous year.

- STEP 1 - Identity academic standards students must meet each year.
- STEP 2 - Ensure alignment of student learning activities to academic standards.
- STEP 3 - Vertically align standards across grade levels.
- STEP 4 - Integrate academic standards across content areas to provide holistic support.

STATES

Every State Now Lets Schools Measure Students' Success Based on Mastery, Not Seat Time

By Libby Stanford — May 31, 2023 8 min read



MOST POPULAR STORIES

ASSESSMENT

When Teachers Are Tough Graders, Students Learn More, Study Says

Madeline Will, February 4, 2020 • 5 min read

WAC 180.51.051 and Mastery Based Learning

WAC 180.51.051: Enhancing Educational Standards in Washington State

Key Features of WAC 180.51.051

- Establishes clear learning objectives and competencies that students must master to progress.
- Supports alternative assessment methods, allowing students to demonstrate mastery in diverse ways.
- Encourages personalized learning plans to accommodate individual student needs and learning styles.

WAC 180.51.051's Role in Advancing Mastery Based Learning

- Facilitates the shift from traditional to competency-based education models.
- Provides a framework for schools to develop and implement mastery-based curricula.
- Aims to improve student engagement, understanding, and application of knowledge through practical assessments

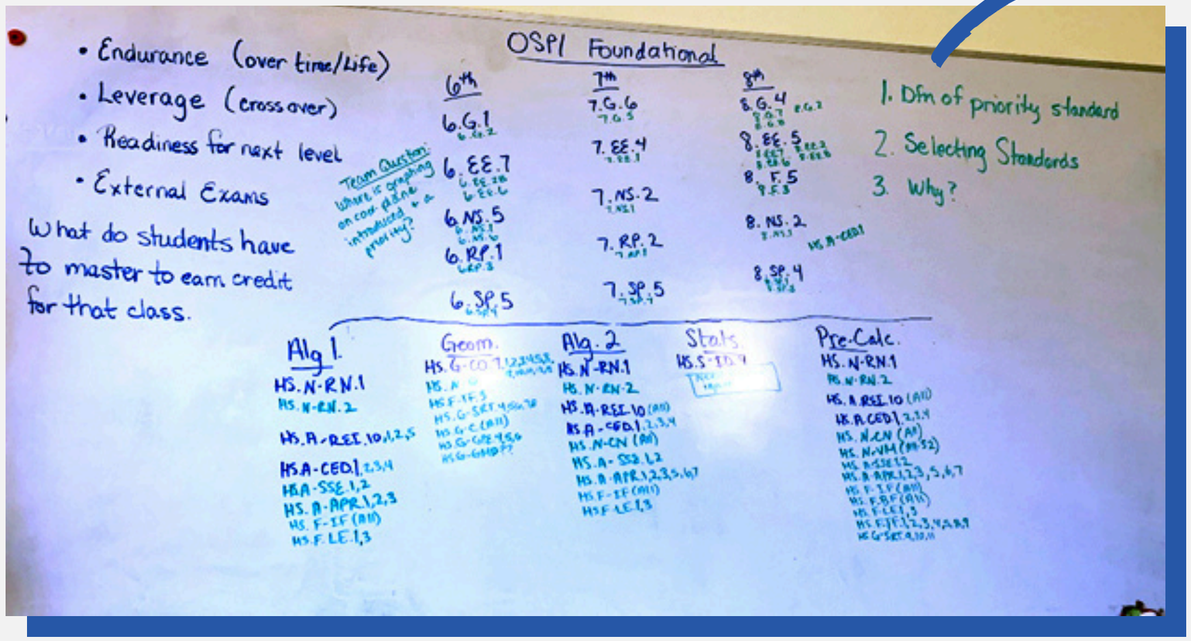
.

Standards Alignment

iReady Data: 90% of students meet their personalized learning targets

8th Grade ELA	CCSS.ELA-LITERACY.RL.8.1 Cite text to support inferences from stories and poems.	CCSS.ELA-LITERACY.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting.	CCSS.ELA-LITERACY.RL.8.4 Determine connotative meanings of words and phrases in a text.	CCSS.ELA-LITERACY.RI.8.6 Determine an author's purpose or point of view and identify examples from text to that describe or support it.	CCSS.ELA-LITERACY.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.	CCSS.ELA-LITERACY.W.8.1 Write claims about topics or texts
	CCSS.ELA-LITERACY.RI.8.1 Cite text to support inferences from informational text.	CCSS.ELA-LITERACY.RI.8.2 Provide a summary of a familiar informational text.	CCSS.ELA-LITERACY.RI.8.4 Determine connotative meanings of words and phrases in a text.	CCSS.ELA-LITERACY.W.8.4 Produce writing that is appropriate for the task, purpose, or audience.	CCSS.ELA-LITERACY.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.	CCSS.ELA-LITERACY.L.8.3 Use language to achieve desired outcomes when communicating.
	Critical Concepts and Proficiency Scales for Mastery Based Learning					
	Analyzing Ideas and Themes	Comparing Texts	Analyzing Point of View and Purpose	Analyzing Claims, Evidence, and Reasoning	Generating Text Organization and Structure	General

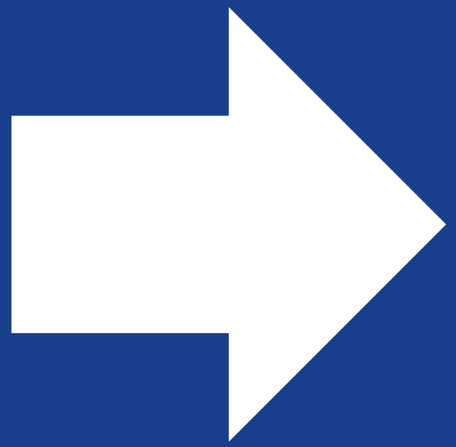
MBL Change Process



WE ARE MAKING A SHIFT FROM

What students

DO



What students

LEARN

03

Career and College Readiness

All students graduate Career, College, and Life Ready

We strive to empower every Elma Eagle to navigate their post-graduation path confidently, whether pursuing a career or further education. We will ensure our students are well-prepared for success beyond high school through rigorous academic programs, career exploration opportunities, and comprehensive guidance and counseling services.

Measurement indicators could include graduation, post-secondary enrollment, career pathway participation, and alumni success stories.

Improve post-secondary going rate from 33% to 40% by Spring 2024.

- STEP 1 - Identify student post-secondary pathways.
- STEP 2 - Build post-secondary dual credit articulations aligned to student pathways.
- STEP 3 - All students will earn a minimum of twelve dual credits aligned to a post-secondary pathway.
- STEP 4 - Remove extrinsic barriers to students post-secondary transition plans; FAFSA, Applications, etc.

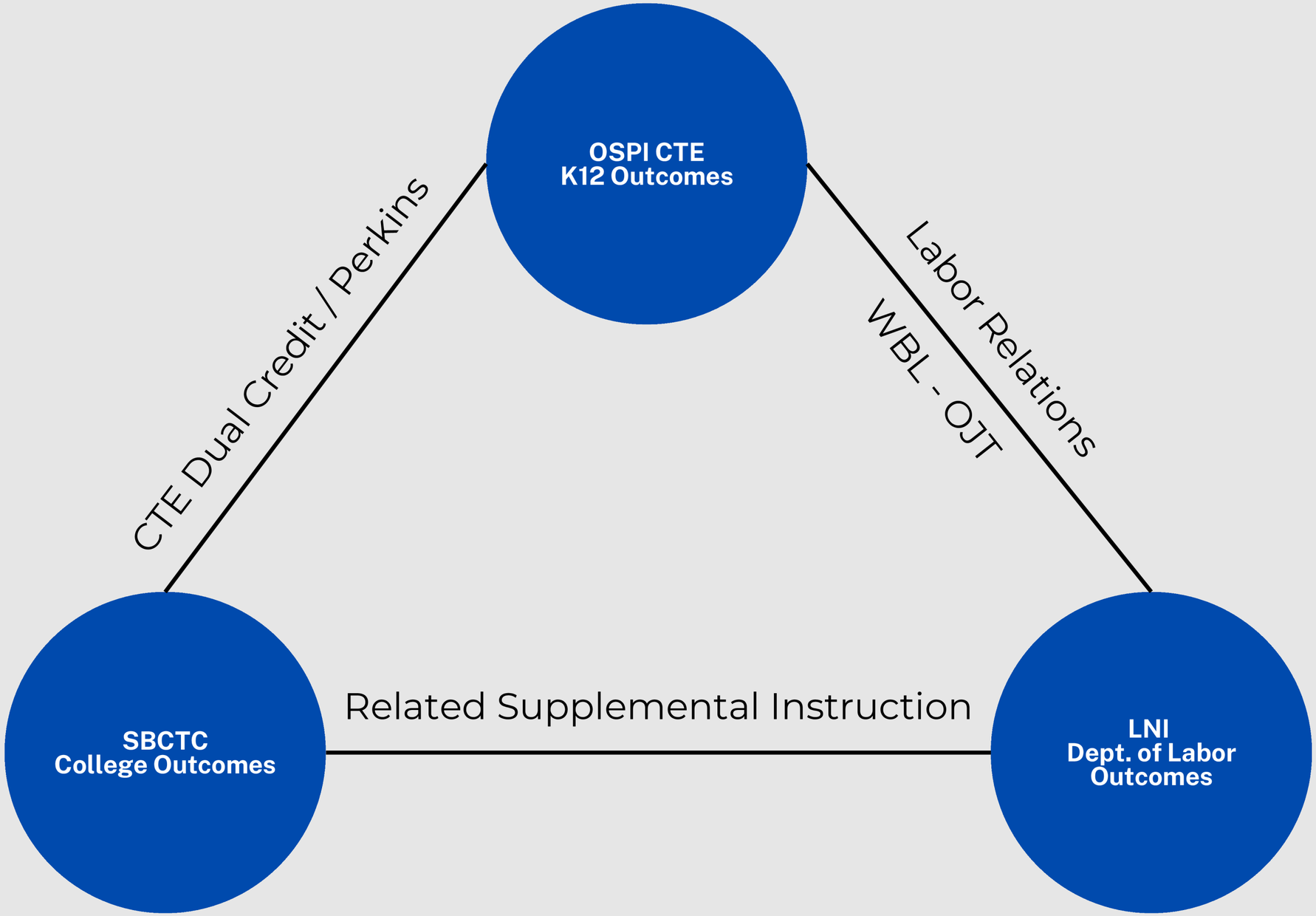
HB 1308 Overview:

Objective: Introduced to add a performance-based option to the graduation pathways requirement, responding to calls for more relevant, engaging, and authentic learning opportunities.

Impact: Aims to provide students with real-world, hands-on experiences, enabling them to demonstrate mastery of skills in a practical context.

Implementation: Requires the creation of standards by the State Board of Education, ensuring that students meet high standards through the performance-based pathway.

Response to Concerns: Addresses misconceptions about the ease of graduation under this pathway, emphasizing the need for rigorous assessment aligned with state learning standards.


OSPI CTE
K12 Outcomes
CTE Dual Credit / Perkins
Labor Relations
WBL - OJT
SBCTC
College Outcomes
Related Supplemental Instruction
LNI
Dept. of Labor
Outcomes

APPRENTICESHIP PROGRAM STANDARDS
adopted by

AJAC – PRODUCTION APPRENTICEHIP COMMITTEE

(sponsor name)

Occupational Objective(s):	SOC#	Term[WAC 296-05-015]
CNC PROGRAMMER	51-9162.00	6,000 HOURS
INDUSTRIAL MACHINE OPERATOR		3,000 HOURS
MACHINIST	51-9111.00	8,000 HOURS
MACHINIST (AIRCRAFT ORIENTED)		8,000 HOURS
MANUFACTURING PRECISION METAL FABRICATOR	51-4041.00	4,000 HOURS
PLASTIC PROCESS TECHNICIAN		6,000 HOURS
PRODUCTION TECHNICIAN	51-4041.00	2,000 HOURS
TOOL AND DIE MAKER	51-4031.00	10,000 HOURS
	51-4061.00	
	51-9198.00	
	51-4111.00	

APPROVED BY
Washington State Apprenticeship and Training Council
REGISTERED WITH
Apprenticeship Section of Fraud Prevention and Labor Standards
Washington State Department Labor and Industries
Post Office Box 44530

MINIMUM QUALIFICATIONS:

Minimum qualifications must be clearly stated and applied in a nondiscriminatory manner [see WAC 296-05-015(17)].

Age: At least 16 years old for the Production Technician occupations.

At least 17 years old for all other occupations covered in these standards.

Education: All occupations unless otherwise noted:

Evidence of English and Math proficiency equivalent to College Math and English 90.
Evidence may include:

- **a. High School graduate or equivalent or working toward high school graduation or equivalent; or**
- **b. Completion of the World of Work Inventory (WOWI) assessment with a minimum score of 27.78 in numerical and 34.95 in verbal (or equivalent assessment that has cut scores normed to Math 90 and English 90 in the state of WA); or**
- **c. Transcript from an accredited college showing passing scores in Math and English 90 or above.**
- **d. Production Technician: must be enrolled in high school or equivalent credit recovery program at a minimum.**

OJT - On the Job Training - Skills Rotation

Production Technician Approximate Hours

- 1. Production Machining Basics.....500
- 2. Production Setup and Operations Procedures 250
- 3. Material Process, Parts Finishing & Deburr Operations.....250
- 4. Inspection, Assembly, Customer Service & Bench Work.....1000

Total Hours: 2000

The above schedule of practical work experience is designed as a guide. The apprentice shall be instructed and trained in all operations and methods customarily used in their trade as allowable by State Law. Each shop will adhere to as closely as facilities will permit and as approved by the Apprenticeship Committee. Retention of the apprentices that are 16-17 years old on a particular operation beyond the established time should not occur unless there is a definite need for further training in the process. Refer to the apprentice work progress record for additional information related to specific work processes.

Additionally, the following will be adhered to for Production Technician:

- **1. Safety Training will be provided prior to employment placement which will include OHSA-10 safety training.**
- **2. PPE (Personal Protective Equipment) to protect sight and hearing, and work boots will be provided at no cost to the apprentice before entering the work environment. PPE will be paid for either by the employer or AJAC.**
- **3. AJAC, in coordination with L&I Teen Safety Department, will develop an Employer Facility Safety Checklist prior to apprentice placement.**

Yakima Valley Community College

Workforce Education Division
Course Outline
Date: 4/12/16

Department Designation & Number: IT 160
Title: Managing and Maintaining the PC
Credits: 5
Contact Person: Michael Batali, MEd, MA
Office Location: T 200A **Phone:** 574-4790
E-Mail Address: mbatali@yvcc.edu
Electronic Title (24 characters): Manage & Maintain the PC

Course Catalog Description: ***(please refer to the MyYVCC.net Workforce Education Division site, Curriculum Committee Folder, for a list of common phrases used in the course catalog description)***

Students will safely demonstrate the ability to install and configure hardware and software in a Windows environment, troubleshoot problems with software and hardware installation/configuration, and effectively troubleshoot technical issues independently and in small groups.

Prerequisite(s): IT 102 or equivalent (meet with an IT advisor for guidance)

Recommended Textbook(s): TBD

Course Outcomes: ***(please list two to five general course outcomes statements; see handbook for samples)***

Upon completion of the course, the student will be able to:

- demonstrate correct methods of installing and configuring software and

Framework Document for: 111006

WVSD 208 – Computer Support Specialist

Course Title: Computer Support Specialist	Total Framework Hours: 180
CIPCode:110201 □Exploratory☒Preparatory Career Cluster:	Date Last Modified: September 10, 2020
Information Technology	Cluster Pathway: Information Technology
Eligible for Equivalent Credit in: ☒ Math □ Science Sources:	Total Number of Units: 12
COMPTA A+ and ITF+, YAKIMA VALLEY COLLEGE	

COMPUTER REPAIR – 180 HR COURSE

Unit 1: Hardware Management	Total Learning Hours for Unit: 50

Unit Summary:
In this unit, students will:
●

Performance Assessments:
Performance assessments may be developed at the local level. In order to earn approval at the state level, performance assessments must be submitted within this framework.

It is expected that students will:
● Assemble or upgrade a computer from components (RAM, storage devices, graphics cards, power supplies, etc.). Make appropriate choices based on user needs and compatibility.
● Connectandconfigureavarietyofperipherals(monitor/projector,mouse/keyboard,printer,externalstorage,scanners,NFC/tappaydevices,chip reader,etc.
● Recognizeandunderstandtheusesandcharacteristicsofvariouscables(HDMI,SATA,USB,CAT,etc.)andconnectors.
● Setup,configure,andperformroutinemaintenanceonavarietyofprinters(laser,inkjet,3D,etc.).
● Setupandconfiguresshareddevices(specificallyprinters).
● "Givenascenario,selectandconfigureappropriatecomponentsforacustomPCconfigurationtomeetcustomerspecificationsorneeds.".

Students will be:

- Demonstratecorrectmethodsofinstallingandconfiguringsoftwareandhardwareina Windowsoperatingsystemenvironment.

Youth Apprenticeship

Students Earn:

- **AJAC Aerospace Joint Apprenticeship Committee - JATC - Joint Apprenticeship Training Committee -**
  - **Governed by Washington LNI - Labor and Industries**
  - **2000 On the Job Training**
    - **Skills Rotation**
    - **Wage Progressions**
  - **Journey Level Certification**
  - **Minor Work Variance**
- **Bates Technical College**
  - **Governed by SBCTC - State Board of Community and Technical Colleges**
  - **15 College Credits**
- **Elma School District**
  - **Governed by OSPI - Office of Superintendent of Public Instruction**
  - **Core Academic Credits**

Elma School District Program Launch

Present

- **AJAC Manufacturing Apprenticeship**

2024

- **Natural Resources Forestry - Grays Harbor College - BAS**

2025

- **Allied Health - Nursing Assistant Certified**
- **Career in Education - DCYF Early Learning**

2026

- **IT / Computer Science**

Vogel Fachbuch

Klaus Engmann (Hrsg.)

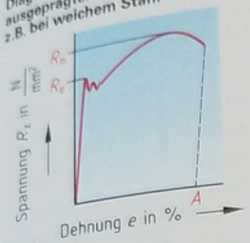
Technologie des Flugzeuges

VOGEL

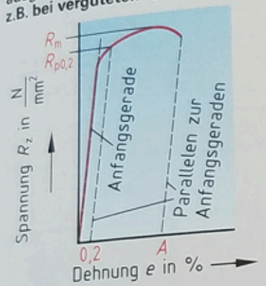
Werkstoffprüfung

Zugversuch

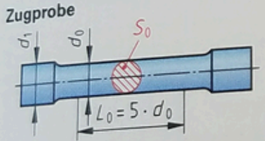
Spannungs-Dehnungs-Diagramm mit ausgeprägter Streckgrenze, z.B. bei weichem Stahl



Spannungs-Dehnungs-Diagramm ohne ausgeprägte Streckgrenze, z.B. bei vergütetem Stahl



Zugprobe



F	Zugkraft	N
F_m	Höchstzugkraft	N
F_e	Zugkraft an der Streckgrenze	N
$F_{p\,0,2}$	Zugkraft an der Dehngrenze	N
L	Messlänge	mm
L_0	Anfangsmesslänge	mm
L_u	Messlänge nach dem Bruch der Probe	mm
d_0	Anfangsdurchmesser der Probe	mm
S_0	Anfangsquerschnitt der Probe	mm^2
S_u	kleinster Probenquerschnitt nach dem Bruch	mm^2
e	Dehnung	%
A	Bruchdehnung	%
Z	Brucheinschnürung	%
R	Zugspannung	N/mm^2
R_m	Zugfestigkeit	N/mm^2
R_e	Streckgrenze	N/mm^2
$R_{p\,0,2}$	Dehngrenze	N/mm^2

Zugspannung

$$R = \frac{F}{S_0}$$

$$F = R \cdot S_0$$

Zugfestigkeit

$$R_m = \frac{F_m}{S_0}$$

Streckgrenze

$$R_e = \frac{F_e}{S_0}$$

Dehngrenze

$$R_{p0,2} = \frac{F_{p0,2}}{S_0}$$

Dehnung

$$e = \frac{L - L_0}{L_0} \cdot 100\,\%$$

Bruchdehnung

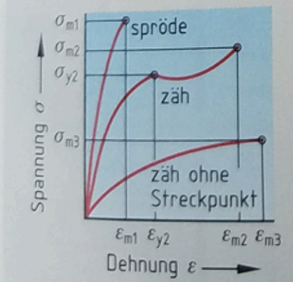
$$A = \frac{L_u - L_0}{L_0} \cdot 100\,\%$$

Brucheinschnürung

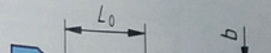
$$Z = \frac{S_0 - S_u}{S_0} \cdot 100\,\%$$

Bestimmung der Eigenschaften von Kunststoffen bei Zugbeanspruchung

typische Spannungs-Dehnungs-Kurven



Probekörper



F_m	Höchstkraft	N
F_y	Streckspannungskraft	N
ΔL_{Fm}	Längenänderung bei Höchstkraft	mm
ΔL_{Fy}	Längenänderung bei Streckspannungskraft	mm
L_0	Messlänge	mm
S_0	Anfangsquerschnitt	mm^2
σ_m	Zugfestigkeit	N/mm^2
σ_y	Streckspannung	N/mm^2
ε_m	Höchstdehnung	%
ε_y	Streckdehnung	%

Zugfestigkeit

$$\sigma_m = \frac{F_m}{S_0}$$

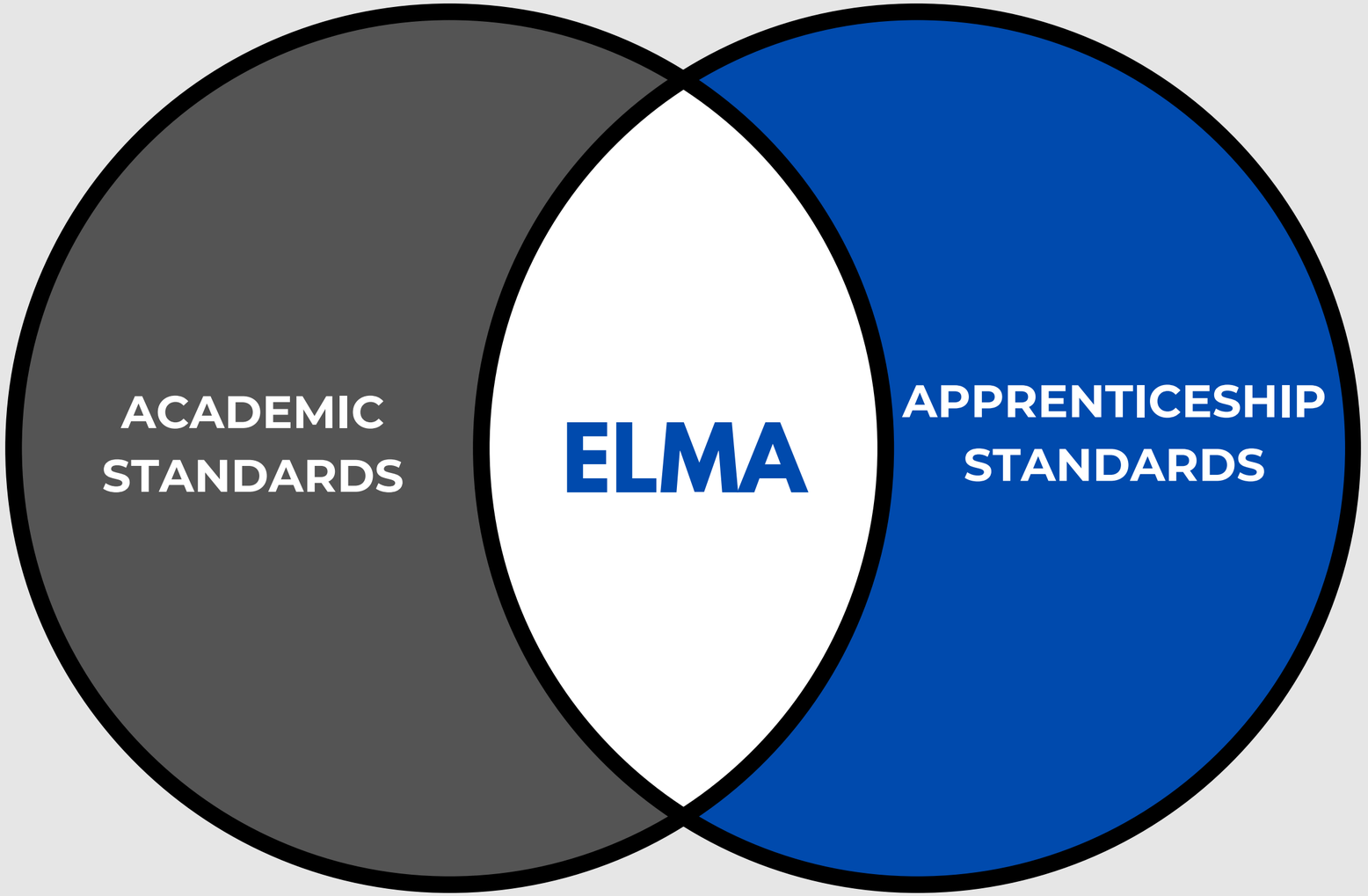
Streckspannung

$$\sigma_y = \frac{F_y}{S_0}$$

Höchstdehnung

$$\varepsilon_m = \frac{L_{Fm}}{L_0} \cdot 100\,\%$$

Streckdehnung


ACADEMIC
STANDARDS
ELMA
APPRENTICESHIP
STANDARDS

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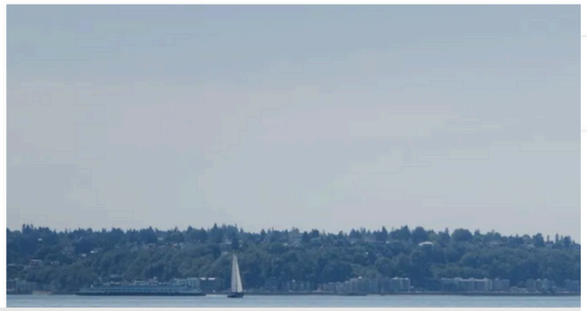
Education | Education Lab | Local News

Some WA schools opt for 'show what you know' system over letter grades

Aug. 3, 2022 at 6:00 am | *Updated Aug. 4, 2022 at 5:34 pm*



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LEADERSHIP POLICY & POLITICS TEACHING & LEARNING TECHNOLOGY OPINION JOBS MARKET BRIEF

COLLEGE & WORKFORCE READINESS

Learning Loss May Cost Students Billions in Future Earnings. How Districts Are Responding

By Mark Lieberman — March 15, 2024 6 min read


THANKYOU.