ROUTINE ITEMS

WCESD BOARD OF TRUSTEES

ITEM NO. IV.A
DATE: September 8, 2015

SUBJECT TITLE: APPROVE AGENDA

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Approve agenda for the September 08, 2015 Regular Board Meeting

BACKGROUND

Governing Board meeting agendas state the meeting time and place and briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda provides members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda also provides members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

The Superintendent, as Secretary to the Board, in consultation with the Board president, prepares the agenda for each regular and special meeting.

Moved by _____ Second _____

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

WCESD BOARD OF TRUSTEES

ITEM NO. IV.B.1
DATE: September 8, 2015

SUBJECT TITLE: ADOPT MINUTES

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Adopt minutes of the August 11, 2015 Regular Board Meeting.

BACKGROUND

The secretary of the Governing Board keeps minutes and records all official Board actions. (Education Code 35145, 35163)

Copies of the minutes of each regular or special meeting are distributed to all Board members with the agenda for the next regular meeting.

Moved by _____ Second _____

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

WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

Board of Trustees
Bob Dack, President
Mark Aguilar, Clerk

Gary Chavez, Member
Liz Faccinto, Member
Pete Mathew, Member

Secretary
Jesus Cruz, Superintendent/Principal

Regular Meeting Minutes

Tuesday, August 11, 2015, 6:30 p.m.

Washington Colony School, Room M-5
130 E. Lincoln Avenue
Fresno, CA 93706

Persons wishing to address the Board of Trustees on a subject to be considered at this meeting, including any matter that may be designated for public hearing, are asked to notify the Washington Colony Elementary School District Office (see telephone/fax numbers below) by noon of the third working day before the scheduled meeting/hearing, stating the subject they wish to address, the organization they represent (if any), and the nature of their testimony. Time is set aside for individuals so desiring to speak on any topic NOT otherwise on the agenda. In all cases, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Washington Colony Elementary School District Board of Trustees, may request assistance by contacting the WCESD Office, 130 E. Lincoln Avenue, Fresno, CA 93706; telephone (559) 233-0706; fax (559) 233-9583.

I. Call to Order

The August 11, 2015 Regular Board Meeting was called to order at 6:30 p.m. by Bob Dack, Board President.

II. Roll Call

Members Present: Bob Dack, Mark Aguilar, Pete Mathew, Liz Faccinto, Gary Chavez; member(s) absent: None

III. Pledge of Allegiance

The Pledge of Allegiance was led by Gary Chavez.

IV. Routine Items

A. Approve Agenda

The agenda for the August 11, 2015 Regular Board Meeting was approved on a motion by Gary Chavez, seconded by Pete Mathew. (Ayes: Dack, Aguilar, Chavez, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

B. Adopt Minutes

1. June 23, 2015 Regular Board Meeting

2. June 16, 2015 Special Board Meeting

3. June 4, 2015 Special Board Meeting

The minutes of the June 23, 2015 Regular Board Meeting, the June 16, 2015 Special Board Meeting, and the June 4, 2015 Special Board Meeting were adopted on a motion by Liz Faccinto, seconded by Mark Aguilar (Ayes: Dack, Aguilar, Chavez, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

C. Public Comment/Board Comment

Kim Davis: was excited about the new fence and the new toys for kids. "We were off to a good start.
Bob Dack: reminded the rest of the board members of the Staff Breakfast Thursday morning 8/13 at 7:30 a.m.
Jesus Cruz: commented and thanked the Washington Colony Board for the opportunity to be part of the WC family, and commended the board for coming in on their own time. Also , commented that campus is looking beautiful.
Mark Aguilar: commented that parents appreciate that the student's teacher was in the letter that went home.
Bob Dack: commented that Parents are also grateful for the dress code change with collar shirts. Bob suggested that in Back to School night , invite parents to join meeting on dress code for possible input.
Liz Faccinto: commented that the school to place dress code on the website.

D. Correspondence

V. Reports/Discussion/Information

A. Administration/Business/Governance

1. Board History – J. Cruz

The Board reviewed excerpts from the minutes of meetings held August 5, 1965; August 21, 1990 and Jesus Cruz also read minutes from August 9, 1940.

2. Financial Report(s)*

Cash in County Treasury Report for June 2015 and July 2015 – Written Report

3. 2015-16 Financial Report(s)**

Mr. Cruz reported to the Board that CalSTRS and CalPERS percentage rates are increasing over the years – Written Information

4. Policy Review

The following Board Policy, was reviewed for subsequent adoption:
BP 3350 *Travel Expenses. Continue with Option 2.*

5. Quarterly Report on Williams Uniform Complaints*

Written Report was presented to the Board. No Complaints were reported.

6. Textbooks/ Instructional Materials**

Mr. Cruz: Reported it that all K-8 materials for new adoption were purchased with a total cost of $91,480 total cost.

7. Parent Training FCOE Parent Services Center (PSC)*

Mr. Cruz presented a menu of training provided by FCOE Parent Services Center (PSC). Surveys will be given to parents for input at Back to School Night. Parent Trainings will begin in the Fall 2015. This parent training will be cover with ASP funding. Parent University workshops will be scheduled until the Spring 2016.
Bob Dack: commented that we need to promote the opportunities and make personal calls.
Mark Aguilar: stated that phone messages can also be made.

8. Superintendent's Report*

Mr. Cruz presented the a) District/Superintendent's Goals and Objectives to the board. Mr. Cruz read the Mission Statement. The idea is to continue working with District goals and objectives in order to keep the Board informed and get their input. It is a topic of continuous discussion and this goals are consistent with the LCAP goals.
Bob Dack: stated that he asked Mr. Cruz to bring the goals to focus on specific goals this year that are consistent with the LCAP.
Mr. Cruz: Commented that each month we can highlight an update. The board can add to the goals. Mr. Cruz added that the district needs new servers. The Microsoft voucher can be used to buy the servers.
Pete Mathew: This will tie to the evaluation and set priorities.

Mr. Cruz: presented the b)Professional Development Plan/PD outline. He commented that District Benchmarks will be created with input from teachers. Mr. Marquez is going to help with the benchmarks for upper grades. Mrs. Martinez will work on benchmarks for the younger grades. This will take some time. Mr. Cruz added that administration will get input from staff.
PD Outline:
K-5 Literacy, coaching form FCOE
6-8 Literacy, focus on writing, working with Becky, coaching by FCOE
Illuminate: Instructional Technology
Math: Math Expressions, Number Talks by TCOE, CPM

Targeting ELD and Literacy
Systems and Leadership

Mr. Cruz: Presented the c) Summer Projects 2015:
Asphalt resealing, Kitchen sprayed, Mural in Middle School, Privacy Fence, Preschool Work Orders, Basketball backboards on hold due to contractor, and tree pruning has started.
Bob Dack: We are responsible for our tree trimming for our side only. No legal obligation.
Mr. Cruz: noted that he will ask Jeff to assess safety. Library shelves have been ordered to get library going. Four Squares have been painted. The next project is looking into benches for Middle School and sports areas.
Gary Chavez: suggested to place garbage cans near benches.

9. LOCAL CONTROL AND ACCOUNTABILITY PLAN REVIEW 1*

Mr. Cruz: reported that the district received the first LCAP review from FCOE. There was no change in funding, goals or actions. There were mostly technical, adding links from empty boxes to a goal that reflects expenditures. Also, there was no action needed.

B. Personnel/Students

1. ADA/Enrollment Report*

Enrollment for the period ending August 7, 2015 was ..... Mr. Cruz commented that the district is really watching the teacher student ratio K-3 and be careful with the numbers. The average is at 23 already.

Denotes written information/report of a routine nature which will be addressed upon request of the Board
***** Denotes an oral report which may or may not include written back-up.***

VI. Action Items

A. Administration/Business/Governance

1. Fresno County Committee on School District Organization (FCCSDO)

No action made. The item was tabled by the board.

2. Policy Adoption

The Board adopted the following Board Policies on a motion by Pete Mathew, seconded by Liz Faccinto (Ayes: Aguilar, Chavez, Dack Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None): BP/AR 0460 *Local Control and Accountability Plan*; BP/AR 4157, 4257, 4357 *Employee Safety;* BP/AR/E 6161.1 *Selection and Evaluation of*

Instructional Materials; BP 6161.11 *Supplementary Instructional Materials*

3. Warrants

The Board reviewed and ratified warrants paid for the period June 1 – June 30, 2015 and July 1– July 31, 2015 on a motion by Liz Faccinto, seconded by Pete Mathew (Ayes: Aguilar, Chavez, Dack Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

4. Contract/Service Agreements

The Board ratified contract/service agreements 4a – 4f on a motion by Mark Aguilar, seconded by Gary Chavez (Ayes: Mathew, Faccinto, Dack, Aguilar, Chavez; Noes: None; Abstentions: None; Absent: None)

a) FCSS Credentialed School Nurse Professional Services Agreement, 2015-2016

b) FCSS Mail and Delivery Service Agreement, 2014-15

c) FCSS Mail and Delivery Service Agreement, 2015-16

d) FCSS District Library Service and Support Services Agreement 2015-16

e) FCSS School Psychologist Services Agreement 2015-16

f) FCSS Digital Portal Services Agreement 2015-16

g) 2015-2016 Child Development Contract

The board adopted the Contract/Resolution No. 15/16-01 on a motion made by Gary Chavez, seconded by Liz Faccinto (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

h) Valley Fence CO. Proposal

The Board ratified and approved the Valley Fence Proposal on a motion by Pete Mathew, seconded by Gary Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

i) Asphalt Design by Juan Gomez Bid Proposal

The Board ratified and approved the Asphalt Design by Juan Gomez Bid Proposal on a motion made by Liz Faccinto, seconded by Gary

Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

j) FCSS Provided Services Agreement (ELA-Early Literacy, Instructional Technology Coaching Support for 2015-2016)

The Board ratified and approved contract/service agreement on a motion by Pete Mathew, seconded by Gary Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

5. Temporary Inter-fund Transfer of Special or Restricted Moneys

The Board adopted Resolution No. 15/16-02 on a motion by Gary Chavez, seconded by Liz Faccinto (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

6. Conference Attendance

The Board Approved and authorized the attendance participation to Board Trustee Aguilar and Superintendent/Principal Mr. Cruz to attend the CLSBA Unity Conference 2015 Educational Equity and Academic Achievement at San Diego, October 1- 4, 2015 on a motion made by Liz Faccinto, seconded by Gary Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

7. Authorized Signature For WESTAMERICA Bank Account

The board approved and authorized the removal of Craig Bowden, Superintendent and Maria Cruz, Cafeteria Manager from the Washington Colony Student Body Fund: Account # 628-77388-9 and Washington Colony Revolving Fund 628: Account# 628-77353-3.
And approved the Revisions to District's Authorized Signatories, Pursuant to Education Code section 42632; update WEST AMERICA Bank Accounts to Authorize Jesus Cruz, Superintendent/Principal to the Washington Colony Student Body Fund: Account # 628-77388-9 and Washington Colony Revolving Fund 628: Account# 628-77353-3 on a motion by Mark Aguilar, seconded by Liz Faccinto (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

B. Personnel/Students

1. Offer of Employment for Teacher (Resource Specialist Program)

The Board ratified an offer of employment for Susan K. Hatler – Teacher (Resource Specialist Program), on a motion by Pete Mathew, seconded by Gary Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

2. Offer of Employment for Classified Employee

The Board ratified an offer of employment for Michael Bell - Maintenance (Part-time Custodian), on a motion by Gary Chavez, seconded by Liz Faccinto (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

3. Interdistrict Attendance Permits

The Board ratified the Superintendent's action on Interdistrict Attendance Permits for the 2015-16 school year on a motion by Mark Aguilar, seconded by Pete Mathew (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

4. Resignation

The Board ratified the Superintendent's acceptance of resignation from a)Ruth E. Vasquez, Cafeteria Clerk, on a motion by Gary Chavez, seconded by Liz Faccinto (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

The Board ratified the Superintendent's acceptance of resignation from Lanette R. Habib 3rd grade teacher, on a motion by Liz Faccinto, seconded by Gary Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

C. Curriculum/Instruction/Assessment

1. TCOE ELD Professional Development Proposal

The Board ratified the ELD and Math Number Talks Professional Development with Tulare County Office of Education as follows on a motion by Pete Mathew, seconded by Mark Aguilar (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

2. CVELI Professional Development Proposal

The Board ratified the District's Participation for Central Valley Educational Leadership Institute (CVELI), on a motion by Pete Mathew,

seconded by Mark Aguilar (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

VII. Closed Session

The Board met in closed session beginning at 8:06 p.m. pursuant to:

CONFERENCE WITH LABOR NEGOTIATOR, *Government Code* section 54957.6
Agency Representative: Superintendent/Principal
Unrepresented Employee(s): District Certificated Management Employees

VIII. Reconvene

The Board ratified the Certificated Management Employment Contract for Assistant Principal on a motion by Pete Mathew, seconded by Gary Chavez (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

IX. Adjournment

The meeting was adjourned at 8:25p.m. on a motion by Gary Chavez, seconded by Pete Mathew (Ayes: Aguilar, Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: None)

Bob Dack, President

Mark Aguilar, Clerk

WCESD BOARD OF TRUSTEES ITEM NO. IV.C

DATE: September 08, 2015

SUBJECT TITLE: PUBLIC COMMENT/BOARD COMMENT

Action _____ Discussion ___√___ Information _____

BACKGROUND

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings are not asked to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting. Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent in writing.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Members of the public shall have an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.
2. At a time so designated on the agenda, members of the public may bring before the Board, at a regular meeting, matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but may not take action at that time. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities.

   Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.
4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the

committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard it, the Board will provide an opportunity for the public to speak.

5. A person wishing to be heard by the Board will first be recognized by the president and may then proceed to comment as briefly as the subject permits.

   Individual speakers are allowed three minutes to address the Board on each agenda or nonagenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

   The Board may not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. In addition, the Board may not prohibit public criticism of district employees.

   Whenever a member of the public initiates specific complaints or charges against an employee, the Board president will inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957.

7. The Board president will not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group will be grounds for the chair to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary. Individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings will concern only matters appearing on the agenda.

REPORTS
DISCUSSION
INFORMATION

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.1
DATE: September 08, 2015

SUBJECT TITLE: BOARD HISTORY

Action _____ Discussion _____ Information ___√___

BACKGROUND

The maintenance of accurate minutes of Board meetings provides a record of Board actions for use by district staff and the public. The secretary of the Board keeps minutes and records all official Board actions.

CONSIDERATION

"Study the past if you would define the future."
— Confucius ~Alphonse de Lamartine

Excerpts from the minutes of meetings held September 14, 1965; and September 18, 1990 follow for your review.

WASHINGTON COLONY SCHOOL
BOARD OF TRUSTEES

MINUTES OF REGULAR MONTHLY MEETING
September 14, 1965

Meeting was called to order at 8:00 p. m. in the library of Washington Colony School by president of the board, John Pylman. All members were present, and James Massie, Secretary to the board.

Minutes of the Regular Meeting of August 5 and the Special Meeting of September 7 were read and approved by motion of Bruce Blacksill, seconded by John Moran.

MAINTENANCE REGISTER PAGE 11 and WARRANTS NOS. 222-243 were approved for payment by motion of John Moran and seconded by Bruce Blacksill. Mr. Massie explained Warrant No. 243, drawn against the Special Building Fund in the Amount of $90,000.00 and paid to the order of Mr. Bert A Betts, State Treasurer. This represents the total amount of bonds the State Allocation Board required to be issued.

SURVEY: Upon motion of Henry Salwasser, seconded by John Moran, the Board authorized the architect, Mr. William Hastrup to have an up-to-date survey made of the site of the proposed new building.

CORRECTED SCHOOL CALENDAR AND SCHOOL HOLIDAYS: The three-day delay in the opening of school necisitates a revision of the school calendar where holidays are concerned. Mr. Massie presented a proposed revisal of the calendar to the board. It was accepted as proposed after a motion made by John Moran and seconded by Henry Salwasser (See revised calendar attached)

LIABILITY INSURANCE COVERAGE: Mr. Cecil Cooper, Insurance Agent dropped by the meeting for a short period in order to explain the school's liability insurance policy coverage. Mr. Cooper also mentioned that some insurance companies are considering offerins some sort of a "package-policy" plan which he feels this school board may be interested in looking into.

INTER-DISTRICT ATTENDANCE PERMITS: By motion of Bud Barberich, seconded by Bruce Blacksill, the board granted permission for Jerry Egoian and Hannah Olufs to attend school in the Fresno City Unified School District.

COMMUNITY SERVICE INSTRUCTORS' CONTRACTS: Mr. Salwasser signed contracts for Doyal Thompson and George Vorlick to serve as Community Service instructors after school hours at a salary of $150.00 for the school term.

SUBSTITUTE CONTRACT: Mr. Salwasser signed a contract for Mrs. Carter Johnson to act as a substitute at a salary of $16.00 per day.

CLASSIFIED EMPLOYEES' HANDBOOK: Upon motion of John Moran, seconded by Henry Salwasser, the board voted unanimously to adopt the Classified Employees' Handbook as presented by James Massie, with the understanding that it would be open for revision at any time deemed necessary by the board.

POLICY ON GROOMING OF STUDENTS: (Refer to Title 5 - California Administrative Code, Article 7, Section 64 (Pg. 21)

The following policy was unanimously adopted by the Board on motion of Bruce Blacksill and seconded by John Moran:

SUBJECT: CLEANLINESS, NEATNESS AN D GOOMING OF STUDENT BODY

"In accordance with Title 5, Article 7, Section 64 of the California Administrative Code which states "All pupils who go to school without proper attention having been given to cleanliness or neatness of dress may be sent home to be sp properly prepared" the following policy is hereby adopted:

1. STUDENTS' HAIR STYLES: Hair shall be neatly cut and shall be well-combed at all times. It should be worn in a style that is considered of a practical nature and a normally accepted style for elementary school students.

2. CLOTHING: All clothing for both boys and girls should be practical and loose enough to permit freedom of movement in any activity that would normally be expected of students in an elementary school day, and of a style generally accepted for elementary school students.

3. SHOES: Sensible, comfortably fitted shoes should be worn by both boys and girls. No exaggeratedly pointed toes, open-toed shoes, sandals or "thongs" shall be permitted because of danger of injury to feet and toes while participating in nromal elementary school activities. "

ADJOURNMENT was by motion of Bruce Blacksill and seconded by John Moran.

Respectfully submitted:

James G. Massie,
Secretary to the Board

F. John Pylman Jr., President
(F. John Pylman, Jr.)

Henry L. Salwasser, Clerk
(Henry Salwasser)

WASHINGTON COLONY SCHOOL DISTRICT
Board of Trustees
MINUTES OF REGULAR MEETING

September 18, 1990

I. CALL TO ORDER

The meeting was called to order in the school library at 7:45 p.m. by board president, Frank Butterfield. A closed session was held prior to the regular session.

II. ROLL CALL

Members present: Mike Aguilar, Frank Butterfield, Pete Mathew, Joyce Quiroz, and John Rothenfluh and LaVerne Carlson. Members absent: none. Others present: Carl Alemania, Jeff Dronyk, Becky Mitchell, Paul Demant, Linda Demant, Charlene Pestorich, Steve Marta, Alice Jamgochian, Doyal Thompson, Kathy Kegel, Harriet Lichti, Docia Hannel, Elaine Scheppegrell, and Liz Faccinto.

III. ROUTINE BUSINESS

A. AGENDA

The agenda was approved on a motion by Pete Mathew, seconded by Mike Aguilar. Motion carried.

B. MINUTES

1. MINUTES OF August 21, 1990 REGULAR MEETING
The minutes of the August 21, 1990 regular meeting were approved on a motion by Mike Aguilar, seconded by Joyce Quiroz. Motion carried.

2. MINUTES OF AUGUST 29, 1990 SPECIAL MEETING
The minutes of the August 29, 1990 Special Meeting were approved on a motion by John Rothenfluh, seconded by Mike Aguilar. Motion carried.

C. WARRANTS

Warrants #618854 to 618888 dated August 17, 1990 were approved on a motion by Mike Aguilar, seconded by John Rothenfluh. Motion carried.

D. DISTRIBUTION OF MATERIALS

Materials were distributed to respective board members.

E. CORRESPONDENCE

Dr. Carlson read an invitation from Fresno County

Office of Education to hear Lauro Cavazos from the State Department of Education speak on Friday, September 21, 1990.

F. PUBLIC PRESENTATIONS

There were no public presentations at this meeting.

G. TEACHER PRESENTATION

Miss Jamgochian, upper grade Language Arts teacher invited the board and guests to her classroom to see the dioramas constructed by students. The dioramas were made to illustrate the literature books read by the students.

IV. CLOSED SESSION

The board met in closed session prior to the regular session to discuss personnel and primary duties.

V. ACTION ITEMS

A. INTERDISTRICT TRANSFERS
Interdistrict transfers were approved for Armando Munoz, Michelle and Stephanie Huff (Washington Colony to American Union), Michael Espinosa (Pacific Union to Washington Colony), and Rene Mendoza (Fowler Unified to Washington Colony). Transfers were approved on a motion by Mike Aguilar, seconded by John Rothenfluh. Motion carried.

B. OPPORTUNITY CLASS
Dr. Carlson reported to the board that teachers have been polled and have volunteered to try collegial discipline instead of continuing with the Opportunity Class. The board approved not participating in the Opportunity Class at this time on a motion by Pete Mathew, seconded by Mike Aguilar. Motion carried.

C. PART-TIME CUSTODIAN
The board approved the hiring of a part-time (2½ hours per day), temporary custodian on a motion by Mike Aguilar, seconded by Joyce Quiroz. Motion carried.

D. EXTERIOR LIGHTING
Jeff Dronyk explained the energy efficient exterior lighting program to the board. With the direct rebate and the energy savings, the new lighting systems should save enough to cover

the costs of installation in approximately one year. The new exterior lighting was approved by the board on a motion by John Rothenfluh, seconded by Joyce Quiroz. Motion carried.

E. REVISE STATEMENT OF FACTS/AUTHORIZATED SIGNATURES/ BANK CARDS
New bank cards and a revised Statement of Facts were signed by board members and Dr. Carlson. The new forms will allow Dr. Carlson to sign purchase orders, payroll, checks, etc. This was on a motion by Mike Aguilar, seconded by John Rothenfluh. Motion carried.

F. SHEET MUSIC PURCHASE - BAND
The board approved the purchase of music and music scores for the entire year at a cost of approximately $600. Miss Cole, band teacher, will choose and purchase the music and scores. This was on a motion by Pete Mathew, seconded by Mike Aguilar. Motion carried.

G. ¼ GENERAL FUND TEACHER
Dr. Carlson asked the board the consider increasing Linda Hofer from 3/4 Chapter I teacher to full time with the additional 1/4 paid from general fund. This item was tabled on a motion by Mike Aguilar, seconded by Joyce Quiroz. Motion carried.

H. MACINTOSH COMPUTER EQUIPMENT
This item was tabled until the October meeting on a motion by Joyce Quiroz, seconded by Pete Mathew. Motion carried. Pam Branch, journalism teacher, will have a presentation for the board at the next meeting.

I. STAFF DEVELOPMENT - September 21, 1990
The board approved attendance at a "Math Their Way" and "Math A Way of Thinking" workshop to be held on Friday, September 21, 1990 hosted by the Richgrove School District in Tulare. Six teachers and Dr. Carlson will attend the workshop. Approval was on a motion by Pete Mathew, seconded by Mike Aguilar. Motion carried.

J. SET DATE FOR OCTOBER REGULAR MEETING
Due to conflict with W.U.H.S. Back to School Night and the Fresno County Schools Trustees Association Meeting held on October 16, the Washington Colony School board meeting will be moved to Wednesday, October 17, 1990. This was on a motion by Pete Mathew, seconded by John Rothenfluh. Motion carried.

K. SAFE HOUSE
Rev. Paul Demant, from Immanual Lutheran Church, presented information to the board regarding "Safe House". This program would designate certain houses in the area as a "Safe House" and would be posted as such to allow children to go to that home for help when they are in need. The board granted their support of the Safe House Program on a motion by Mike Aguilar, seconded by John Rothenfluh. Motion carried.

VI. DISCUSSION/INFORMATION

A. LEP TESTING
Mr. Alemania notified the board that Linda Hofer, Lucy Martinez, and himself are now certified to do Limited English Proficient (LEP) testing on students. Washington Colony will discontinue using the BSM method of testing LEP and begin using the IPT method of testing.

B. HOT WATER HEATER REPLACEMENT
Jeff Dronyk notified the board that the 25 year old water heater in the kitchen was replaced at a cost of approximately $950.00.

C. SUSPENSION FORM
Dr. Carlson distributed a copy of the new student suspension form to board members.

D. OFFICE/STAFF ROOM NEEDS
Dr. Carlson informed the board of the need for a larger staff room and the consideration of moving the Vice-Principal's office to the North side of Lincoln Avenue so that all administrative office would be in the same building. Jeff Dronyk has drawn up a map showing the most feasible spot to place a portable building to be used for a staff room. This will be an action item on the October agenda.

E. ENROLLMENT
The school enrollment is 464 students as of September 10, 1990.

VII. GENERAL REPORT

A. GENERAL REPORT
1. September 27 is Back to School Night at Washington Colony.

2. Progress reports will go out October 2.
3. The kick-off assembly for the school fund raiser will be held on September 24.
4. October 8 is a county wide Institute Day. Sessions will be held at Washington Union and at Washington Colony for all staff members.
5. A barbecue will be held at the Panther Patio on September 26 for area board members, superintendents, and their spouses.

VIII. ADJOURNMENT

The meeting was adjourned at 9:45 p.m. on a motion by Mike Aguilar, seconded by Joyce Quiroz.
Motion carried.

Frank Butterfield
Board President

Joyce Quiroz
Board Clerk

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.2
DATE: September 8, 2015

SUBJECT TITLE: FINANCIAL REPORTS

Action _____ Discussion _____ Information ___√___

BACKGROUND

The Governing Board is committed to ensuring accountability to the public for the fiscal health of the district. The Board adopts sound fiscal policies and oversees the district's financial condition. The Superintendent or designee regularly keeps the Board informed about the district's finances and submits timely reports so that the Board can take appropriate action to ensure the district's financial stability. The Superintendent or designee recommends amendments to the district's budgeted revenues and expenditures as may be necessary to maintain a balanced budget.

CONSIDERATION

The *Cash in County Treasury Report* for August 2015 follows for your review.

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 0100 (6150 60001) General Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$1,361,943.07
8/3/2015	TF -160145	JV#0084 2015 ADVANCE PRINCIPAL APPORTI(	$146,825.00	$0.00	$3,124,375.22	$1,615,607.15	$1,508,768.07
8/5/2015	TF -160198	JV#0085 15-16 JULY STATE APPORT SPECIAL E	$6,738.00	$0.00	$3,131,113.22	$1,615,607.15	$1,515,506.07
8/6/2015	LB -150018	Close Liability	$692.23	$692.23	$3,131,805.45	$1,616,299.38	$1,515,506.07
8/7/2015	APY -20158	Accounts Payable 8/7/2015	$0.00	$57,755.42	$3,131,805.45	$1,674,054.80	$1,457,750.65
8/7/2015	LB -201587	Accounts Payable 8/7/2015	$0.00	$458.13	$3,131,805.45	$1,674,512.93	$1,457,292.52
8/10/2015	TF -160210	JAN-JUN 2015 HEALTH SVS FORMS	$0.00	$66.02	$3,131,805.45	$1,674,578.95	$1,457,226.50
8/10/2015	TF -160211	JAN-JUN 2015 CONTRACTED NURSING SVS	$0.00	$2,380.50	$3,131,805.45	$1,676,959.45	$1,454,846.00
8/10/2015	TF -160212	JV#0120 2014-15 4TH QTR LIVE SCAN BILLING	$0.00	$100.00	$3,131,805.45	$1,677,059.45	$1,454,746.00
8/17/2015	TF -160255	JV#0144 14-15 3RD APPORT. FOR ASSESSMEN	$710.00	$0.00	$3,132,515.45	$1,677,059.45	$1,455,456.00
8/21/2015	APY -20158	Accounts Payable 8/21/2015	$16.24	$22,488.71	$3,132,531.69	$1,699,548.16	$1,432,983.53
8/26/2015	TF -160302	#0160 FICA CHRGS FOR 8/31/15 PAYROLL	$0.00	$1,602.95	$3,132,531.69	$1,701,151.11	$1,431,380.58
8/26/2015	TF -160303	#0161 MEDICARE CHRGS FOR 8/31/2015 PAYR(	$0.00	$641.12	$3,132,531.69	$1,701,792.23	$1,430,739.46
8/26/2015	TF -160304	#0172 PERS DIST CHRGS-AUG 2015 PAYROLL	$0.00	$2,907.28	$3,132,531.69	$1,704,699.51	$1,427,832.18
8/26/2015	TF -160305	#0173 STRS DIST CONT-AUG 2015 PAYROLL	$0.00	$1,970.18	$3,132,531.69	$1,706,669.69	$1,425,862.00
8/26/2015	TF -160313	JV#181 2015-16 AUG STATE APPORTIONMENT	$6,738.00	$0.00	$3,139,269.69	$1,706,669.69	$1,432,600.00
8/26/2015	TF -160316	14/15 LCFF Copunty Operated Prog P2 & Annual	$0.00	$3,121.00	$3,139,269.69	$1,709,790.69	$1,429,479.00
8/27/2015	TF -160317	JV#0180 AUGUST 2015 PRINCIPAL APPORT.	$146,825.00	$0.00	$3,286,094.69	$1,709,790.69	$1,576,304.00
8/27/2015	TF -160322	2014-15 DIST CHGS MAIL & DELIVERY	$0.00	$1,175.00	$3,286,094.69	$1,710,965.69	$1,575,129.00
8/28/2015	APY -20158	Accounts Payable 8/28/2015	$0.00	$139,868.18	$3,286,094.69	$1,850,833.87	$1,435,260.82
8/31/2015	PAY -83115	PAYROLL 8/31/2015	$8,036.02	$141,070.48	$3,294,130.71	$1,991,904.35	$1,302,226.36
	Total Activity		$316,580.49	$376,297.20			
	Ending Balance				$3,294,130.71	$1,991,904.35	$1,302,226.36

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 1200 (6150 60012) Child Development Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$35,275.69
8/7/2015	APY -20158	Accounts Payable 8/7/2015	$0.00	$1,591.96	$37,615.75	$3,932.02	$33,683.73
8/21/2015	APY -20158	Accounts Payable 8/21/2015	$0.00	$532.27	$37,615.75	$4,464.29	$33,151.46
8/26/2015	TF -160304	#0172 PERS DIST CHRGS-AUG 2015 PAYROLL	$0.00	$40.63	$37,615.75	$4,504.92	$33,110.83
8/28/2015	APY -20158	Accounts Payable 8/28/2015	$0.00	$1,591.96	$37,615.75	$6,096.88	$31,518.87
8/31/2015	PAY -83115	PAYROLL 8/31/2015	$47.77	$417.20	$37,663.52	$6,514.08	$31,149.44
	Total Activity		$47.77	$4,174.02			
	Ending Balance				$37,663.52	$6,514.08	$31,149.44

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 1300 (6150 60008) Cafeteria Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$156,367.05
8/7/2015	APY -20158	Accounts Payable 8/7/2015	$0.00	$807.18	$161,967.06	$6,407.19	$155,559.87
8/7/2015	LB -201587	Accounts Payable 8/7/2015	$0.00	$815.00	$161,967.06	$7,222.19	$154,744.87
8/21/2015	APY -20158	Accounts Payable 8/21/2015	$0.00	$2,188.27	$161,967.06	$9,410.46	$152,556.60
8/26/2015	TF -160304	#0172 PERS DIST CHRGS-AUG 2015 PAYROLL	$0.00	$115.00	$161,967.06	$9,525.46	$152,441.60
8/28/2015	APY -20158	Accounts Payable 8/28/2015	$0.00	$1,509.57	$161,967.06	$11,035.03	$150,932.03
8/31/2015	PAY -83115	PAYROLL 8/31/2015	$135.19	$1,180.76	$162,102.25	$12,215.79	$149,886.46
	Total Activity		$135.19	$6,615.78			
	Ending Balance				$162,102.25	$12,215.79	$149,886.46

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 1400 (6150 60005) Deferred Maintenance Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$22,881.60
8/21/2015	APY -20158	Accounts Payable 8/21/2015	$0.00	$14,685.00	$22,881.60	$14,685.00	$8,196.60
	Total Activity		$0.00	$14,685.00			
	Ending Balance				$22,881.60	$14,685.00	$8,196.60

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 1500 (6150 60010) Pupil Transportation Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$6,863.02
		Total Activity	$0.00	$0.00			
		Ending Balance			$6,863.02	$0.00	$6,863.02

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 1700 (6150 60020) Special Reserve Fund for Other Than Capital Outlay Projects

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$102,461.16
		Total Activity	$0.00	$0.00			
		Ending Balance			$102,461.16	$0.00	$102,461.16

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 2000 (6150 60078) Special Reserve Fund for Postemployment Benefits

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$105,650.96
		Total Activity	$0.00	$0.00			
		Ending Balance			$105,650.96	$0.00	$105,650.96

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 2100 (6150 65069) Building Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$307.66
		Total Activity	$0.00	$0.00			
		Ending Balance			$307.66	$0.00	$307.66

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 2500 (6150 60006) Capital Facilities Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$4,158.14
		Total Activity	$0.00	$0.00			
		Ending Balance			$4,158.14	$0.00	$4,158.14

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 3500 (6150 60066) County School Facilities Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$14,006.10
		Total Activity	$0.00	$0.00			
		Ending Balance			$14,006.10	$0.00	$14,006.10

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 4000 (6150 60015) Special Reserve Fund for Capital Outlay Projects

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$1,450.34
		Total Activity	$0.00	$0.00			
		Ending Balance			$1,450.34	$0.00	$1,450.34

Cash In County Treasury
Aggregate

From 8/1/2015 thru 8/31/2015
Fund: 5100 (6150 65070) Bond Interest and Redemption Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 8/1/2015							$1,525.81
		Total Activity	$0.00	$0.00			
		Ending Balance			$29,497.69	$27,971.88	$1,525.81

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.4
DATE: September 8, 2015

SUBJECT TITLE: POLICY REVIEW

Action _____ Discussion ___√___ Information _____

BACKGROUND

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

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

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

CONSIDERATION

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

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

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

Board Policy
Staff Development

BP 4331

Personnel

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

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

~~***Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans. ***~~

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

~~***Note: Pursuant to Education Code 44517, the state's Administrator Training Program self-repealed on January 1, 2013. Funding for that program has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013). Thus, the content of the district's staff development program for administrators may be adapted to meet district needs. Items #1-10 below are optional. ***~~

The district's staff development program for district and school administrators may include, but is not limited to, the following topics:

1. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4113 - Assignment)

2. Effective fiscal management and accountability practices

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)

3. Academic standards and standards-aligned curriculum and instructional materials

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

4. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

5. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

6. The use of technology to improve student performance and district operations

(cf. 0440 - District Technology Plan)

7. Creation of safe and inclusive school environments

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5137 - Positive School Climate)

8. Parental involvement and community collaboration

(cf. 1240 - Volunteer Assistance)
(cf. 6020 - Parent Involvement)

9. Employee relations

10. Effective school and district planning processes

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4315 - Evaluation/Supervision)

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

(cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
44681-44689.2 Administrator training and evaluation
52060-52077 Local control and accountability plan

Management Resources:
WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS PUBLICATIONS
California Professional Standards for Educational Leaders, 2001
WEB SITES
Association of California School Administrators: http://www.acsa.org
California Department of Education: http://www.cde.ca.gov
California School Leadership Academy: http://www.csla.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
WestEd: http://www.wested.org

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Board Policy
Staff Development

BP 4231

Personnel

~~***Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment (United Faculty of Contra Costa Community College District v. Contra Costa Community College District). Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of an agreement, may be determined by PERB on a case-by-case basis.***~~

~~***Note: Pursuant to Education Code 45391, a district that expends funds for professional development for any school site staff must consider the needs of its classified school employees to update their skills and learn best practices.***~~

~~***Note: Pursuant to Education Code 45387, the Governing Board may authorize a permanent classified employee to attend job-related inservice training with pay during working hours for one or more school days each year.***~~

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

(cf. 3100 - Budget)
(cf. 3350 - Travel Expenses)
(cf. 4200 - Classified Personnel)
(cf. 4261.3 - Professional Leaves)

~~***Note: Education Code 52060-52077 require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.***~~

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff

development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

~~***Note: Items #1-10 below reflect optional topics for professional development of classified staff specified in Education Code 45391 and may be revised to reflect district practice.***~~

Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics: (Education Code 45391)

1. Student learning and achievement

a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students

b. Alignment of curriculum and instructional materials with Common Core State Standards

c. The management and use of state and local student data to improve student learning

d. Best practices in appropriate interventions and assistance to at-risk students

(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

2. Student and campus safety

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.5 - Sex Offender Notification)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 6163.4 - Student Use of Technology)

4. School facility maintenance and operations, including best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites

(cf. 3510 - Green School Operations)
(cf. 3511- Energy and Water Management)

5. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates

(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

6. School transportation and bus safety

(cf. 3540 - Transportation)
(cf. 3541- Transportation for School-Related Trips)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 3542 - Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

7. Parent involvement, including ways to increase parent involvement at school sites

(cf. 1240 - Volunteer Assistance)
(cf. 6020 - Parent Involvement)

8. Food service, including food preparation to provide nutritional meals, food safety, and food management

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5030 - Student Wellness)

9. Health, counseling, and nursing services

(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 5141.3 - Health Examinations)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

10. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)
(cf. 6161.3 - Toxic Art Supplies)

~~***Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 44277, as amended by SB 1060 (Ch. 199, Statutes of 2014), the district is required to evaluate any program of professional growth it offers to its teachers and classified employees who are involved in direct instruction of students based on specified criteria. For details of the requirement related to teachers, see BP 4131 - Staff Development.***~~

For classroom instructional aides or other classified staff involved in direct instruction of students, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students. Such professional learning opportunities shall be evaluated based on criteria specified in Education Code 44277 and BP 4131 - Staff Development.

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4215 - Evaluation/Supervision)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

(cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
44277 Professional growth programs for individual teachers
44032 Travel expense payment
45380-45387 Retraining and study leave (classified employees)
45390-45392 Professional development for classified school employees
52060-52077 Local control and accountability plan
56240-56245 Staff development; service to persons with disabilities
GOVERNMENT CODE
3543.2 Scope of representation of employee organization
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:
WEB SITES
California Association of School Business Officials: http://www.casbo.org
California School Employees Association: http://www.csea.com

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WCESD BOARD OF TRUSTEES

ITEM NO. V.A.6
DATE: September 08, 2015

SUBJECT TITLE: Injury & Illness Prevention Program

Action _____ Discussion _____ Information ___√___

BACKGROUND

The Superintendent or designee shall provide and implement safety devices, safeguards, methods, and processes that are reasonably adequate to render the employment and place of employment safe and healthful. (Labor Code 6401)

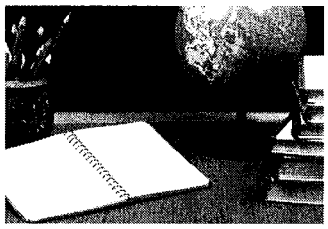
CONSIDERATION

According to BP 4257, the district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7) the draft of the Washington Colony Elementary School District follows for your review.

INJURY & ILLNESS PREVENTION PROGRAM

WASHINGTON COLONY SCHOOL DISTRICT

130 E. Lincoln Avenue
Fresno, CA 93706



Revised: June 2015

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Introduction

The Injury & Illness Prevention Program (IIPP) is established to provide a framework for the WASHINGTON COLONY SCHOOL DISTRICT to ensure a safe and healthy work environment for all of its employees. The purpose of this manual is to provide information necessary to communicate the elements of the Injury and Illness Prevention Program. All employees of the WASHINGTON COLONY SCHOOL DISTRICT are governed by the procedures outlined in this manual, unless otherwise stipulated.

The goal of the program is to eliminate occupational injuries and illnesses. This program has been developed and implemented as required under the California Code of Regulations, Title 8, Chapter 4, Subchapter 7, Section 3203.

The DIRECTOR OF MAINTENANCE, OPERATIONS, and TRANSPORTATION will serve as the District's SAFETY OFFICER and is responsible for the implementation and coordination of the Injury and Illness Prevention Program. This plan will be reviewed annually and revised as necessary. The master copy of this IIPP can be found at the District Office Copies of the IIPP will be available at each district site and school location.

The IIPP will include the following topics: Responsibilities, Compliance, Communication, Hazard Assessment, Hazard Correction, Accident/Injury Investigation, Training/Instruction, and Recordkeeping.

Responsibility

The Safety Officer Designation Form

The SAFETY OFFICER is the person responsible for implementing the WASHINGTON COLONY SCHOOL DISTRICT Schools' Injury and Illness Prevention Program.

The SAFETY OFFICER is responsible for occupational safety and health, and will assure that the WASHINGTON COLONY SCHOOL DISTRICT provides employees with a safe and healthy workplace, which complies with all Cal/OSHA and other applicable health and safety standards and regulations.

APPROVED: Superintendent

_____**Date**_____

ACCEPTED: Safety Officer

_____ Date_____

ACCEPTED: _____

_____ Date_____

The Safety Officer

The SAFETY OFFICER will serve as the Injury & Illness Prevention Program Coordinator for the WASHINGTON COLONY SCHOOL DISTRICT. The Injury & Illness Prevention Program Coordinator/Safety Officer is responsible for implementing and maintaining the following aspects of the safety program:

1. Coordinating all risk control activities
2. Maintaining, evaluating, and revising the Injury & Illness Prevention Program
3. Providing advice and guidance to WASHINGTON COLONY SCHOOL DISTRICT management and supervisors
4. Communicating safety objectives
5. Developing and/or assisting in the development of employee training programs
6. Presiding over the WASHINGTON COLONY SCHOOL DISTRICT Safety Committee
7. Reviewing all accident reports and investigations
8. Serving as liaison between management and outside safety agencies
10. Maintaining records as prescribed by the Recordkeeping Section of the Injury & Illness Prevention Program

Principal and Supervisor Responsibilities

WASHINGTON COLONY SCHOOL DISTRICT's Principals and Supervisors are responsible, where appropriate, for specific elements of the Injury and Illness Prevention Program. Principals and Supervisors play an integral role within the Injury & Illness Prevention Program. Principals and Supervisors are in constant and direct contact with their employees and can greatly influence safety attitudes and practices. It is essential that the Principals and Supervisors set the example for employees in regards to safety responsibilities. There are several specific responsibilities for Principals and Supervisors:

1. Managing the injury prevention efforts in their area of responsibility
2. Providing the necessary means of ensuring a safe and healthy work environment for their staff
3. Providing employees with safety training and job instruction
4. Providing written documentation of employee training and instruction for employees in their area of responsibility
5. Providing planned safety meetings or "safety talks"
6. Ensuring compliance with applicable federal, state, and local safety codes. Cal/OSHA safety regulations can be found in the California Code of Regulations, Title 8, by applicable topic. These regulations can be accessed via the Internet at http://www.dir.ca.gov/title8/index/T8index.asp. The JPA Risk Manager may be contacted as a resource for compliance based inquiries
7. Conducting Accident/Injury Investigations
8. Taking any reasonable action necessary to prevent injuries when an immediate danger exists
9. Taking responsibility for the safety of all employees under their supervision and for any employee not under their supervision but in the supervisor's work area
10. Providing and maintaining a clean and hazard-free work area
11. Providing safety orientation and job instruction to supervised employees
12. Planning, conducting, and documenting safety evaluations in assigned areas of responsibility
13. Conducting safety observations of employee safe work practices
14. Developing and maintaining cooperative safety attitudes in employees through the application of approved methods or preventive and corrective discipline
15. Maintaining emergency readiness
16. Ensuring employees receive prompt medical treatment for all injuries

Employee Responsibilities

Employees are charged with adhering to the Injury & Illness Prevention Program as directed by management.

Employee responsibilities are listed below:

1. Adhering to all safety rules and operating procedures established by the WASHINGTON COLONY SCHOOL DISTRICT
2. Wearing appropriate personal protective equipment as required and provided by the WASHINGTON COLONY SCHOOL DISTRICT
3. Inspecting and maintaining equipment for proper and safe operation
4. Reporting all injuries immediately, including first aid only injuries
5. Encouraging other workers to work in a safe manner
6. Reporting all observed unsafe acts and conditions to their supervisor
7. Reporting to work in an acceptable condition and not under the influence of alcohol or drugs

8- Work Orders
9. Mandatory instruction for safety
10. Advise to any workers comp restrictions

Compliance

Washington Colony School District Commitment

The WASHINGTON COLONY SCHOOL DISTRICT is committed to providing all employees a safe and healthy work environment.

The WASHINGTON COLONY SCHOOL DISTRICT maintains an open door policy, allowing all employees to communicate any safety concerns without fear of repercussion.

Furthermore, the WASHINGTON COLONY SCHOOL DISTRICT is committed to providing full cooperation with any outside safety agency during the course of any inspection or audit.

Board Policy Reference #_____ (Insert Board Policy #, if applicable).

Employee Compliance

Occupational safety and health regulations and workplace practices are designed to reduce or eliminate occupational injuries and illnesses of employees. Employee compliance with all rules and regulations is essential to maintaining a safe and healthy workplace.

Employees that have displayed an outstanding commitment to safety may be recognized through an employee recognition program. Conversely, employees that violate any safety policy, procedure, rule and/or regulation may be subject to disciplinary action.

Disciplinary Action

The WASHINGTON COLONY SCHOOL DISTRICT will utilize appropriate disciplinary action for employees who violate WASHINGTON COLONY SCHOOL DISTRICT safety policies, rules, and procedures, or for employees who require any counseling as a result of unsafe work practices.

Communication

General Information

The WASHINGTON COLONY SCHOOL DISTRICT recognizes that open, two-way communication between management and staff on health and safety issues is essential to an injury-free, productive workplace. The system of communication regarding safety and health at the WASHINGTON COLONY SCHOOL DISTRICT consists of many facets designed to facilitate a continuous flow of safety and health information between management and staff.

There are several means of communication to employees about the District's safety practices in its IIPP. One mean is through training of employees, either by in-person training, online training, safety videos, safety talks, or seminars. The other means are through the dissemination of safety information, such as the use of posted or distributed safety information.

Managers and supervisors are responsible for communication with all employees about occupational safety and health issues in a manner or form readily understandable by all employees. Likewise, employees are encouraged to inform their managers and supervisors about workplace hazards without fear of reprisal.

Review of Injury & Illness Prevention Program

The Injury & Illness Prevention Program is to be used as a reference source for safety information pertaining to the WASHINGTON COLONY SCHOOL DISTRICT Schools. All employees are entitled to review the contents of the Injury & Illness Prevention Program. Each site should have a copy of the program. The program should be kept at a location readily accessible to all employees.

All new employees will be informed of the program during orientation and where copies of the written plan are located. All employees will be notified of any revisions to the program as the revisions are made.

The Injury & Illness Prevention Program will be reviewed annually and revised as necessary.

Any employee who may have comments and/or suggestions is encouraged to provide feedback regarding the program to The SAFETY OFFICER for consideration.

Hazard Assessment

General Information

The detection of hazards in the workplace is essential in ensuring a safe work environment. Undetected and uncorrected safety hazards may cause accidents resulting in serious injury to employees. There are two major sources of unsafe conditions – normal wear and tear of equipment and employee actions.

Normal wear and tear is the constant process in which equipment and facilities deteriorate. Routine evaluations of equipment and areas can detect hazardous conditions before they cause injury.

Employee actions can contribute to unsafe conditions in several ways. Misused and abused equipment can be dangerous. Additionally, employees may leave their work area untidy, which can contribute to a dangerous environment.

Regular hazard identification and assessment can minimize the quantity and severity of hazards to which employees may become exposed. Safety Evaluations and Hazard Analysis are tools utilized by the WASHINGTON COLONY SCHOOL DISTRICT to identify hazards.

Periodic inspections are always performed according to the following schedule:

- When we initially established our IIPP.
- Whenever new substances, processes, procedures or equipment which present potential new hazards are introduced into our workplace.
- Whenever new, previously unidentified hazards are recognized.

Safety Walks

Principals and Supervisors shall conduct safety walks periodically in their area of responsibility. Principals and Supervisors are encouraged to continuously monitor their areas during the work day for safety hazards and report safety concerns to the _____ (Insert District Title).

The Principal and/or Supervisor, along with site staff will review all safety walks and initiate corrective action via the district's work order system.

Safety Evaluations

The DIRECTOR OF MAINTENANCE, OPERATIONS, and TRANSPORTATION shall conduct safety evaluations annually.

Safety evaluations must be documented. All documentation shall be forwarded to the SUPERINTENDENT

The SAFETY OFFICER will review the safety evaluations and investigate long-term solutions to recurring hazards.

Safety Inspections

The WASHINGTON COLONY SCHOOL DISTRICT has site safety inspections conducted every three years via an outside consultant. Approximately six months after the conclusion of the inspection, a visit is paid to the district to obtain information regarding the status of priorities 1 and 2. Also, approximately 18 months after the three year inspection is conducted, middle school and high school industrial arts, AG, science, and art facilities are inspected again.

Hazard Reporting System

It is the responsibility of all employees to report unsafe work conditions and practices to their appropriate supervisor. Employees may use the district's work order system to report unsafe work conditions or practices.

Employees may also use the *Report of Unsafe Condition or Hazard Form* to report unsafe work conditions and practices. Employees should forward the completed form to their supervisor for review and appropriate action. The *Report of Unsafe Condition or Hazard Form* may be obtained from the _____ (Insert Location), and can be submitted anonymously.

It is the policy of the WASHINGTON COLONY SCHOOL DISTRICT to prohibit employee reprisal for reporting unsafe/unhealthy work conditions and practices. Management personnel who are found in violation of this policy shall be held accountable.

Conversely, employees who have knowledge of an unsafe/unhealthy work condition or practice and who intentionally conceal this information will be in violation of WASHINGTON COLONY SCHOOL DISTRICT policy.

The WASHINGTON COLONY SCHOOL DISTRICT is committed to conducting complete and thorough investigations of all reports of hazardous conditions. If conditions are determined to be hazardous, appropriate measures will be taken by the WASHINGTON COLONY SCHOOL DISTRICT to correct those conditions.

Hazard Correction

Hazard Correction Responsibilities

Superintendent
The SUPERINTENDENT is responsible for allocating appropriate resources and funding for the correction of unsafe/unhealthy work conditions or practices.

Director of Maintenance, Operations, and Transportation
The DIRECTOR OF MAINTENANCE, OPERATIONS, and TRANSPORTATION is responsible for immediately initiating corrections to any hazard that has come to his/her attention.

Any safety-related work requests should be given the highest priority to ensure prompt correction.

The DIRECTOR OF MAINTENANCE, OPERATIONS, and TRANSPORTATION will review all reports of unsafe/unhealthy work conditions on a regular basis to determine the development of any patterns.

The DIRECTOR OF MAINTENANCE, OPERATIONS, and TRANSPORTATION will follow up on corrective activity for all reports of unsafe or unhealthy conditions.

Principals and Supervisors
Upon the identification of an unsafe/unhealthy work condition or practice, the Principals and/or Supervisors will initiate the appropriate corrective action by way of a work order or communication with the appropriate department.

Principals and Supervisors are responsible for identifying and controlling access to a hazard and to prevent further danger to employees and the public, as well as notifying the necessary persons responsible for taking required action to correct the hazard.

Principals and Supervisors have the responsibility of investigating and determining the root cause of any unsafe condition. Any source of hazard that is beyond the ability of the Principals and/or Supervisor to correct should be immediately reported to the SAFETY OFFICER.

Principals and Supervisors are also responsible for taking temporary precautions until corrections can be made. Principals and Supervisors shall provide a status report to the SAFETY OFFICER when a temporary correction has been made.

Employees
All Employees are responsible for taking appropriate action to correct unsafe and unhealthy working conditions by immediately notifying appropriate management personnel of the conditions.

Hazard Correction Follow-Up

Whenever any report of an unsafe or unhealthy condition has been made, follow-up is essential to ensure that proper corrections are being or have been made. Persons of responsibility should conduct the necessary follow-up. Persons initiating a Report of Unsafe Condition or Hazard should follow up with their supervisors regarding the status of corrections.

Any unnecessary delays in hazard correction should be investigated by Principals and Supervisors and reported to the SAFETY OFFICER.

In the event an unreasonable delay in correcting safety hazards occurs, the SAFETY OFFICER should inquire with the necessary personnel the status of the work and report any pertinent information back to the Principal and/or Supervisor.

Once a reported hazard has been corrected, Principals and Supervisors should conduct a safety evaluation to ensure that the hazard has been completely eliminated.

Access should only be permitted upon the approval of the persons responsible for the area.

Accident Investigation

Supervisor Accident Investigation

It is the responsibility of the immediate supervisor to investigate all injuries (or near misses) and report on the WASHINGTON COLONY SCHOOL DISTRICT 'S *Supervisor's Report of Injury or Illness.* Supervisors will retain a copy and supply a separate copy to the appropriate department. These reports are subject to review by the SAFETY OFFICER. All Workers' Compensation forms are available _____ (Insert Location).

Written reports of investigations should be as complete as possible. The most accurate, thorough reports record the sequence of events, noting each event in the order in which it occurred.
A complete, factual report includes information based on these questions:

- WHO was injured and/or WHAT was damaged?
- HOW did the accident happen?
- WHERE and WHEN did it happen?
- WHO saw it happen?
- WHAT persons and/or equipment were involved?
- WHY did the accident happen?
- WHAT could and should have been done to prevent it?
- HOW can similar accidents be avoided in the future?

Procedures for investigating employee injures include:

1. **Visiting the accident scene as soon as possible.**
   This will allow the supervisor to see the scene of the accident before any alterations to the scene can be made. It also allows the supervisor to be visible and available to Employees in the area.

2. **Interviewing injured workers and witnesses.**
   Several points of view may be helpful in determining the actual cause of an accident. Always include statements in the accident investigation report.

3. **Examining the workplace for factors associated with the accident.**
   It is essential to inspect the scene of the accident to determine if any hazards are present that may cause future accidents.

4. **Determining the cause of the accident.**
   Understanding the root cause of an accident will allow management to develop measures to prevent similar accidents from recurring. Determining the root cause of an incident may be a difficult or arduous task. A diligent investigation will allow management to understand the root cause.

5. **Taking corrective action to prevent the accident from recurring.**
   Immediate and complete corrective action is essential.

6. **Documenting the findings and corrective actions taken by completing Supervisor's Accident Investigation Report.**
   Attach all necessary information to the investigation report.

Outside Agency Investigation

Serious injuries and fatalities may be investigated by agencies outside of the WASHINGTON COLONY SCHOOL DISTRICT in addition to any internal investigation. Insurance agencies, as well as Cal/OSHA, fire departments, law enforcement agencies, and the WASHINGTON COLONY SCHOOL DISTRICT attorney may desire to investigate serious accidents and fatalities.

The WASHINGTON COLONY SCHOOL DISTRICT will cooperate with and assist outside agencies during the course of these investigations.

Reports to Cal-OSHA

Serious and fatal injuries are to be immediately reported to Cal/OSHA by the _____(Insert District Title). Immediately means as soon as practically possible but not longer than 8 hours after the WASHINGTON COLONY SCHOOL DISTRICT knows or with diligent inquiry would have known of the death, serious injury, or illness. If the WASHINGTON COLONY SCHOOL DISTRICT can demonstrate that exigent circumstances exist, the time frame for the report may be made no longer than 8 hours after the incident.

Serious injuries warranting Cal/OSHA notification include injuries that occur in a place of employment or in connection with any employment which requires inpatient hospitalization for a period in excess of 24 hours for other than medical observation, or in which an employee suffers a loss of any member of the body or suffers any serious degree of permanent disfigurement.

When making such report, the following information should be reported, if available:

(1) The time and date of the accident or event
(2) The WASHINGTON COLONY SCHOOL DISTRICT Schools' name, address, and telephone number
(3) The name and job title of the person reporting the accident or event
(4) The address of the site of the accident or event
(5) The name of person to contact at the site of the accident or event.
(6) The name(s) and address (es) of any injured employee(s)
(7) The nature of the injury
(8) The location where injured employee(s) was/were moved to
(9) The identities of other law enforcement agencies present at the site of the accident or event
(10) A description of the accident or event and whether the accident/event scene or instrumentality has been altered

California Division of Occupational Safety and Health Enforcement Office in Fresno

Phone (559) 445-5302

Mariposa Street, Ste. 4000 Fresno, CA 93721
Fax (559) 445-5786

Training & Instruction

Training Programs

The WASHINGTON COLONY SCHOOL DISTRICT is committed to providing all necessary safety training to its employees. Safety training programs are necessary for the WASHINGTON COLONY SCHOOL DISTRICT to communicate to employees the hazards associated with their positions and safe work practices necessary to mitigate those hazards.

Training will be communicated through a number of ways: dialog between trainer and trainee, online courses, safety videos or DVDs, safety literature, hands-on examples, on-the-job training, seminars, and workshops.

Communication during training sessions should be two-way to ensure that employees understand their training and are afforded the opportunity to ask questions to clarify any information they may not understand initially.

The SAFETY OFFICER will periodically review the effectiveness of specific training programs and recommendations will be communicated to the necessary personnel or agencies conducting the training.

Initial Job Instruction

Initial job instruction (or job position safety orientation) refers to the on-the-job training given to new employees to prepare them to do a specific job. It covers such topics as general hazards, cleanliness and housekeeping responsibilities, and appropriate general safety rules. This type of safety training is an initial effort to generally acquaint employees with what they will need to know to perform their new positions safely.

Whether the employee is a new hire or a transfer from area position, safety training is essential.

When Employees move to new occupations, they are confronted with an entirely new workstation and a new set of safety hazards.

Pre-Job Safety Instructions for Hazardous Jobs

For hazardous jobs, it is advisable to cover the major job hazards with pre-job safety instructions. These are overviewed in an employee-specific orientation for hazardous operations. During this orientation, the employee's supervisor will cover specific hazards of the job and necessary precautions.

Information to be included during this type of training should include, but not be limited to:

- Safety equipment and personal protective equipment requirements
- Potential exposure to toxic materials
- Emergency procedures
- Physical hazards associated with the work area

Safety Talks

Planned Safety Talks

Planned safety talks are one of several supervision tools for ongoing safety instructions designed to increase awareness of hazards, safe job procedures, and critical safety rules. These are designed to be short five to ten minute instructional talks between the first line supervisor and one or more employees. The subject of each talk is a specific topic like a safety rule or a particular hazard that is in need of emphasis. Supervisors should conduct these safety talks.

Planned safety talks should be used whenever a new substance, process, procedure, or piece of equipment presenting a new hazard is introduced and whenever a supervisor becomes aware of a new or previously unrecognized hazard. If a new substance, process, procedure or piece of equipment presenting a new hazard is not introduced, supervisors may schedule regular safety talks at a frequency that best suits the operations of the department or affected employees.

Correctional Safety Talks

When an employee is observed working in an unsafe manner, it is the responsibility of the supervisor to correct the employee in a manner appropriate to the facts of the case.

Recordkeeping

There are several forms of documentation that must be retained for recordkeeping purposes:

Safety Evaluation Documentation

- Safety evaluation documentation will be maintained by the _____ (Insert District Title or Department)
- Safety evaluation documentation should include the name(s) of the person(s) conducting the evaluation
- Safety evaluation documentation should include any unsafe conditions or work practices
- Safety evaluation documentation should include corrective actions
- Safety evaluation documentation should be maintained for no less than three (3) years

Safety Training Documentation

- _____ (Insert District Title or Department) or designee will maintain safety training documentation for a period of no less than three (3) years
- Safety training documentation should include the employee's name, training dates, type of training, and training providers
- Online safety training documentation is also available via the District's Online Training Resource

Employee Injury Reports/Supervisor Accident Investigation Reports

- The _____ (Insert District Title or Department) will maintain Employee Injury Reports and Supervisor Accident Investigation Reports
- Copies of Employee Injury Reports and Supervisor Accident Investigation Reports will be maintained _____ (Insert Location or Department)
- Copies of Employee Injury Reports and Supervisor Accident Investigation Reports shall be kept for the duration of the employee's employment

Appendix

Report of Unsafe Condition or Hazard Form

Please use this form to report unsafe or uncorrected conditions which could endanger employees or students of this District, or to request assistance from the District Safety Committee or District Safety Officer. You may report conditions or hazards anonymously. Send completed form to your Supervisor.

Name :_____(optional) Date: _____

Department :_____(optional)

Phone/Email: _____ (optional)

Name Hazard:
Location of Hazard
How Can This Hazard Be Corrected?

Note: All workplace safety concerns communicated to your management team are strictly confidential. Under no circumstances shall the employee be reprimanded or be retaliated against for making the District aware of any safety hazard.

Employee's Report Of Injury Or Illness

Return this form to your supervisor

Employee's name _____

Job Position/Title _____

Shift hours _____ Days off _____ Supervisor's name _____

_____

Date and time of injury or illness _____ Location _____

_____

Task being performed when injury occurred _____

_____

Date and time injury or illness reported _____ To whom? _____

_____

Name(s) of witness (es) _____

_____

Describe how the injury or illness occurred:

_____

_____

_____

What part of the body was affected?

_____

Describe the injuries or illness in detail:

_____

_____

_____

_____

_____

Date, time you first sought medical attention:

_____

Name of doctor and/or hospital:

_____

Could anything be done to prevent occurrences of this type? If so, what?

_____

_____

_____

_____ _____

Signature of Employee Date

Supervisor's Report Of Injury Or Illness

Return this form and the Employee's Report of Injury or Illness to the departmental safety officer

Employee's name _____

Job position/title _____ Supervisor's name _____

Date and time of injury or illness _____ Location _____

Task being performed when injury occurred _____

_____

Date and time injury was reported to you _____

Name(s) of witness(es) _____

_____

Accident resulted in: Injury _____ Fatality _____ Property damage _____

First aid given? _____ Medical treatment required? _____ Workdays lost _____

Describe how the injury or illness occurred:

_____

_____

_____

_____

What actions, events, or conditions contributed most directly to this injury or illness?

_____

_____

_____

_____

Could anything be done to prevent occurrence of this type? If so, what?

_____

_____

_____

_____

_____ _____

Signature of Supervisor Date

_____ _____

Signature of Safety Officer Date

Comments:

_____

_____

_____

Quarterly Safety Walk Checklist

Inspection date: _____

Location: _____

Inspector's Name: _____

Exterior Areas		Yes	No	NA	Comments
1	Are paved surfaces, such as parking lots, sidewalks, and courtyards, free of hazardous conditions or deterioration?				
2	Is turf in good condition; is landscape well-groomed and free of overhang, concealment, or other potential hazards?				
3	Does the site drainage system appear to effectively remove irrigation and storm water runoff and prevent standing water or unacceptable erosion?				
Building Conditions		**Yes**	**No**	**NA**	**Comments**
4	Is the building free of apparent leaks or other obvious water intrusion?				
Doors, Exits, and Means of Egress		**Yes**	**No**	**NA**	**Comments**
5	Are exits and exit paths unobstructed and are doors free of inappropriate locks?				
6	Is the site emergency evacuation map posted near all classroom and/or office doors?				
Emergency Action Equipment & Systems		**Yes**	**No**	**NA**	**Comments**
7	Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?				
8	Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?				
Mechanical and Utility Systems		**Yes**	**No**	**NA**	**Priority** / **Comments**
9	Are electrical panels and utility shutoff switches and valves unobstructed, properly labeled or identified, and protected from tampering?				
10	Are electrical wiring systems in good condition; is live wiring properly capped and concealed; and is wiring free of damage or improper usage?				
11	Are electrical power cords and extension cords properly placed and free from damage or inappropriate use?				
Chemicals and Chemical Storage		**Yes**	**No**	**NA**	**Comments**
12	Are hazardous chemicals properly stored?				
13	Are all containers holding hazardous materials properly labeled with the chemical name and an appropriate hazard warning?				

Housekeeping and Storage Practices		Yes	No	NA	Comments
14	Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?				
15	Are mechanical and electrical utility rooms free of inappropriate storage?				
General Conditions – Other		**Yes**	**No**	**NA**	**Comments**
16	Poster titled "Report Suspected Child Abuse and Neglect" is visible on site?				
17	Are safety posters visible in each staff room and workroom?				
18	Is the site free of graffiti or other signs of vandalism?				
19	Are other general conditions free of apparent hazards or concerns?				

Annual Safety Evaluation Checklist

Inspection date:_____

Location:_____

Inspector's Name: _____

Exterior Areas		Yes	No	NA	Comments
1	Are exterior premises equipped with appropriate signage that provides warnings, facility use restrictions, and other relevant information?				
2	Are parking areas paved, striped, and signed as appropriate, and free of vehicles parked in unauthorized locations?				
3	Are paved surfaces, such as parking lots, sidewalks, and courtyards, free of hazardous conditions or deterioration?				
4	Is turf in good condition; is landscape well-groomed and free of overhang, concealment, or other potential hazards?				
5	Does the site drainage system appear to effectively remove irrigation and storm water runoff and prevent standing water or unacceptable erosion?				
6	Are fences and gates of an appropriate type and condition?				
Building Conditions		**Yes**	**No**	**NA**	**Comments**
7	Does interior and exterior lighting appear to be adequate, and are lighting fixtures in good condition?				
8	Do building structures and finish materials appear to be in good condition and free of visible deterioration?				
9	Is the building free of substandard or improvised construction?				
10	Do doors, windows, and glass appear to be of an appropriate type and condition?				
11	Was the building free of apparent leaks or other obvious water intrusion?				
12	Do walls and ceilings appear to be of an appropriate type and condition?				
13	Are floors and floor coverings of an appropriate type and condition?				
14	Are stairs and ramps in good condition and equipped with handrails where required?				
15	Are movable walls and partitions in good condition, properly inspected, and maintained?				
Doors, Exits, and Means of Egress		**Yes**	**No**	**NA**	**Comments**
16	Are exits and exit paths unobstructed and regularly inspected, and are doors free of inappropriate locks?				
17	Are "EXIT" and "NOT AN EXIT" signs installed?				

18	Is emergency lighting provided as required, and is it properly maintained?					
19	Is the site emergency evacuation map posted near all classroom and/or office doors?					
20	Are fire doors and fire curtains inspected, functional, and properly maintained?					
Emergency Action Equipment & Systems		**Yes**	**No**	**NA**	**Comments**	
21	Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?					
22	Are fire sprinkler systems in good condition and properly certified and inspected; are sprinkler heads and valves/risers unobstructed and properly identified; and are fire department pumper connections equipped with protective caps?					
23	Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?					
24	Are fire hoses and standpipe systems properly inspected, maintained, and unobstructed?					
25	Are employees familiar with the location and operation of alarm and fire protection systems?					
26	Is emergency communication and broadcast equipment available, such as public announcement systems and radios?					
Mechanical and Utility Systems		**Yes**	**No**	**NA**	**Priority**	**Comments**
27	Are electrical panels and utility shutoff switches and valves unobstructed, properly labeled or identified, and protected from tampering; and do visible system components appear to be in good condition?					
28	Are electrical wiring systems in good condition; is live wiring properly capped and concealed; and is wiring free of damage or improper usage?					
29	Are electrical power cords and extension cords properly placed and free from damage or inappropriate use?					
30	Are electrical fixtures properly installed, properly protected, and free of damage?					
31	Are HVAC systems and compressors in good condition, properly maintained, and permitted as required?					
32	Are plumbing systems and fixtures in good condition and free from damage or leaking?					
33	Are boilers and water heaters in apparently good condition, strapped or anchored to prevent horizontal displacement during earthquakes, and equipped with properly installed relief valves?					

34	Are gas-fired water heaters and suspended heaters equipped with flexible gas connections and properly vented?				
35	Are utility meters, gas tanks, and other utilities protected from damage?				
36	Are employees familiar with emergency utility shutoff procedures?				
37	Are elevators and/or access lifts in good condition, free of hazards, and permitted and maintained?				
Chemicals and Chemical Storage		**Yes**	**No**	**NA**	**Comments**
38	Are hazardous chemicals properly stored?				
39	Are all containers holding hazardous materials properly labeled with the chemical name and an appropriate hazard warning?				
40	Are pesticides properly applied by authorized personnel?				
41	Are all chemicals reviewed prior to use, and do employees refrain from bringing in household chemicals?				
42	Are employees familiar with the location and use of Safety Data Sheets?				
43	Are flammable liquids properly stored?				
44	Are compressed gases properly stored?				
Housekeeping and Storage Practices		**Yes**	**No**	**NA**	**Comments**
45	Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?				
46	Are mechanical and electrical utility rooms free of inappropriate storage?				
47	Are shelving units anchored to the wall or floor to prevent falling?				
48	Are heavier items stored within the optimum lifting zone to prevent top-heavy arrangements or lifting injuries, and are bulky items stored on lower shelves or on the floor?				
49	Are landings and stairs free of storage?				
50	Are the premises free of the accumulation of trash, debris, or the unsafe storage of combustibles?				
51	Are important records and other sensitive items secured and stored above the floor or ground level to prevent water damage?				
General Conditions – Other		**Yes**	**No**	**NA**	**Comments**
52	Is the site free of graffiti or other signs of vandalism?				
53	Are other general conditions free of apparent hazards or concerns?				

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.7
DATE: September 08, 2015

SUBJECT TITLE: Superintendent's Report

Action _____ Discussion ___√___ Information _____

BACKGROUND

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities. (BP 0200)

CONSIDERATION

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs. Superintendent will discuss the District Goals and Objectives with the Board of Education. The District/Superintendent's Goals and Objectives follow for your review.

Washington Colony Elementary School District
2015-2016
District Goals

GOAL A: Increase Academic Student Achievement
Objectives
A-1: Work with District Vice Principal and Leadership team to set school goals (LCAP/SPSA/EL Master Plan) for student achievement with constant review of student progress in all academic areas.
A-2: Work with VP/Leadership team and monitor LCAP Actions, Services and Expenditures in order to attain goals for students' academic achievement by engaging parents, teachers, staff, board of education and community stakeholders.
A-3: Monitor the implementation of a robust and effective Professional Development (CCSS)ELA/MATH/ELD Program by working with school site leadership team to establish weekly PLC's and professional development. Consider and establish a professional development budget that will allow staff members to attend conferences approved by the Superintendent and Governing Board.
A-4: Fully Implement Common Core State Standards Performance lessons by June 30, 2016.
A-5: Monitor Implementation of Character Counts/PBIS Program school-wide.
A-6: Improving the Academic Performance and expanding opportunities for ALL students as measured by Data Driven reports and assessment from Aeries and Illuminate, District Benchmark Assessments results, CELDT test results and the California Assessment of Student Performance and Progress (CAASPP) system results.
A-7: Provide additional resources to support and assist our Intervention Program through the reallocation of resources that better address the specific needs of all students.
A-8: Increase in all classrooms the use of Technology related to CCSS and SBAC.
A-9: Adopt new ELA Reading/ELD curricula and new Intervention curriculum for Special Education program
A-10: Provide additional resources to the Fine Arts Music program to enhance student motivation

GOAL B: Increase Professional Accountability for All Staff
Objectives
B-1: Guide, Support and Evaluate Teachers, District and Management staff.
B-2: Use Evaluation tools and to work with the employee bargaining units to establish an effective evaluation process that will result in an improved student achievement and hold all staff members accountable.
B-3: Daily visiting classrooms, observing curriculum, and instructional practices, facilities, and school operations and provide feedback to teachers and staff as appropriate.
B-4: Continue to monitor and improve instruction to increase the number of students who meet and/or exceed local, state, and federal accountability standards.
B-5: Provide Resources and Structures to promote employee personal growth through professional development, collaboration and research-based instruction, and intervention strategies.
B-6 Build Professional Learning Communities (PLCs) through a collaborative culture of High-Performing Teams through Instructional Coaching Support and evidence-based instructional strategies.
B-7: Provide a safe, healthy, clean, and supportive learning and work environment through the establishment of an effective communication tool whereby facility issues are reported and addressed immediately within existing staff and other budget resources.

B-8 Recruit and Retain Highly Qualified Teachers.

GOAL C: Maintain a Balanced Budget & Board Relations
Objectives

C-1: Maintain Current Board/Superintendent Relations
- a) Maintain a positive, productive working relationship with the Board of Education.
- d) Keep the Board of Trustees inform with weekly updates.
- c) Foster an environment of open communication with the Board.

C-2: Initiate a Governance Handbook in collaboration with the Board of Education.
C-3: Maintain and monitor new implementation of State LCFF/LCAP system by keeping a regular communication with the district's financial personnel and providing periodic updates to the Board.
C-4: Update District policies in a regular basis and once updated, establish a monitoring system whereby all Board policies are reviewed at least every other year.
C-5: Update the Board of Trustees on Collective Bargaining Units negotiations.
C-6: Attend CSBA, ACSA, SSDA, CVELI and other workshops to attain professional growth.
C-7: Maintain a balanced General Fund Budget that includes a healthy General Fund reserve that may exceed the required minimum State requirement and meets or exceed the Board policy____ percent of all General Fund expenditures including any changes in the new LCFF/LCAP & ACA regulations.
C-8: Participate in the Easton Community Water System Authority meetings and be informed of JPA.
C-9: Seek for state facilities funding in order to implement facility-planned projects.
C-10: Maintain positive relations and partnership with organizations that value and promote public education.

GOAL D: High Levels of Student Attendance
Objectives

D-1: Increase Parent Involvement District-wide by improving attendance at parent night workshops, parent/teacher conferences, parent school site parent club meetings, back to school night and open house. Increase the availability of Parent Training Workshops at all school sites.
D-2: Monitor Student Attendance on a daily basis. Complete weekly student attendance report.
D-3: Monitor the Implementation of the school-wide Truancy Intervention Program (TIP).
D-4: Maintain active parent committees at all schools (SSC, ELAC/DELAC, SAC/DAC, PTA etc.)
D-5: Communicating with students, staff, parents and community stakeholders through the establishment of a school publication (WCESD Newsletter) that is published to all parents, businesses and other stakeholders at least quarterly.

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.8
DATE: September 8, 2015

SUBJECT TITLE: CALPADS Data Management Recognition to WCESD

Action _____ Discussion _____ Information ___√___

BACKGROUND

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

CONSIDERATION

The California Department of Education and the Fiscal Crisis & Management Assistance Team/California School Information Services (FCMAT/CSIS) have established the CALPADS Data Management Recognition Program to formally commend LEAs that have met all CALPADS deadlines in a given year. The CALPADS Data Management Recognition for 2014-15 is being awarded to LEAs that completed the following CALPADS Data Submissions by deadline listed below:
December 19, 2014 – Fall 1
March 10, 2015 – Fall 2
The CALPADS Data Management Recognition to Washington Colony Elementary follows for your review.

August 26, 2015

Dear Superintendent/Principal Jesus Cruz,

CALPADS Data Management Recognition

We are pleased to inform you your local educational agency has qualified for the 2014-15 California Longitudinal Pupil Achievement Data System (CALPADS) Data Management Recognition. Congratulations and thank you for your support for the submission and maintenance of high-quality data! Your certificate accompanies this letter. Please extend our congratulations to all those involved in CALPADS submissions, including site and district administrators and staff who work with your student data. In addition to the certificate, your LEA will be recognized on the CALPADS Data Management Recognition webpage at http://fcmat.org/Pages/Data-Submission-Recognition-Program.aspx.

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

The local educational agency (LEA) staff working with CALPADS are integral to keeping CALPADS up-to-date with current, accurate data. Submission deadlines are established each year and LEAs that meet all submission deadlines assist the state in maintaining timely, high-quality data. The California Department of Education and the Fiscal Crisis & Management Assistance Team/California School Information Services (FCMAT/CSIS) have established the CALPADS Data Management Recognition Program to formally commend LEAs that have met all CALPADS deadlines in a given year. The CALPADS Data Management Recognition for 2014-15 is being awarded to LEAs that completed the following CALPADS Data Submissions by the deadline listed below:

- *December 19, 2014 – Fall 1*
- *March 10, 2015 – Fall 2*
- *July 31 2015 – EOY1*, EOY 2, EOY 3 & EOY 4 **
  ** (only required if LEA has grades 10-12)*

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

Sincerely,

Cindy Kazanis

Cindy Kazanis
Director
Educational Data Management Division
California Department of Education

Nancy J. Sullivan

Nancy Sullivan
Chief Operations Officer
FCMAT/California School Information Services

California Department of EDUCATION

California Department of Education
CALPADS
California Longitudinal Pupil Achievement Data System

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
CSIS California School Information Services

Data Management Recognition

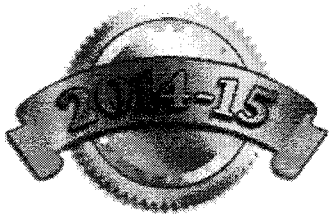
Presented to

Washington Colony Elementary

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

Cindy Kazanis

Cindy Kazanis
Director
Educational Data Management Division
California Department of Education



Nancy J. Sullivan

Nancy Sullivan
Chief Operations Officer
FCMAT/California School Information Services

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.9
DATE: September 8, 2015

SUBJECT TITLE: LOCAL CONTROL AND ACCOUNTABILITY PLAN REVIEW 2 UPDATE

Action _____ Discussion ___√___ Information _____

RECOMMENDATION

The FCOE Director of LCAP and Compliance department has completed a Review 2 and has provided input on the Washington Colony Elementary School District's Local Control Accountability Plan.

BACKGROUND

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process is used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

The Board adopts a districtwide local control and accountability plan (LCAP), following the template provided in 5 CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP is updated on or before July 1 of each year and, like the district budget, covers the next fiscal year and subsequent two fiscal years.

The LCAP focuses on improving outcomes for all students, particularly those who are "unduplicated students."

There are eight State priorities that must be addressed in the LCAP. (County offices of education have two additional priorities.) The priorities are grouped into three categories: Conditions for Learning, Engagement, and Pupil Outcomes. Each LCAP goal may include more than one priority.

A public hearing to solicit recommendations and comments of the public regarding the specific actions and expenditures proposed to be included in the LCAP was held on Tuesday, June 16, 2015. The budget hearing required pursuant to Education Code 42127 and AR 3100 *Budget* was held at the same meeting. The LCAP and Budget was approved at the Tuesday, June 23, 2015 Regular Board Meeting. The Administration presented the FCOE LCAP Review 1 recommendations at the August 11, 2015 Regular Board Meeting.

CONSIDERATION

The WCESD administration is presenting to the board the LCAP Review 2 and Final LCAP Draft after the recommendations given by FCOE Educational and Fiscal.

Introduction:

LEA: Washington Colony Elementary School District **Contact (Name, Title, Email, Phone Number): Dale Drew, Interim Superintendent, daledrew@washingtoncolony.org, (559) 233-0706** **LCAP Year: 2015-16**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county

office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In 2014-15 stakeholder groups were presented with information by administration for discussion regarding the LCAP. Throughout the year updates to the LCAP and opportunities for input were provided. Input gathered from surveys and meetings were reviewed by District administration and analyzed to ascertain priorities for inclusion in the LCAP. LCAP updates were presented at the December 11, 2014 and May 26, 2015 School Site Council meetings. Parent members from our School Site Council represented our DAC. On June 2, 2015 the SSC/DAC parents reviewed the most recent draft of the LCAP and SPSA. Input from the meetings were analyzed and considered as part of the LCAP update process. Parents, students, staff, and community members were invited to a stakeholder meeting was held on January 20, 2015. The District presented an LCAP update that included progress to date toward goals, actions, and services. Qualitative and quantitative data supporting annual measurable outcomes was discussed.	The input from stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable input regarding the needs and services for each of the applicable pupil subgroups as well as for all pupils regardless of subgroup. Analysis of District/School data and input from stakeholders guided the development of goals and actions/services related to the needs of our students and families. Due to the high concentration of unduplicated pupils, the scope for all actions/services is LEA wide. The LCAP surveys revealed themes related to increasing achievement and proficiency levels in ELA, Math and ELD; increasing positive school climate and maintaining facilities in good repair; and increasing stakeholder

During the month of May, an LCAP survey was made available to parents, students, staff and community members both online and via hard copy. During open house, chromebooks were made available in each classroom to facilitate completion of the survey. The District received over 150 responses. A public hearing to solicit recommendations and comments of the public regarding the specific actions and expenditures proposed to be included in the LCAP was held on June 16, 2015. A final meeting with the CTA bargaining unit representative was held on June 19, 2015. The LCAP and CARS was presented at a DLAC meeting June 25, 2015.	engagement and parent education opportunities. Continuing/increasing academic supports and enrichment, social and emotion supports for students and families, academic intervention, professional learning and instructional resources, parent engagement and educational services, and 21st Century learning skills and educational technology topped the list of needed services/actions.
Annual Update: During the course of the year, the District notably improved its efforts to reach out to stakeholders. All of the State Priorities were presented at the stakeholder meeting on January 20, 2015. In addition, an update on the progress achieved towards the goals, actions, and services along with data which included the following: Attendance Summary, Discipline Notice and Suspension/Expulsion Data, 2012/2013 API, and the number of students involved in extracurricular activities was shared.	**Annual Update:** The improved and increased input from stakeholders significantly impacted the development of activities/services as outlined in Section 2.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and

for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure.

Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL #1: All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners.	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5__ 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____

Identified Need :	State assessment results for ELA, Math and ELD indicate low performance for all students	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All students and subgroups will have access to standards aligned curriculum and materials. State Standards implementation will be monitored through increased performance on the state ELA and math assessment. A broad course of study offering to students and other pupil outcomes shall be indicated by a master schedule and teacher daily schedules. Other pupil outcomes are to include CST Science Data and Physical Fitness Testing Data. All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners. AMAO targets will be met and increase EL reclassification by 1%. Proficiency rates in ELA and math will increase by 2%. Metrics to include SBAC data, AMAO data, and professional development opportunities. HQT percentage = 100% The following metrics do not apply because Washington Colony is a K-8 LEA: High School A-G, CTE, AP, and EAP. API has been suspended by the state.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Hire/retain Highly Qualified Teachers (HQT) for all core, elective, and special education classes. Hire/retain 1 FTE Music Teacher, 1 FTE Physical Education Teacher and Intervention Teacher.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Washington Colony $1,564,122 Schoolwide

		__Other Subgroups:(Specify)_____	$156,476
b. Provide additional instructional support personnel at early primary grades.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $20,841 Schoolwide $30,620
c. Provide furnishings, equipment, materials, supplies and staffing for instructional programs and school library/learning commons.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $4,500 Schoolwide $95,610
d. Provide standards aligned core and supplemental curriculum; replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $66,900 Schoolwide $6,000
e. Provide professional development, additional academic coaching, materials and supplies to support the full implementation of CCSS; provide substitutes and extra time.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $58,250
f. Provide additional contracted staff time for professional development focused on ELD.	*Schoolwide*	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 1 Action e.
g. Monitor progress of all students using	Washington	X ALL	Washington

benchmark assessments and state assessment; provide data system licenses and contracts, professional development, materials, supplies and staff time to input data.	Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Colony $1,600
h. Hire/retain District Intervention Coordinator/Teacher to provide research based instructional strategies, interventions and progress monitoring; provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 1 Action a.
i. Provide 21st Century learning skills and environment. Update, upgrade and replace technology, e.g. chromebook carts, computers, Promethean Boards, wireless access and security; hire/retain and/or contract for District Technology Instructional Coach to assist classroom teachers with embedding technology in lesson design, lesson delivery and student demonstration of learning.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $54,000

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	All students and subgroups will have access to standards aligned curriculum and materials. State Standards implementation will be monitored through increased performance on the state ELA and math assessment. A broad course of study offering to students and other pupil outcomes shall be indicated by a master schedule and teacher daily schedules. Other pupil outcomes are to include CST Science Data and Physical Fitness Testing Data. All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners. AMAO targets will be met and increase EL reclassification by 1%. Proficiency rates in ELA and math will increase by 2%.

	Metrics to include SBAC data, AMAO data, and professional development opportunities. HQT percentage = 100% The following metrics do not apply because Washington Colony is a K-8 LEA,: High School A-G, CTE, AP, and EAP. API has been suspended by the state.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Hire/retain Highly Qualified Teachers (HQT) for all core, elective, and special education classes. Hire/Retain 1 FTE Music Teacher, 1 FTE Physical Education Teacher, and Intervention Teacher.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $1,564,122 Schoolwide $156,476
b. Provide additional instructional support personnel at early primary grades.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $20,841 Schoolwide $30,620
c. Provide furnishings, equipment, materials, supplies and staffing for instructional programs and school library/learning commons.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $4,500 Schoolwide $95,610
d. Provide standards aligned core and supplemental curriculum; replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $66,900 Schoolwide $6,000

e. Provide professional development, additional academic coaching, materials and supplies to support the full implementation of CCSS; provide substitutes and extra time.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $58,250
f. Provide additional contracted staff time for professional development focused on ELD.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 1 Action e.
g. Monitor progress of all students using benchmark assessments and state assessment; provide data system licenses and contracts, professional development, materials, supplies and staff time to input data.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $1,600
h. Hire/retain District Intervention Coordinator/Teacher to provide research based instructional strategies, interventions and progress monitoring; provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 1 Action a.
i. Provide 21st Century learning skills and environment. Update, upgrade and replace technology, e.g. chromebook carts, computers, Promethean Boards, wireless access and security; hire/retain and/or contract for District Technology Instructional Coach to assist classroom	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $54,000

ii. teachers with embedding technology in lesson design, lesson delivery and student demonstration of learning.			

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	All students and subgroups will have access to standards aligned curriculum and materials. State Standards implementation will be monitored through increased performance on the state ELA and math assessment. A broad course of study offering to students and other pupil outcomes shall be indicated by a master schedule and teacher daily schedules. Other pupil outcomes are to include CST Science Data and Physical Fitness Testing Data. All students will increase achievement and proficiency levels in ELA, Math and ELD; increase levels of English Proficiency for English Learners. AMAO targets will be met and increase EL reclassification by 1%. Proficiency rates in ELA and math will increase by 2%. Metrics to include SBAC data, AMAO data, and professional development opportunities. HQT percentage = 100% The following metrics do not apply because Washington Colony is a K-8 LEA: High School A-G, CTE, AP, and EAP. API has been suspended by the state.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Hire/retain Highly Qualified Teachers (HQT) for all core, elective, and special education classes. Hire/Retain 1 FTE Music Teacher, 1 FTE Physical Education Teacher, and Intervention Teacher.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $1,564,122 Schoolwide $156,476
b. Provide additional instructional support	Washington	X ALL	Washington

personnel at early primary grades.	Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Colony $20,841 Schoolwide $30,620
c. Provide furnishings, equipment, materials, supplies and staffing for instructional programs and school library/learning commons.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $4,500 Schoolwide $95,610
d. Provide standards aligned core and supplemental curriculum; replenish/replace or update educational resources, materials and supplies; provide books, supplies services and capital outlay, including maintaining compliance with Individuals with Disabilities Education Act to support day to day operations.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $66,900 Schoolwide $6,000
e. Provide professional development, additional academic coaching, materials and supplies to support the full implementation of CCSS; provide substitutes and extra time.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $58,250
f. Provide additional contracted staff time for professional development focused on ELD.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 1 Action e.
g. Monitor progress of all students using benchmark assessments and state assessment; provide data system licenses and contracts,	Washington Colony	X ALL OR: __Low Income pupils __English Learners	Washington Colony $1,600

professional development, materials, supplies and staff time to input data.		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
h. Hire/retain District Intervention Coordinator/Teacher to provide research based instructional strategies, interventions and progress monitoring; provide supplemental curriculum, professional development, progress monitoring system, materials, supplies, substitutes, extra time for instructional and support staff to provide direct services, analyze data and identify next steps.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 1 Action a.
i. Provide 21st Century learning skills and environment. Update, upgrade and replace technology, e.g. chromebook carts, computers, Promethean Boards, wireless access and security; hire/retain and/or contract for District Technology Instructional Coach to assist classroom teachers with embedding technology in lesson design, lesson delivery and student demonstration of learning.	LEA Wide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $54,000

GOAL:	GOAL #2: Increase positive school climate and maintain facilities in good repair.	Related State and/or Local Priorities: 1 X 2 X 3__ 4 X 5__ 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____

Identified Need :	Average daily attendance: 95%; percentage of students suspended: <1%; percentage of students expelled: 0%; middle school dropout rate: 0%; overall facilities rating: good
Goal Applies to:	**Schools:** All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Focus on activities designed to maintain/improve actual attendance rate, chronic absenteeism, middle school dropout rate, suspension/expulsion rate, and overall facility conditions rating. Metric to include Aeries attendance

	reports and Williams report. The following metrics do not apply because Washington Colony is a K-8 LEA: High School drop out and graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue contract with FCOE for Truancy Intervention Program; provide support staff, materials, supplies and attendance incentives.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $2,124
b. Provide support staff, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $636,412 Schoolwide $130,641
c. Increase quantity and quality of student co-curricular and extra-curricular activities to improve positive school climate and culture.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $7,097 Schoolwide $15,000
d. Replace/upgrade classroom furniture to support 21st Century learning skills and environment	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action b.
e. Provide additional noontime supervisor to improve cafeteria/playground safety and maintain facilities; add part-time custodial personnel to insure cleanliness of student bathrooms and other facilities.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $311,000 Schoolwide $13,526

f. Supplement playground maintenance and provide additional playground supplies and equipment.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action b.
g. Provide, update and replace security/safety resources, e.g. security cameras, radios, and alarm systems.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action e.
h. Provide home-to-school transportation within District boundaries for students and school related events.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $140,150

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Focus on activities designed to maintain/improve actual attendance rate, chronic absenteeism, middle school dropout rate, suspension/expulsion rate, and overall facility conditions rating. Metric to include Aeries attendance reports, suspension/expulsion report, and Williams report. The following metrics do not apply because Washington Colony is a K-8 LEA: High School drop out and graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue contract with FCOE for Truancy Intervention Program; provide support staff, materials, supplies and attendance incentives.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $2,124

b. Provide support staff, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $636,412 Schoolwide $130,641
c. Increase quantity and quality of student co-curricular and extra-curricular activities to improve positive school climate and culture.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $7,097 Schoolwide $15,000
d. Replace/upgrade classroom furniture to support 21st Century learning skills and environment	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action b.
e. Provide additional noontime supervisor to improve cafeteria/playground safety and maintain facilities; add part-time custodial personnel to insure cleanliness of student bathrooms and other facilities.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $311,000 Schoolwide $13,526
f. Supplement playground maintenance and provide additional playground supplies and equipment.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action b.
g. Provide, update and replace security/safety resources, e.g. security cameras, radios, and alarm systems.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action e.

h. Provide home-to-school transportation within District boundaries for students and school related events.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $140,150

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Focus on activities designed to maintain/improve actual attendance rate, chronic absenteeism, middle school dropout rate, suspension/expulsion rate, and overall facility conditions rating. Metric to include Aeries attendance reports, suspension/expulsion reports, and Williams facility report. The following metrics do not apply because Washington Colony is a K-8 LEA: High School drop out and graduation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Continue contract with FCOE for Truancy Intervention Program; provide support staff, materials, supplies and attendance incentives.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $2,124
b. Provide support staff, materials and supplies to implement behavior improvement and character education programs; implement Positive Behavior Interventions and Supports (PBIS) to allow all students to achieve social, emotional and academic success.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $636,412 Schoolwide $130,641
c. Increase quantity and quality of student co-curricular and extra-curricular activities to improve positive school climate and culture.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $7,097 Schoolwide $15,000
d. Replace/upgrade classroom furniture to support	Washington	X ALL	Reference:

21st Century learning skills and environment	Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Goal 2 Action b.
e. Provide additional noontime supervisor to improve cafeteria/playground safety and maintain facilities; add part-time custodial personnel to insure cleanliness of student bathrooms and other facilities.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Washington Colony $311,000 Schoolwide $13,526
f. Supplement playground maintenance and provide additional playground supplies and equipment.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action b.
g. Provide, update and replace security/safety resources, e.g. security cameras, radios, and alarm systems.	Washington Colony Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Reference: Goal 2 Action e.
h. Provide home-to-school transportation within District boundaries for students and school related events.	Schoolwide	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Schoolwide $140,150

GOAL:	GOAL #3: Increase stakehold engagement and parent education opportunities	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increase LEA parent engagement based on sign-in sheets for advisory group meetings, back-to-school night/open house, parent/teacher conferences, and parent education meeting; increase parent education program offerings.	

Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase stakeholder engagement by 2% to be measured by sign in sheets from stakeholder meetings. Increase parent education program offerings by 5%. Continue to increase the number of workshops and training opportunities being offered for parents.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide interpreter/translator services for district-wide activities.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III
b. Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase student planners to increase communication from school to home regarding academic assignments and progress; replace static marquee with digital messaging marquee.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III
c. Provide and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours and childcare for parent education activities.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase stakeholder engagement by 2% to be measured by sign in sheets from stakeholder meetings. Increase parent education program offerings by 5%. Continue to increase the number of workshops and training opportunities being offered for parents.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide interpreter/translator services for	Washington	X ALL	Title I

district-wide activities.	Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title II Title III
b. Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase student planners to increase communication from school to home regarding academic assignments and progress; replace static marquee with digital messaging marquee.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III
c. Provide and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours and childcare for parent education activities.	Washington Colony	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase stakeholder engagement by 2% to be measured by sign in sheets from stakeholder meetings. Increase parent education program offerings by 5%. Continue to increase the number of workshops and training opportunities being offered for parents.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
a. Provide interpreter/translator services for district-wide activities.	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III
b. Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase student planners to increase	Washington Colony	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Title I Title II Title III

communication from school to home regarding academic assignments and progress; replace static marquee with digital messaging marquee.		__Other Subgroups:(Specify)_____	
c. Provide and/or contract for parent education offerings including parenting classes and English classes; provide materials, supplies, supplemental staff hours and childcare for parent education activities.	Washington Colony	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title I Title II Title III

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Hire/Retain Qualified Staff		Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5__ 6__ 7_X_ 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; Low Income; EL		
Expected Annual Measurable Outcomes:	Maintain 100% compliance	Actual Annual Measurable Outcomes:	Maintained 100% compliance.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire/Retain Qualified Staff to fully staff all core, elective courses, and special education classes	$1,536,703	Hired/Retained Qualified Staff to fully staff all core, elective courses, and special education classes. 100% of the staff is compliant in meeting the Highly Qualified Teacher criteria. There were no misassignments, and no unfilled vacancies. Students with Disabilities staffing (RSP) was increased by 1 FTE to meet increased caseload demand.	$1,536,703

Scope of service:	LEA Wide		**Scope of service:**	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		
Hire adequate special education staff to support students in program		$103,094 LCFF Base	Hired adequate special education staff to support students in program		$103,094
Scope of service:	LEA Wide		**Scope of service:**	LEA Wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify) Students with Disabilities			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify) Students with Disabilities		
Instructional Coaching/Lesson Design; Computer skills/literacy instruction; Learning Common support; manage website and social media.		$157,324	Shared contract for instructional technology coach; contracted for additional coaching services		$157,324
Scope of service:	LEA Wide		**Scope of service:**	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify)		
Speech/Language instruction supervision; K-5 Intervention/Support; Learning Common support.		$71,750	Increased Paraprofessional staff for speech/language instructional supervision and Learning Commons support		$71,750
Scope of service:	LEA Wide		**Scope of service:**	LEA Wide	

_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify) Students with Disabilities			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify)	
Provide music/physical education to K-8 grade students		$34,281	Provided 60% music teacher	$34,281
Scope of service:	LEA Wide		**Scope of service:**	LEA Wide
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
Provide special education services to identified students (current caseload is above maximum allowed for 1 teacher)		$94,410	Provided 1 additional RSP teacher; purchased special education vehicle with wheelchair lift for transportation in accordance with IEP	$94,410
Scope of service:	LEA Wide		**Scope of service:**	LEA Wide
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify) Students with Disabilities			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _XOther Subgroups:(Specify) Students with Disabilities	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from	Deliver Rigorous/Challenging Instructional Program	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X

prior year LCAP:		COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All; EL; Low Income

Expected Annual Measurable Outcomes:	Review core Math materials	Actual Annual Measurable Outcomes:	A team of teachers was established to review Common Core Math programs and make recommendation(s) for adoption. Engage New York was purchased and implemented as a bridge to the Common Core Math adoption. The District contracted with FCOE for on-site math coaching.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase core math and language arts state adopted materials; purchase supplemental material to support core instruction; provide professional development for Common Core implementation	$20,000	Reviewed and piloted core Math materials and purchased supplemental Math materials. Contracted for professional development for Common Core implementation including professional learning and coaching/planning support for ELA/Literacy, professional learning and coaching support for math, professional coaching/planning/co-teaching support for science, and professional partnership and support in systems and leadership coaching.	$20,000
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	Increase Parent Involvement/Partnership/Communication	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All; EL; Low Income	

Expected Annual Measurable Outcomes:	Increase number of contacts by 5%	Actual Annual Measurable Outcomes:	The collection of base line data was for use in calculating an increase in contacts was inconsistent and therefore difficult, if not impossible, to quantify.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide communication in home language; provide translation services; provide service for parents to check student progress electronically; parenting support programs; upgrade school marque.	$25,107	The school marquee, web site, and Facebook page were regularly updated. The CLAS program increased participation by 20 students and their parents over the 2013-14 school year. Bilingual translation services were provided for written and telephonic communications. A mass messaging system was utilized for school-to-home communications. Special events including grandparents day, muffin with mom, donuts with dad, and a father-daughter dance were sponsored. The Aeries student information system was upgraded to provide the capability of greater	$25,107

			parent access to student information.		
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LEA will define one or more metrics which effectively measure the impact of outreach efforts				

Original GOAL from prior year LCAP:	Increase Student Achievement	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	**Schools:** All **Applicable Pupil Subgroups:** All; EL; Low Income		
Expected Annual Measurable Outcomes:	Increase 5% API Base will be established by the state. Maintain EL reclassification rate. Meet EL proficiency targets set by the state. Determine what other courses will be measured. Common Core Implementation will be measured by State Assessments.	**Actual Annual Measurable Outcomes:**	API not available; EL reclassification rate and ELD targets were not met; benchmark assessments not yet developed, state assessment data not available.

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual**

				Expenditures
Improve instructional data system; purchase digital devices for student use; increase/improve number of digital support devices; provide academic incentive programs		$85,000	Improved instructional data system through AERIES upgrade; purchased additional Chromebook carts for multiple grade levels to share; academic incentive programs continued	$85,000
Scope of service:	LEA Wide		Scope of service:	LEA Wide
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Original GOAL from prior year LCAP:	Provide Core Academic courses for all		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	**Schools:** All **Applicable Pupil Subgroups:** All; EL; Low Income		
Expected Annual Measurable Outcomes:	Maintain 100% compliant instructional program	**Actual Annual Measurable Outcomes:**	Maintained 100% compliant instructional program. The annual review of district curriculum verified compliance with required student access to state/district adopted instructional materials. The annual District audit verified compliance with instructional materials, course offering/scheduling, and the number of required instructional minutes.
LCAP Year: 2014-15			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Hire/Retain Qualified Staff to fully staff all core, elective courses, and special education classes		See Goal 1	Hired/Retained Qualified Staff to fully staff all core, elective courses, and special education classes. 100% of the staff is compliant in meeting the Highly Qualified Teacher criteria. There were no misassignments, and no unfilled vacancies. Students with Disabilities staffing (RSP) was increased by 1 FTE to meet increased caseload demand.		See Goal 1
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

Original GOAL from prior year LCAP:	Maintain Attendance at, or above, 95% daily average	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual	Maintain 95% or greater daily average attendance. Establish baseline data on chronic	Actual Annual	Maintained 95% or greater daily average attendance; established baseline data on chronic

Measurable Outcomes:	absenteeism.	Measurable Outcomes:	absenteeism. Our chronic absentee rate (students absent 10% or more) for the 14/15 school year was 6%.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide attendance incentive programs, student recognition programs, Truancy Intervention Program; provide district transportation to and from school	$148,525	Provided attendance incentive programs; student recognition programs; Truancy Intervention Program; provided district transportation to and from school.	$148,525
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	Maintain Positive School Climate to enhance educational environment	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected	Maintain excellent Williams rating/decrease	Actual	Maintained excellent Williams rating/decreased

Annual Measurable Outcomes:	number of referrals that lead to suspension and expulsion	Annual Measurable Outcomes:	number of referrals that led to suspension and expulsion

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Maintain facilities in excellent repair and condition; maintain sufficient maintenance/custodial staff; replace/upgrade classroom furniture to support learning		$303,768	Maintained adequate facilities repair fund; increased maintenance/custodial staffing		$303,768
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Increase personnel in custodial department by 4 hours in order to maintain facilities according to Williams Act compliance requirements		$12,113	Provided an additional 4 hours in custodial department		$12,113
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress	The replacement/upgrading of classroom furniture will commence in the 2015-16 school year.

and/or changes to goals?	

Original GOAL from prior year LCAP:	Increase student engagement; decrease the middle school dropout rate	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Increase number of students involved by 5%; establish baseline data for a middle school dropout rate	Actual Annual Measurable Outcomes:	Prior year base line data for student involvement in sports programs and other extra-curricular activities was not collected; therefore, there was no basis for calculating increased involvement. Middle school dropout rate: 0

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide extra-curricular opportunities (sports, electives, clubs, CLAS program)	$7,007	Sports program provided; provided extra-curricular clubs/activities to support instructional program	$7,007
Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress	The LEA will define one or more metrics which effectively measure the impact of efforts to increase student engagement.

and/or changes to goals?	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$724,033
Using the calculation tool, Washington Colony Elementary School District has calculated that it will receive $724,033 in Supplemental and Concentration Grant funding under the Local Control Funding Formula (LCFF). The details of the related expenditures are itemized in this plan and include an intervention program and staffing, additional professional development, progress monitoring of at-risk students, data tracking, technology upgrades to provide additional service for the unduplicated student population. Because we have 86.65% unduplicated students, school wide delivery is most effective in delivering instruction. All actions/services are applied on a school-wide or district-wide basis.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

24.66	%

Using the calculation tool, Washington Colony Elementary School District has calculated that it will receive $724,033 in Supplemental and Concentration Grant funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 24.66%. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). Due to the high concentration of the unduplicated pupil count, all actions/services are applied on a school-wide or district-wide basis. Washington Colony has demonstrated that it has met the proportionality percentage by expending all Supplemental and Concentration funds allocated to the district on services for the unduplicated student populations as detailed in this plan in section 2.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

WCESD BOARD OF TRUSTEES

ITEM NO. V.B.1
DATE: September 8, 2015

SUBJECT TITLE: ADA/ENROLLMENT REPORT (report generated 9/04/15)

Action _____ Discussion _____ Information ___√___

BACKGROUND

Washington Colony Elementary School ADA/Enrollment Report for the school year 2015-2016.

CONSIDERATION

The WCESD report for the August ADA 2015-16 school year follows for your review.

Enrollment by Teacher
Period Ending 9/4/2015
Month 1

Teacher	Grade Level(s)	# of Students	YTD ADA
Davis	K	24	23.07
Smith	TK	15	14.00
Schaffer	K	23	22.28
Dack	1	23	22.64
Pallas	1	23	22.64
Doyle	2	26	25.71
Garcia	2	28	26.64
Espinosa	3	21	20.64
Sweet	3	21	20.64
Brotnov	4	24	22.93
Lyles	4	24	23.21
Barker	5	20	19.64
Hawkins	5	20	19.07
Martinez	6	17	16.36
McCabe	6	16	15.64
Huffmon	7	23	22.64
Showalter	7	20	19.29
Marquez	8	23	22.64
Jennings	8	23	22.07
Taylor	K-8 SDC	8	7.50
TOTALS:		422	409.25

WCESD BOARD OF TRUSTEES

ITEM NO. V.B.2
DATE: September 8, 2015

SUBJECT TITLE: Suspension Report

Action _____ Discussion _____ Information __√__

BACKGROUND

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend a student from regular classroom instruction.

Suspended students are excluded from all school-related extracurricular activities during the period of suspension.

All requests for student suspension are processed by the principal or designee. The principal or designee reports the suspension, including the name of the student and the cause for the suspension, to the Superintendent and the Board.

CONSIDERATION

The Suspension Report is distributed separately as it contains confidential information.

Moved by _____ Second _____

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