# ROUTINE ITEMS

**WCESD BOARD OF TRUSTEES**

ITEM NO. IV.A
DATE: November 13, 2018

**SUBJECT TITLE:** APPROVE AGENDA

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION**

Approve agenda for the November 13, 2018 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:_____

# WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

*Board of Trustees*
Gary Chavez, President
Bob Dack, Clerk

Liz Faccinto, Member
Pete Mathew, Member
Rene Mendoza, Member

*Secretary*
Jesus Cruz, Superintendent/Principal

# Regular Meeting AGENDA

Tuesday, November 13, 2018, 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

## II. Roll Call

## III. Pledge of Allegiance

## IV. Routine Items

### *A. Approve Agenda*

Approve agenda for the November 13, 2018 Regular Board Meeting.

### *B. Adopt Minutes*

#### 1. October 9, 2018 Regular Board Meeting

### *C. Public Comment/Board Comment*

An opportunity for the public and/or the Board to address matters related to school district business which are not on the agenda. Although the item(s) may be discussed, no action may be taken on the item(s). Please see the *Welcome!* Pamphlet for additional information.

### *D. Correspondence*

## V. Reports/Discussion/Information

### *A. Administration/Business/Governance*

**1. Board Recognition** – J. Cruz**

**2. New Construction Project Update** – Ken Reynolds (SchoolWorks)**

**3. CSBA Agenda Online Presentation** – CSBA Consultant**

**4. Board History – J. Cruz**

**5. Financial Report(s)***

**6. Superintendent's Report****

a) Facilities Repairs for Boiler Update**
b) FCOE Innovation Grant Award Recognition Update**
c) Fresno County Preschool Early Stars Award Recognition Update**

**7. Ed Source Smarter Balanced Test Results update****

### *B. Curriculum/Instruction/Assessment*

**1. Washington Colony Local Performance Indicators Report 2018-19****

A) Basic Services and Conditions (Priority 1)
B) Implementation of State Academic Standards (Priority 2)
C) Parent Engagement (Priority 3)
D) School Climate (Priority 6)
E) Access to a Broad Course of Study (Priority 7)

### *C. Personnel/Students*

**1. ADA/Enrollment Report***

**2. Suspension Report***

***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. Annual Organizational Meeting of the Governing Board

Adopt Resolution No. 18/19-06 in the Matter of Setting the Date and Time of the Annual Organizational Meeting of the Board.

### 2. Developer Fee Study – Public Hearing

Conduct public hearing during which Members of the public are invited to comment on the proposed adoption of a Developer Fee Justification Study for the District and an increase in the statutory school facility fee ("Level I Fee") on new residential and commercial/industrial property.

### 3. Adoption of School Facilities Fee

Consider adoption of Resolution No. 18/19-07 *Levying Inflation Adjustment for Fees on Residential, Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities.*

### 4. Warrants

Review and Ratify Warrants paid for the period October 1 – October 31, 2018.

### 5. Contract/Service Agreements

#### a) SchoolWorks, Inc. Professional Services Agreement

Ratify the SchoolWorks, Inc. Professional Services Agreement for the Preparation Level 1 Developer Fee Study for Washington Colony Elementary School District.

#### b) FCSS CA Healthy Youth Act Training Service Agreement 2018-19

Ratify the CA Healthy Youth Act Training Service Agreement 2018-19

#### c) GASB REPORTS Alternative Measurement Method Service Agreement 2018-19

Ratify the GASB REPORTS Alternative Measurement Method Service Agreement 2018-19.

### 6. 2018 – 2019 Amended Child Development Contract

Ratify the amended Child Development Contract for 2018 - 2019.

### 7. Infinity Communications and Consulting, Inc. Agreement

Approve the master agreement between Infinity Communications & Consulting, Inc. and Washington Colony ESD for Professional Services with the E-Rate Category 2 program.

### 8. Surplus Equipment/Obsolete Textbooks

Approve disposal of obsolete furniture and obsolete instructional equipment.

## *B. Personnel/Students*

### 1. Offer of Employment for Library Aide

Ratify offer of employment for Crysta Williams - Library Aide - (part-time 5hrs).

### 2. Retirement

Ratify acceptance of retirement for Cynthia Yamagiwa (Data Technician/Health Aide/Clerk)

### 3. Interdistrict Attendance Permits

Ratify action on Interdistrict Attendance Permit for the 2018-19 school year.

## *C. Curriculum/Instruction/Assessment*

### 1. Single Plan For Student Achievement (SPSA) 2018-19

Approve the Washington Colony's Single Plan for Student Achievement (SPSA) 2018-19 as recommended by School Site Council.

# VII. Adjournment

**WCESD BOARD OF TRUSTEES**

ITEM NO. IV.B.1
DATE: November 13, 2018

**SUBJECT TITLE:** ADOPT MINUTES

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION**
Adopt minutes of the October 9, 2018 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*
Gary Chavez, President
Bob Dack, Clerk

Liz Faccinto, Member
Pete Mathew, Member
Rene Mendoza, Member

*Secretary*
Jesus Cruz, Superintendent/Principal

# Regular Meeting MINUTES

Tuesday, October 9, 2018, 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.

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## I. Call to Order

The October 9, 2018 Regular Board Meeting was called to order at 6:33 p.m. by Gary Chavez, Board President.

## II. Roll Call

Members Present: Gary Chavez, Bob Dack, Liz Faccinto, Pete Mathew;
member(s) absent: Rene Mendoza

## III. Pledge of Allegiance

The Pledge of Allegiance was led by Gary Chavez.

## IV. Routine Items

### *A. Approve Agenda*

The agenda for the October 9, 2018 Regular Board Meeting was approved on a motion by Liz Faccinto, seconded by Pete Mathew. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

### *B. Adopt Minutes*

#### 1. September 11, 2018 Regular Board Meeting

The minutes of the September 11, 2018 Regular Board Meeting were adopted on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

### C. *Public Comment/Board Comment*

Public Comment: Hector Sicairos WC parent was present at the meeting and introduced himself as parent of two students; Kindergartener and 4th grader. The board welcomed the parent.

Board Comment: None

### D. *Correspondence*

Mr. Cruz: Provided the board with correspondence for the Fresno County School Trustees Association Dinner Meeting for Tuesday, October 16, 2018 in Firebaugh High, and information for the Educator of the Year Awards ceremony for November 15, 2018.

## V. Reports/Discussion/Information

### A. *Administration/Business/Governance*

#### 1. Board History – J. Cruz

The Board reviewed excerpts from the minutes of meetings held October 12, 1993, October 8, 1968 and October 2, 1943.

#### 2. Financial Report(s)*

Cash and County Treasury Report for September 2018 – Written Reports

#### 3. Quarterly Report On Williams Uniform Complaints*

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

#### 4. Superintendent's Report**

a) CDE Cafeteria On-site Administrative Review (AR) for 2018-19 update**

Mr. Cruz: Provided an update to the Board regarding the upcoming CDE administrative review in January 2019. This review is very common every three years. The number of students having breakfast and lunch has increased and the reimbursement. The cafeteria plans to continue buying equipment and replacing the conventional ovens soon. Reimbursement has increased with Provision 2 with free lunch and free breakfast.
In September there was an average of breakfast served in (2016-17) from 148 to 179 in (2017-18). In September there was an average of lunches served in (2016-17) from 360 to 436 lunches in (2018-19).

Maria: it is by monthly percentage, and 2016 we have 100% applications for lunch. We will not do this again until 2 more years. Everyone eats a warm meal and students are not single out.

b) Educator of the Year Nominees for 2017-18 update**
Mr. Cruz: provided information to the Board for the upcoming FCOE Educator of the Year Nominees event (November 15, 2018). This year WC nominees for the 2017-18 school year are 1st grade Teacher, Stan Schaffer and Employee, Jovita Flores.

### 5. CSBA Agenda Online Update**

Mr. Cruz: updated the Board regarding the CSBA Consultant that provided a first training on October 2nd to the office staff. The CSBA trainer will come back again on November 13th to provide Agenda Online Access training to the board. This is all new which has all new software updates.

## *B. Personnel/Students*

### 1. ADA/Enrollment Report*

The Enrollment for the period ending October 5, 2018 was 464.

### 2. Suspension Report* - E. Diaz

One suspension was reported.

***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. Warrants

The Board reviewed and ratified warrants paid for the period September 1 – September 30, 2018 on a motion by Bob Dack, seconded by Liz Faccinto. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

### 2. Injury & Illness Prevention Program (IIPP)

The Board reviewed & approved the Injury Illness and Prevention Program for 2018-19 on a motion by Pete Mathew, seconded by Bob Dack. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

### 3. Contract/Service Agreements

#### a) SchoolWorks, Inc. Service Agreement

The Board approved the SchoolWorks, Inc. Base Fee Renewal Service Agreement including additional fees for the Preparation Forms for the Modernization Project at Washington Colony Elementary School District on a motion by Liz Faccinto, seconded by Bob Dack. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

#### b) Shelco Industries Service Proposal

The Board approved the Shelco Industries Service Proposal to purchase new toilet partitions on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

#### c) Absolute Urethane Inc. Service Proposal

The Board approved the Absolute Urethane Inc. Service Proposal for the removal of the 7FT wide gate and replace with a 4FT Self Closing Swing Gate on a motion by Liz Faccinto, seconded by Bob Dack. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

#### d) Alert Medical Training Inc, (AMT) Service Proposal

The Board approved the Alert Medical Training Inc, Service Proposal for the onsite Training for Basic CPR/FA/AED for 2018-19 school year on a motion by Bob Dack, seconded by Pete Mathew. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

### 4. Conference Attendance

The Board approved and authorized attendance participation for Superintendent-Principal Mr. Cruz to attend the ACSA 2019 Superintendents' Symposium Annual Education Conference in Monterey, California January 29 – February 1, 2019 on a motion by Bob Dack, seconded by Liz Faccinto. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

## *B. Personnel/Students*

### 1. Resignation

The Board ratified Superintendent's acceptance of resignation from Carolina Cruz – Library Aide (Part- Time position) on a motion by Bob Dack, seconded by Liz Faccinto. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

### 2. Interdistrict Attendance Permits

The Board ratified action on Interdistrict Attendance Permit for the 2018-19 school year on a motion by Pete Mathew, seconded by Bob Dack. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

## *C. Curriculum/Instruction/Assessment*

### 1. Between Your Ears Entertainment, LLC Service Proposal

The Board ratified the Between Your Ears Entertainment, LLC Service Proposal for the State Testing Pep Rally Assembly in Spring 2019 on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Chavez, Dack, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

# VII. Adjournment

The meeting was adjourned at 7:15 p.m. on a motion by Bob Dack seconded by Pete Mathew. (Ayes: Chavez, Bob, Faccinto, Mathew; Noes: None; Abstentions: None; Absent: Mendoza)

Gary Chavez, President

Robert E. Dack, Clerk

**WCESD BOARD OF TRUSTEES**

ITEM NO. IV.C
DATE: November 13, 2018

**SUBJECT TITLE:** PUBLIC COMMENT/BOARD COMMENT

Action _____ Discussion ___√___ Information _____

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## 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 non-agenda 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.2
DATE: November 13, 2018

**SUBJECT TITLE:** New Construction Project Update

Action _____ Discussion _____ Information ___√___

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## BACKGROUND

The District has been in communication with Owen Alvarez (SchoolWorks) and Michael Scott (Mangini's Architect) regarding any New Construction Project correspondence from the Office of Public School Construction (OPSC). The OPSC requested District Phase 1 and Phase II Checklist of supporting documentation for the required Financial Hardship review and assistance prior to being submitted to the SAB for Funding. Among the Phase I requirements there is a need to complete a new 2018 Developer Fee Study and a Resolution. Owen Alvarez from SchoolWorks Consulting services has provided the district with the Developer Fee Study. The district has followed procedures and Level 1 timelines for Adoption of the Developer Fee Justification. Also, a Notice of Hearing posted on the Fresno Bee was required. The Resolution will be adopted at the November 13 Board meeting. All of the required financial reports and developer fee study are due to OPSC by November 5, 2018 (Completed). Even though this is great news as the district gets closer to get funded for the new building project, on October 23, the district received a 15-day letter correspondence from OPSC. Based on the review by OPSC, there was additional information needed by OPSC and supporting documentation in order to support the New Construction Eligibility (Submitted). Owen Alvarez has indicated that District's Eligibility has gone done since the original filling of the application for funding back in 2012 and the State Allocation Board (SAB) has changed the regulations recently. Therefore, Owen suggested that the district submits an appeal to the SAB in order to consider current eligibility. Owen Alvarez (SchoolWorks) along with Michael Scott and the District have responded to the 15-day request letter by OPSC. Ken Reynolds (SchoolWorks) will be present at the November 13 Regular Board meeting to update the board the options the district will have based on the appeal process. According to Owen, the appeal process takes about 90 to 120 days and the outcomes of the appeal process vary case by case. If the appeal is successful the original funding can be allocated (although cost construction has gone up). If the appeal process retains only the current eligibility, then the funding will be reduced and the scope of the project has to change. Therefore, based on the final appeal by SAB, then the board makes a decision whether to move with the project or modify the scope of the project based on the allowable funding. Ken Reynolds will be discussing these options in detail at the November 13 regular board meeting.

Washington Colony Elementary School Application Number 50/62513-00-001

**SchoolWorks, Inc.**
**New Construction Project Calculator**
**Washinton Colony Classroom Addition**

2018 State Allowances

| Basic Funding Allowances: | Students | State Share | District Share | Project Total |
|---|---|---|---|---|
| K-6 Grants | 26 | $300,742 | $300,742 | $601,484 |
| 7-8 Grants | 0 | $0 | $0 | $0 |
| 9-12 Grants | 0 | $0 | $0 | $0 |
| Non-Severe Spec Ed Grants | 8 | $173,896 | $173,896 | $347,792 |
| Severe Spec Ed Grants | 0 | $0 | $0 | $0 |
| **Basic Funding Total:** | **34** | **$474,638** | **$474,638** | **$949,276** |
| Project Adjustments: | | | | |
| Fire Alarms | Y | $692 | $692 | $1,384 |
| Sprinklers | N | $0 | $0 | $0 |
| Small Size Project | 12% | $56,957 | $56,957 | $113,913 |
| Geographic Adjustment | 0% | $0 | $0 | $0 |
| Project Assistance | Y | $7,074 | $7,074 | $14,148 |
| Energy Efficiency (15.0-25.0) | 0% | $0 | $0 | $0 |
| Adjustment Totals | | **$64,723** | **$64,723** | **$129,445** |
| **Totals** | | **$539,361** | **$539,361** | **$1,078,721** |
| Site Acquisition | | $318,513 | $318,513 | **$637,026** |
| Service Site | | $0 | $0 | **$0** |
| Off site | | $66,939 | $66,939 | **$133,877** |
| Utilities | | $0 | $0 | **$0** |
| **Grand Totals** | | **$924,812** | **$924,812** | **$1,849,624** |
| DSA Estimated Project Cost | | | | **$1,500,000** |

81.10%
Project meets 60% commensurate requirement
60% of project $1,109,774
Difference -$390,226

Owen Alvarez

SchoolWorks, Inc.

Vice President, State Building Programs

## Level 1 Timelines and Procedures for Adoption

## Procedure for Adopting Level One Developer Fee Justification Study (Government Code Section 6062(a).)

| TIMELINE: Level One Developer Fee Study | |
|---|---|
| **Final Date** | **Event** |
| At least 15 days before meeting: | **Notice of hearing:** First publication in the local newspaper. |
| At least 14 days before meeting: | Send a copy of the Developer Fee Justification Study to parties that have requested Notice of any adjustment to the Developer Fees before the presentation of the Study to the Governing Board for adoption. |
| At least 10 days before meeting: | **Notice of hearing:** Second publication in the local newspaper. (Publications should be five days apart.)<br><br>Send a Notice of the Public Hearing to City and County Planning Departments and any parties requesting to be notified.<br><br>Study made available for public inspection |
| 3 days before meeting: | Notice relating to public hearing included in Board agenda. |
| Meeting: | Board holds public hearing and adopts appropriate Resolution(s) to levy developer fees |
| 2 days after meeting: | Notify City and County of adoption of Resolution with related documentation |
| 60 days after meeting: | Effective date of fee increase |

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.A.3
DATE: November 13, 2018

**SUBJECT TITLE:** CSBA Agenda Online Presentation

Action _____ Discussion _____ Information ___√___

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## RECOMMENDATION

CSBA will provide Washington Colony School Board Members with the Agenda Online Training on November 13, 2018.

## BACKGROUND

The Agenda Online is CSBA's web-based agenda ad meeting development service that saves time and money by reducing the amount of time spent in preparing and delivering board agendas and meeting materials. Staff develops and post agenda and background materials directly online, where board members can access them before, during and after the meetings.

Washington Colony will be training Board members how to access and view the agenda online and also train staff in order to embark a new way to prepare, post and upload board meeting agendas materials online for the 2018-19 school year.

## CONSIDERATION

CSBA provided the Agenda Online training for Office Staff on October 2, 2018. Board members will have online access with usernames and passwords to view the CSBA training in order to learn how to access and view the agenda online. CSBA will provide the Board with a brief Agenda Online access presentation at the November 13 Regular Board meeting.

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.A.4
DATE: November 13, 2018

**SUBJECT TITLE:** BOARD HISTORY

Action _____ Discussion _____ Information ___√___

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## 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

"You may not always have a comfortable life and you will not always be able to solve all of the world's problems at once but don't ever underestimate the importance you can have because history has shown us that courage can be contagious and hope can take on a life of its own.

~Michelle Obama

Excerpts from the minutes of meetings held November 9, 1993 and November 12, 1968; follows for your review.

# WASHINGTON COLONY SCHOOL DISTRICT

## Regular Board Meeting Minutes
## November 9, 1993

### 1. Call to Order
The meeting was called to order at 7:33 p.m. by Board President, Paul Demant.

### 2. Roll Call
Members Present: Ted Davis, Paul Demant, Pete Mathew, Sue Ruiz, Joyce Quiroz, and Dale Drew, Superintendent/Secretary to the Board.

### 3. Pledge of Allegiance
The Pledge of Allegiance was led by Pete Mathew.

### 4. Routine Business (Yellow Section)

#### 4.1. Approve Agenda
The agenda was approved on a motion by Ted Davis, seconded by Joyce Quiroz. (Unanimous)

#### 4.2. Adopt Minutes
The minutes of the October 12, 1993, Regular Board Meeting were adopted on a motion by Sue Ruiz, seconded by Pete Mathew. (Unanimous)

#### 4.3. Board Recognitions
None

#### 4.4. Public Comment
None

#### 4.5. Board Comment
Sue Ruiz identified three goals she would like to see the Board pursue in the coming year: the active recruitment of a physically disabled teacher; greater involvement of parents in the school utilizing activities involving the total family; and curricular changes, especially reaching out to parents to become involved in their child's classroom as volunteers.

#### 4.6. Correspondence
SSDA Newsletter dated October, 1993 (Volume 10, Number 10)
ALWS Newsletter dated October 25, 1993
Letter from Susan B. Anderson, County Clerk/Registrar of Voters, dated November 1, 1993; Subject: Adopt-A-Precinct

### 5. Reports/Discussion/Information (Blue Section)

#### 5.1. Curriculum and Instruction

##### 5.1.1. PQR Process - PQR Leadership Team
The Board received an overview of the PQR process and reviewed the tentative timeline for the Leadership Team to accomplish its task.

##### 5.1.2. 1993-94 Fiscal and Programmatic Information Related to G.A.T.E.
Written report.

##### 5.1.3. Enrollment Report
Written report.

#### 5.2. Administration and Business

##### 5.2.1. Brown Act Amendments - Dale Drew
The Board reviewed materials from CSBA regarding the 1993 Amendments to The Brown Act and discussed the implications of these changes.

#### 5.2.2. Budget Committee - Paul Demant

Mr. Demant reviewed the in-progress work of the Budget Committee. The committee's commitment is to support staff development, support staff with appropriate instructional materials, and support staff with an equitable salary adjustment.

#### 5.2.3. Interest-Based Negotiations - Paul Demant

Mr. Demant reported on the progress of interest-based negotiations.

#### 5.2.4. Chaptered Legislation

Written report.

#### 5.2.5. Budget Report

Written report.

### 5.3. Committees/Councils/Clubs/Activities

#### 5.3.1. Student Council

No report.

#### 5.3.2. Parent-Teacher Club - Linda Demant

Mrs. Demant reported that PTC is sponsoring a community "paint-out" graffiti day. She also reported on the Home Tour scheduled for Saturday, December 11, 1993.

### 5.4. Transportation and Maintenance

#### 5.4.1. Staffing Proposal - Dale Drew/Jeff Dronyk

Mr. Drew discussed a proposal to staff with two part-time custodians in lieu of filling the full-time vacancy for bus driver-custodian created by Mr. Cantu's resignation. The Board's reaction to the proposal was positive.

### 5.5. Cafeteria

No report.

### 5.6. Facilities

No report.

### 5.7. Personnel/Students

#### 5.7.1. Student Dress Code - Marjorie Silva

Mrs. Silva presented proposed changes to the School Dress Code which reflect the Board's Policy on gang-related apparel. Suggestions for modifications were made. A revision, incorporating these suggestions, will be presented at the December board meeting.

#### 5.7.2. Suspension Report

Written report.

### 5.8. Policy Review

The following Board Policies were reviewed for proposed adoption at the December board meeting: BP/AR 5141.26 *Tuberculosis Testing*, AR/E 5144.2 *Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)*, BP/AR 5145.2 *Freedom of Speech/Expression: Publications Code*, BB 9110 *Terms of Office*, BB 9250 *Remuneration, Reimbursement, and Other Benefits*, E 9270 *Conflict of Interest Exhibit*

## 6. Action Items (Green Section)

### 6.1. Interdistrict Attendance Agreements

The Board approved Interdistrict Attendance Agreement Requests for the 1993-94 School Year (see appendix A) on a motion by Sue Ruiz, seconded by Pete Mathew. (Unanimous)

### 6.2. Resolution #93-05

The Board adopted Resolution #93-05 In the Matter of Annual Organizational Meeting of the Board on a motion by Pete Mathew, seconded by Joyce Quiroz. (Unanimous)

### 6.3. Appointment of Mentor Teacher

The Board appointed John Partin as Mentor Teacher for the 1993-94 School Year on a motion by Sue Ruiz, seconded by Ted Davis. The initial appointment will be for one (1) year. (Unanimous)

### 6.4. Ratification of Resignation

The Board ratified the resignation of Julian A. Cantu, Bus Driver/Custodian, effective October 29, 1993 on a motion by Sue Ruiz, seconded by Joyce Quiroz. (Unanimous)

### 6.5. Board Policies - Adoption

The Board adopted BP 4111 *Recruitment and Selection*, BP 4111.1 *Affirmative Action* on a motion by Ted Davis, seconded by Pete Mathew. (Unanimous)

### 6.6. Warrants

The Board approved Warrants for the Period October 1 - October 31, 1993 on a motion by Ted Davis, seconded by Sue Ruiz. (Unanimous)

## 7. Adjournment

The meeting was adjourned at 10:10 p.m. on a motion by Sue Ruiz, seconded by Ted Davis. (Unanimous)

Paul Demant, President

Pete Mathew, Clerk

WASHINGTON COLONY SCHOOL
BOARD OF TRUSTEES
MINUTES
REGULAR MEETING
November 12, 1968

Meeting was called to order in the Library of Washington Colony School with members John Moran, Henry Salwasser and Bruce Blacksill ( who arrived late) present. Also present was James G. Massie, Secretary to the Board. Members absent were Art Jensen & Bud Barberich.

MINUTES OF REGULAR MEETING OCTOBER 8 were read and approved by motion of Henry Salwasser, seconded by Bruce Blacksill.

MAINTENANCE REGISTERS No.s 7 & 8 and Warrants nos. 86 through 117 were signed after they were approved for payment by motion of Henry Salwasser, seconded by Bruce Blacksill.

REPORT OF SCHOOL CROSSING GUARD SAFETY COMMITTEE MEETING: Mr. Massie reported to the Board on this committee meeting, and he read to the Board a letter from Mr. John Ventura, County Supervisor for this district, which stated that a crossing guard for the corner of Elm and Lincoln has been approved by the committee and that a person should be hired to perform this duty in the near future.

POLICY REGARDING ABSENCE FOR PERSONAL NECESSITY: Mr Massie read to the Board the excerpt from County Superintendent's Administrative Bulletin #6 issued on November 4, 1968 which read in part that effective November 13, 1968, all absence for personal necessity on the part of school employees is to be charged against sick leave (EC 13468.5). The Bulletin further states that the governing board must adopt a policy identifying what they consider personal necessity to be, as this is not intended to be additional leave for strictly personal reasons at public expense.

This matter was discussed by the board, but no action was taken.

POLICY REGARDING DISMISSAL OF CERTIFICATED EMPLOYEES AT AGE 65: Mr. Massie read from County Superintendent's Administrative Bulletin #6, issued on November 4, 1968, concerning the dismissal of teachers who attain the age of 65 years prior to the opening of the school year (EC 13443) and (EC 13325). Mr. Massie also read to the Board the County Counsel's Indexed Opinion 10-68 on this matter. The Matter was discussed but no action was taken.

NEW RULING CONCERNING SCHOOL BUS TRANSPORTAION: Activities: Mr. Massie read this ruling from the County Superintendent's Administrative Bulletin #68-6 which reads in part, "Districts may not use school bus transportation for activities where students pay for transportaion on any basis.

This would not preclude a district renting from a commercial company such as Greyhound, City Bus Lines, etc. School districts are not in the rental business and the Education Code spells out how, when and for what purposes school buses may be used.

Sign Reguired on School Buses (Vehicle Code section 27906: To become effective 11/13) "Every school bus, when operated for the transportation of school pupils, shall bear upon the rear thereof, below the rear windows, a plainly visible sign containing the words 'Stop When Red Lights Flash' in letters not less than six inches in height. The letters on schoolbus signs shall be of proportionate width."

INTER-DISTRICT ATTENDANCE - LOY GUZMAN: Mr. Massie discussed with the Board the request of the father of this boy who has been expelled from Orange Center School because of misconduct. He also read to the Board the letter from the County Probation Department concerning Loy's behavior. The Board discussed this matter and decided that he should make a more concerned effort to repair his behavior so that he could remain in Orange Center School.

ADJOURNMENT was by motion of Bruce Blacksill, seconded by Henry Salwasser

Respectfully submitted:
James G. Massie,
Secretary to the Board

Approved by:

John D. Moran, President
(John G. Moran)

Henry L. Salwasser Clerk
(Henry L. Salwasser)

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.A.5
DATE: November 13, 2018

**SUBJECT TITLE:** FINANCIAL REPORTS

Action _____ Discussion _____ Information ___√___

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## 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 October 2018 follows for your review.

# Cash In County Treasury
## Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 0100 (6150 60001) General Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $2,279,635.75 |
| 10/1/2018 | TF -190434 | JV#0292 17-18 4TH QTR. LOTTERY | $21,331.80 | $0.00 | $3,938,427.12 | $1,637,459.57 | $2,300,967.55 |
| 10/1/2018 | TF -190500 | 17-18 CURRENT UNSECURED PRIOR | $258.80 | $0.00 | $3,938,685.92 | $1,637,459.57 | $2,301,226.35 |
| 10/1/2018 | TF -190501 | 17-18 CURRENT UNSECURED PRIOR | $33.04 | $0.00 | $3,938,718.96 | $1,637,459.57 | $2,301,259.39 |
| 10/2/2018 | TF -190478 | 17-18 2ND PRIOR SECURED SUPPLEMENTAL | $294.41 | $0.00 | $3,939,013.37 | $1,637,459.57 | $2,301,553.80 |
| 10/3/2018 | APY -20181 | Accounts Payable 10/3/2018 | $0.00 | $86,196.53 | $3,939,013.37 | $1,723,656.10 | $2,215,357.27 |
| 10/3/2018 | TF -190452 | #0316 SUI CHRGS 3RD QUARTER 2018 | $0.00 | $200.33 | $3,939,013.37 | $1,723,856.43 | $2,215,156.94 |
| 10/4/2018 | TF -190468 | JV#0320 17/18 EARLY STARS GRANT AWARD | $15,400.00 | $0.00 | $3,954,413.37 | $1,723,856.43 | $2,230,556.94 |
| 10/9/2018 | TF -190516 | 17-18 CURRENT SECURED INTEREST 2ND | $331.55 | $0.00 | $3,954,744.92 | $1,723,856.43 | $2,230,888.49 |
| 10/10/2018 | APY -20181 | Accounts Payable 10/10/2018 | $0.00 | $45,143.19 | $3,954,744.92 | $1,768,999.62 | $2,185,745.30 |
| 10/10/2018 | CA -41038 | 414054 ASP TRAN REIM | $18,022.40 | $0.00 | $3,972,767.32 | $1,768,999.62 | $2,203,767.70 |
| 10/10/2018 | CA -41038 | 414054 CHAVEZ INS | $469.37 | $0.00 | $3,973,236.69 | $1,768,999.62 | $2,204,237.07 |
| 10/10/2018 | CA -41038 | 414054 DACK INS | $1,476.72 | $0.00 | $3,974,713.41 | $1,768,999.62 | $2,205,713.79 |
| 10/10/2018 | CA -41038 | 414054 MEND INS | $761.37 | $0.00 | $3,975,474.78 | $1,768,999.62 | $2,206,475.16 |
| 10/10/2018 | CA -41038 | 414054 SEP INS REIM | $12,399.00 | $0.00 | $3,987,873.78 | $1,768,999.62 | $2,218,874.16 |
| 10/12/2018 | TF -190492 | JV#0334 17/18 ST PY ADJ | $87.00 | $0.00 | $3,987,960.78 | $1,768,999.62 | $2,218,961.16 |
| 10/12/2018 | TF -190494 | JV#0338 JULY`18 GRAPH&PRINT | $0.00 | $106.90 | $3,987,960.78 | $1,769,106.52 | $2,218,854.26 |
| 10/12/2018 | TF -190499 | JV#0341 18/19 PMT 1 ME HLTH BY ADA | $3,365.00 | $0.00 | $3,991,325.78 | $1,769,106.52 | $2,222,219.26 |
| 10/17/2018 | APY -20181 | Accounts Payable 10/17/2018 | $0.00 | $46,526.19 | $3,991,325.78 | $1,815,632.71 | $2,175,693.07 |
| 10/22/2018 | TF -190549 | JV#377 17-18 5TH APPT TITLE I, PART A, ESSA | $14,744.00 | $0.00 | $4,006,069.78 | $1,815,632.71 | $2,190,437.07 |
| 10/22/2018 | TF -190605 | 16-17 PRIOR UNSECURED 2ND | $140.94 | $0.00 | $4,006,210.72 | $1,815,632.71 | $2,190,578.01 |
| 10/23/2018 | TF -190541 | #0375-STRS ADJ ( CHARGES)-SEPT 2018 | $0.00 | $11.99 | $4,006,210.72 | $1,815,644.70 | $2,190,566.02 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $1,039.01 | $0.00 | $4,007,249.73 | $1,815,644.70 | $2,191,605.03 |
| 10/25/2018 | TF -190557 | #0373 PERS DIST CHRGS-OCT 2018 REG PAYR( | $0.00 | $8,560.35 | $4,007,249.73 | $1,824,205.05 | $2,183,044.68 |
| 10/25/2018 | TF -190558 | #0378 STRS DIST CHRGS-OCT 2018 REG PAYR( | $0.00 | $29,217.33 | $4,007,249.73 | $1,853,422.38 | $2,153,827.35 |
| 10/25/2018 | TF -190559 | #0365 FICA CHRGS FOR 10/31/2018 PAYROLL | $0.00 | $4,139.56 | $4,007,249.73 | $1,857,561.94 | $2,149,687.79 |
| 10/25/2018 | TF -190560 | #0366 MEDICA CHRGS FOR 10/31/2018 PAYROI | $0.00 | $3,431.46 | $4,007,249.73 | $1,860,993.40 | $2,146,256.33 |
| 10/26/2018 | TF -190621 | 18-19 CURRENT SECURED SUPP 2ND | $542.53 | $0.00 | $4,007,792.26 | $1,860,993.40 | $2,146,798.86 |
| 10/29/2018 | TF -190577 | JV#398 18-19 ADV PRINC APPORT-OCT 2018 | $324,025.00 | $0.00 | $4,331,817.26 | $1,860,993.40 | $2,470,823.86 |
| 10/29/2018 | TF -190580 | JV#401 18-19 ST APPORT SPEC ED | $10,153.00 | $0.00 | $4,341,970.26 | $1,860,993.40 | $2,480,976.86 |
| 10/29/2018 | TF -190596 | JV#412 17-18 5TH APPORT FOR TITLE III, PAR | $2,513.00 | $0.00 | $4,344,483.26 | $1,860,993.40 | $2,483,489.86 |
| 10/31/2018 | PAY -10311 | PAYROLL 10/31/2018 | $120,349.25 | $328,558.09 | $4,464,832.51 | $2,189,551.49 | $2,275,281.02 |
| Total Activity | | | $547,737.19 | $552,091.92 | | | |
| Ending Balance | | | | | $4,464,832.51 | $2,189,551.49 | $2,275,281.02 |

# Cash In County Treasury
## Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 1200 (6150 60012) Child Development Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $147,601.65 |
| 10/3/2018 | APY -20181 | Accounts Payable 10/3/2018 | $0.00 | $1,695.73 | $192,086.99 | $46,181.07 | $145,905.92 |
| 10/10/2018 | APY -20181 | Accounts Payable 10/10/2018 | $0.00 | $188.49 | $192,086.99 | $46,369.56 | $145,717.43 |
| 10/10/2018 | CA -41038 | 414054 PRES INS REIM | $559.37 | $0.00 | $192,646.36 | $46,369.56 | $146,276.80 |
| 10/10/2018 | CA -41038 | 414054 TASSLE FUND | $102.00 | $0.00 | $192,748.36 | $46,369.56 | $146,378.80 |
| 10/17/2018 | APY -20181 | Accounts Payable 10/17/2018 | $0.00 | $312.00 | $192,748.36 | $46,681.56 | $146,066.80 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $55.34 | $0.00 | $192,803.70 | $46,681.56 | $146,122.14 |
| 10/25/2018 | TF -190557 | #0373 PERS DIST CHRGS-OCT 2018 REG PAYR( | $0.00 | $381.82 | $192,803.70 | $47,063.38 | $145,740.32 |
| 10/25/2018 | TF -190558 | #0378 STRS DIST CHRGS-OCT 2018 REG PAYR( | $0.00 | $801.12 | $192,803.70 | $47,864.50 | $144,939.20 |
| 10/31/2018 | PAY -10311 | PAYROLL 10/31/2018 | $2,986.01 | $14,792.04 | $195,789.71 | $62,656.54 | $133,133.17 |
| | Total Activity | | $3,702.72 | $18,171.20 | | | |
| | Ending Balance | | | | $195,789.71 | $62,656.54 | $133,133.17 |

# Cash In County Treasury
# Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 1300 (6150 60008) Cafeteria Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $159,025.17 |
| 10/3/2018 | APY -20181 | Accounts Payable 10/3/2018 | $0.00 | $12,884.19 | $220,172.52 | $74,031.54 | $146,140.98 |
| 10/10/2018 | APY -20181 | Accounts Payable 10/10/2018 | $0.00 | $3,677.83 | $220,172.52 | $77,709.37 | $142,463.15 |
| 10/10/2018 | CA -41003 | 414059 ad.mls | $4.00 | $0.00 | $220,176.52 | $77,709.37 | $142,467.15 |
| 10/10/2018 | CA -41037 | 414057 AUG ADL MEAL | $58.50 | $0.00 | $220,235.02 | $77,709.37 | $142,525.65 |
| 10/10/2018 | CA -41037 | 414057 AUG FED BKF | $4,467.59 | $0.00 | $224,702.61 | $77,709.37 | $146,993.24 |
| 10/10/2018 | CA -41037 | 414057 AUG FED LUN | $16,395.70 | $0.00 | $241,098.31 | $77,709.37 | $163,388.94 |
| 10/10/2018 | CA -41037 | 414057 AUG FED SNAC | $1,994.72 | $0.00 | $243,093.03 | $77,709.37 | $165,383.66 |
| 10/10/2018 | CA -41037 | 414057 AUG ST BKF RE | $497.99 | $0.00 | $243,591.02 | $77,709.37 | $165,881.65 |
| 10/10/2018 | CA -41037 | 414057 AUG ST LUN RE | $1,148.71 | $0.00 | $244,739.73 | $77,709.37 | $167,030.36 |
| 10/10/2018 | CA -41038 | 414054 SEP ADLT MEA | $279.50 | $0.00 | $245,019.23 | $77,709.37 | $167,309.86 |
| 10/17/2018 | APY -20181 | Accounts Payable 10/17/2018 | $0.00 | $3,677.84 | $245,019.23 | $81,387.21 | $163,632.02 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $67.53 | $0.00 | $245,086.76 | $81,387.21 | $163,699.55 |
| 10/25/2018 | TF -190557 | #0373 PERS DIST CHRGS-OCT 2018 REG PAYR( | $0.00 | $1,600.03 | $245,086.76 | $82,987.24 | $162,099.52 |
| 10/31/2018 | PAY -10311 | PAYROLL 10/31/2018 | $3,269.05 | $14,698.32 | $248,355.81 | $97,685.56 | $150,670.25 |
| | Total Activity | | $28,183.29 | $36,538.21 | | | |
| | Ending Balance | | | | $248,355.81 | $97,685.56 | $150,670.25 |

# Cash In County Treasury
# Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 1400 (6150 60005) Deferred Maintenance Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $108,385.61 |
| 10/17/2018 | APY -20181 | Accounts Payable 10/17/2018 | $0.00 | $24,250.00 | $117,955.61 | $33,820.00 | $84,135.61 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $51.20 | $0.00 | $118,006.81 | $33,820.00 | $84,186.81 |
| | Total Activity | | $51.20 | $24,250.00 | | | |
| | Ending Balance | | | | $118,006.81 | $33,820.00 | $84,186.81 |

# Cash In County Treasury
## Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 1500 (6150 60010) Pupil Transportation Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $85,841.83 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $38.51 | $0.00 | $85,880.34 | $0.00 | $85,880.34 |
| | Total Activity | | $38.51 | $0.00 | | | |
| | Ending Balance | | | | $85,880.34 | $0.00 | $85,880.34 |

# Cash In County Treasury
# Aggregate



From 10/1/2018 thru 10/31/2018
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 10/1/2018 | | | | | | | $107,577.81 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $49.15 | $0.00 | $107,626.96 | $0.00 | $107,626.96 |
| | Total Activity | | $49.15 | $0.00 | | | |
| | Ending Balance | | | | $107,626.96 | $0.00 | $107,626.96 |

# Cash In County Treasury
# Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 2000 (6150 60078) Special Reserve Fund for Postemployment Benefits

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $429,113.68 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $193.51 | $0.00 | $429,307.19 | $0.00 | $429,307.19 |
| | Total Activity | | $193.51 | $0.00 | | | |
| | Ending Balance | | | | $429,307.19 | $0.00 | $429,307.19 |

# Cash In County Treasury
## Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 2100 (6150 65069) Building Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $323.01 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $0.15 | $0.00 | $323.16 | $0.00 | $323.16 |
| Total Activity | | | $0.15 | $0.00 | | | |
| Ending Balance | | | | | $323.16 | $0.00 | $323.16 |

# Cash In County Treasury
# Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 2500 (6150 60006) Capital Facilities Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $14,418.13 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $6.59 | $0.00 | $14,424.72 | $0.00 | $14,424.72 |
| | Total Activity | | $6.59 | $0.00 | | | |
| | Ending Balance | | | | $14,424.72 | $0.00 | $14,424.72 |

# Cash In County Treasury
## Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 3500 (6150 60066) County School Facilities Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $14,430.73 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $6.59 | $0.00 | $14,437.32 | $0.00 | $14,437.32 |
| | Total Activity | | $6.59 | $0.00 | | | |
| | Ending Balance | | | | $14,437.32 | $0.00 | $14,437.32 |

# Cash In County Treasury
# Aggregate



From 10/1/2018 thru 10/31/2018
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 10/1/2018 | | | | | | | $25,365.18 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $11.38 | $0.00 | $25,376.56 | $0.00 | $25,376.56 |
| | Total Activity | | $11.38 | $0.00 | | | |
| | Ending Balance | | | | $25,376.56 | $0.00 | $25,376.56 |

# Cash In County Treasury
## Aggregate



From 10/1/2018 thru 10/31/2018
Fund: 5100 (6150 65070) Bond Interest and Redemption Fund

| Date | Reference | Description | Debit | Credit | Total Debits | Total Credits | Balance |
|---|---|---|---|---|---|---|---|
| Balance Forward as of 10/1/2018 | | | | | | | $1,405.49 |
| 10/1/2018 | TF -190500 | 17-18 CURRENT UNSECURED PRIOR | $25.46 | $0.00 | $23,719.74 | $22,288.79 | $1,430.95 |
| 10/9/2018 | TF -190516 | 17-18 CURRENT SECURED INTEREST 2ND | $28.49 | $0.00 | $23,748.23 | $22,288.79 | $1,459.44 |
| 10/22/2018 | TF -190605 | 16-17 PRIOR UNSECURED 2ND | $0.78 | $0.00 | $23,749.01 | $22,288.79 | $1,460.22 |
| 10/24/2018 | TF -190599 | 18-19 1ST QTR-1ST INTEREST DISTRIBUTION | $2.03 | $0.00 | $23,751.04 | $22,288.79 | $1,462.25 |
| 10/26/2018 | TF -190621 | 18-19 CURRENT SECURED SUPP 2ND | $0.00 | $44.39 | $23,751.04 | $22,333.18 | $1,417.86 |
| | Total Activity | | $56.76 | $44.39 | | | |
| | Ending Balance | | | | $23,751.04 | $22,333.18 | $1,417.86 |

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.A.6
DATE: November 13, 2018

**SUBJECT TITLE:** Superintendent's Report

Action _____ Discussion ___√___ Information _____

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## 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 Superintendent's report on specific objectives and activities follow for your review.

a) Facilities Repairs for Boiler Update** J. Dronyk

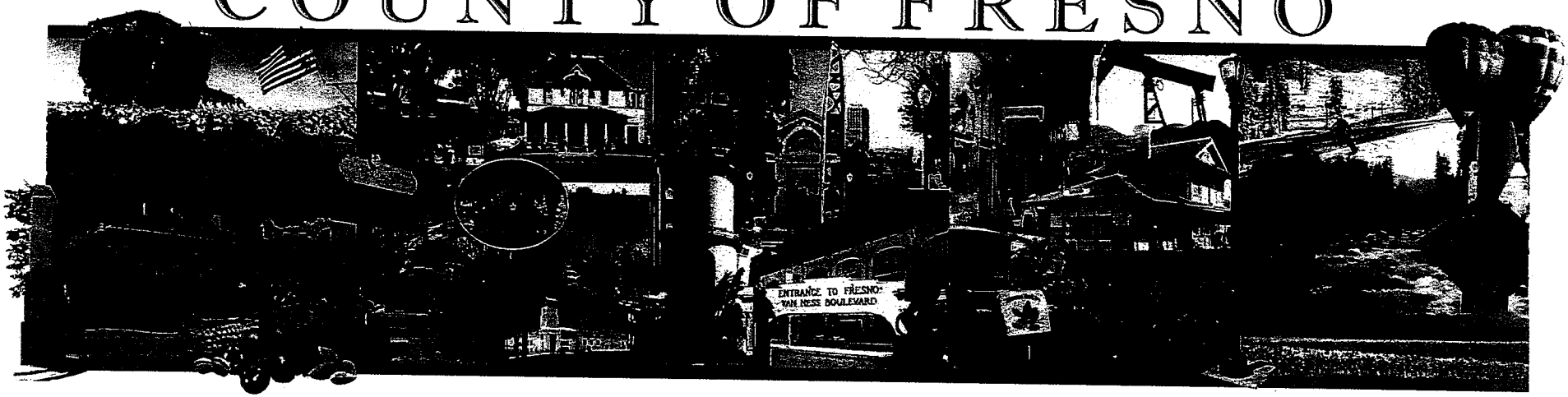
b) FCOE Innovation Grant Award Recognition Update **

This year Ashley Morales our Kindergarten teachers is the recipient for the FCOE Innovation GrantAward. Ashley will receive $1000 for the Kindergarten Classes Project titled; "Coding for Kinder" inspired by the recently adopted California Computer Science Standards. This grant would help three kindergarten classes at our school purchase 2 Code-A-Pillars and 2 Bee Bots and the Code-A-Pillars would help introduce our students to beginning coding by allowing them to create simple sequences and loops to get the bees and caterpillars from one destination to another. In addition, Alphabet Mats will be purchased to provide students with concrete destinations.

c) Fresno County Preschool Early Stars Award Recognition Update**

This is a formal recognition for Preschool programs that have achieved a high level of quality through an Early Stars Rating of 3 STARS and above. Washington Colony Preschool achieved a 4 STARS rating out of 5.

# COUNTY OF FRESNO




DISTRICT ONE | DISTRICT TWO | DISTRICT THREE | DISTRICT FOUR | DISTRICT FIVE

*Historical Photos Courtesy of the Pop Laval Collection*

# IN RECOGNITION

## WASHINGTON COLONY PRESCHOOL

## WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

THIS CERTIFICATE OF RECOGNITION IS PRESENTED to Office of Fresno County Superintendent of Schools—Early Stars Program high quality child care providers. I commend your achievements and future endeavors serving our children.

**FRIDAY, NOVEMBER 2, 2018**
**FRESNO COUNTY BOARD OF SUPERVISORS**

Sal Quintero
**Chairperson, Supervisor District 3**

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.A.7
DATE: November 13, 2018

**SUBJECT TITLE:** EdSource Smarter Balanced Test Results Update

Action _____ Discussion _____ Information ___√___

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## BACKGROUND

Washington Colony Elementary School District has received the (CAASPP) Spring 2018 report from the computer-based assessment/Smarter Balanced Assessments (SBAC) in ELA/MATH for grades 3rd – 8th. (Ed Source Data Report)

## CONSIDERATION

California students in grades three through eight have taken a new test this past spring 2018 that is part of a comprehensive plan for high-quality teaching and learning in every school to prepare our students for the challenges of the future. The plan includes higher academic standards, more decision-making in the hands of schools and communities, and more resources dedicated to schools and to students with the greatest needs.
Beginning as early as March 10, 2015, districts have been administering Smarter Balanced Assessments, computer-based tests aligned with the state's rigorous new standards for English language arts/literacy and math. Smarter Balanced is part of a comprehensive new testing program called California Assessment of Student Performance and Progress (CAASPP), which replaces the Standardized Testing and Reporting Program that expired on July 1, 2013. (cde.ca.gov)

The Washington Colony Elementary School District (CAASPP) Spring 2018 Ed Source Data Report will be present it at the Board meeting for your review. According to the EdSource Data Report, Washington Colony Elementary School District has shown the 2nd Highest Growth in ELA/MATH SBAC Spring 2018 results among all Fresno County School Districts.

Database by Justin Allen and Daniel J. Willis. Graphics by Yuxuan Xie. Text by John Fensterwald and Theresa Harrington.

The California Department of Education (CDE) released test score results from the 2018 Smarter Balanced assessments of math and English language arts on Oct. 2. This was the fourth year of testing based on the Common Core State Standards. The tests were created for member states in the Smarter Balanced Assessment Consortium (SBAC). The tests form part of the state's California Assessment of Student Performance and Progress, or CAASPP. Student scores are categorized in four achievement levels that indicate whether a student has exceeded, met, nearly met, or did not meet the standards, in grades 3-8 and 11.

## SEARCH CALIFORNIA SCHOOLS AND DISTRICTS

View results from the more than 1,000 school districts and county offices of education below. (Or statewide results for California here.) To see individual results for one of the more than 11,000 schools that administered the Smarter Balanced tests in fall 2018, or to find district results quickly, enter the name in the "Search" field below. To see districts only, uncheck the blue "schools" box to the right of the search field.

More

Show 10 entries Search: fresno ☐ Schools ☑ Districts

| School / District | English: Standard Met or Exceeded 2017 | English: Standard Met or Exceeded 2018 | English: Percentage Changed | Math: Standard Met or Exceeded 2017 | Math: Standard Met or Exceeded 2018 | Math: Percentage Changed |
|---|---|---|---|---|---|---|
| Pacific Union Elementary School District<br>Fresno County | 27.89% | 42.8% | +14.91% | 21.91% | 34% | +12.09% |
| Washington Colony Elementary School District<br>Fresno County | 27.5% | 37.37% | +9.87% | 28.93% | 36.07% | +7.14% |

| School / District | English: Standard Met or Exceeded 2017 | English: Standard Met or Exceeded 2018 | English: Percentage Changed | Math: Standard Met or Exceeded 2017 | Math: Standard Met or Exceeded 2018 | Math: Percentage Changed |
|---|---|---|---|---|---|---|

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.B.1
DATE: November 13, 2018

**SUBJECT TITLE:** Washington Colony Local Performance Indicators Report

Action _____ Discussion _____ Information ___√___

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## BACKGROUND

California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. The CA Dashboard shows LEA performance on the six state performance indicators (only 5 available) and five local indicators.

Local Indicators in the New State and Federal Accountability System:

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators and will require LEAs to determine whether they have *Met, Not Met, or Not Met for Two or More Years* for each applicable local indicator. The local indicators **only** apply at the LEA level. LEAs will use the local indicators to evaluate and report their progress on priority areas. The local indicators will only appear on the LEA Dashboard.

## CONSIDERATION

Washington Colony Self Reflection Tool Report for Local Performance Indicators by Priority:

**A) Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1):**
Information is already collected through the School Accountability Report Card (SARC). If LEAs use the SARC template, their data will automatically be loaded into the Dashboard. LEAs that do not use the SARC template will use locally available information, including data reported through the SARC, to provide evidence of progress on this local indicator.

**B) Implementation of State Academic Standards (Priority 2):**
LEAs have two options for the self-reflection tool. The first option allows LEAs to provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools. The second option is to complete the SBE approved self-reflection tool survey (WC choice).

**C) Parent Engagement (Priority 3):**

LEAs provide a narrative summary of their progress toward: (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other priorities in its Local Control and Accountability Plan (LCAP). Washington Colony will describe its process for promoting parental participation in programs.

**D) School Climate (Priority 6):**

LEAs provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that is particularly relevant to school safety and connectedness. Washington Colony administered the California Healthy Kids Survey to MS students (6-8) in June 2017 and Administered the California Healthy Kids Survey to 5th grade students in June 2018.

**E) Access to a Broad Course of Study (Priority 7):**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum the following four prompts:

1) Briefly identify the locally selected measures or tools that the LEA is using
2) Summarize the extent to which all students have access to, and enrolled in, a broad coarse of study
3) Identify the barriers preventing the LEA from providing access to a broad course of study for all students
4) In response of the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement or has implemented, to ensure access to a broad course of study for all students

# Washington Colony Elementary School District
# Local Performance Indicators 2018-19

Priority 1

**Local educational agency measures progress in meeting the Williams settlement requirements using local available information including SARC data.**

0% Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.

0% Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.

0 Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies).

Met

Priority 2

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**Professional Learning**

4 English Language Arts – CCSS
- FCOE / TCOE Coaching Support (ELA, Instructional Technology)
- McGraw Hill / Houghton Mifflin Harcourt (publisher training)
- Writing Across Curriculum
- Literacy ELA/ELD Coach
- Illuminate ED & Digital Library Resources

4 English Language Development (aligned to ELA Standards)
- FCOE / TCOE Coaching Support
- McGraw Hill / Houghton Mifflin Harcourt (publisher training)
- English 3D (Intervention for Long Term ELs) Training
- Writing Across Curriculum
- Literacy ELA/ELD Coach

4 Mathematics – CCSS
- FCOE / TCOE Coaching Support (Math Performance Tasks, Number Talks)
- CPM Training, HMH Math Expressions (publisher training)
- Writing Across Curriculum
- Illuminate ED & Digital Library Resources

3 Next Generation Science Standards
- STEM Conference
- Science Adoption Team established
- Science Networking
- Writing Across Curriculum
- Mystery Science Online Program
- NGSS Science Assessments

1 History Social Science
- CCSS aligned curriculum not available at this time

**Instructional Materials**

5 English Language Arts – CCSS
- Adopted / Full Implementation McGraw Hill and Houghton Mifflin Harcourt curriculum and ancillary support materials
- Guided Reading Library

4 English Language Development (aligned to ELA Standards)
- Adopted / Implemented McGraw Hill and Houghton Mifflin Harcourt (Program 2 – ELA + ELD) TCOE coaching support to align ELD standards to ELA CCSS in-progress
- Expanding Library to include Bilingual books aligned to AR

5 Mathematics – CCSS
- Adopted Curriculum/ Full Implementation CPM, HMH Math Expressions

3 Next Generation Science Standards
- Science Adoption Team established
- Mystery Science Online Program
- NGSS Science Assessments

1 History Social Science
- CCSS aligned curriculum not available at this time

**Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to standards and curriculum.**

4 English Language Arts – CCSS
4 English Language Development (aligned to ELA Standards)
4 Mathematics – CCSS Newly Adopted Curriculum K-5 and 6-8
3 Next Generation Science Standards
1 History Social Science
- PE/PLC collaboration time
- Data Chats
- Instructional Leadership Team
- Focused Classroom Walk-Throughs
- Grade level networking
- Standards-based ELA/ELD support facilitated by Literacy ELA/ELD Coach

**Other Adopted Academic Standards**

4 Career Technical Education
- Chrome Books
- Instructional Technology
- Digital Notebooks
- Google Classroom
- STEM (Science, Technology, Engineering, & Math) elective
- Field Trips (exposing students to careers and businesses representing STEM areas)
- SmartBoards in K-8 classrooms

3 Health Education Content Standards
- California Healthy Kids Survey
- California Healthy Youth Act Training for 7th graders
- Physical Education

- Suicide Prevention Training and Policy Updates

4 Physical Education Model Content Standards
- Full time PE Teacher

4 Visual and Performing Arts
- Full time Music Teacher / Vocal and Band
- Performances: Christmas Program, Veteran's Day, Spring Concert
- May Day
- Art and Photography electives
- Talent Show
- Visual Arts Showcase at Washington Union
- FCSS Visual and Performing Arts (VAPA) support Provider for TK-3

1 World Language
- Not applicable

**Support for Teachers and Administrators**

5 Identifying the professional learning needs of groups of teachers or staff as a whole.
- Illuminate Training – individual grade level; whole staff
- Accelerated Reader / STAR Training
- Best Practices for English Learners
- Guided Reading Institutes
- TK Conference
- STEM Conference
- Literacy Conference
- MATH/STEM Training and Coaching
- Standards-based ELA/ELD support facilitated by Literacy ELA/ELD Coach

4 Identifying the needs of individual teachers
- Daily Schedules
- Data Chats
- In-class coaching by support providers from FCSS Content Specialist in ELA/ELD/MATH & SCIENCE
- Classroom Walk Throughs
- Standards-based ELA/ELD support facilitated by Literacy ELA/ELD Coach

4 Providing support for teachers on the standards they have not yet mastered
- BTSA
- PLCs
- In-class coaching
- Standards-based ELA/ELD support facilitated by Literacy ELA/ELD Coach

Met

Priority 3 **Parent Engagement**

**Local Measures**

Washington Colony has established local measures to promote parental involvement participation in programs. These local measures are directly related to our LCAP Goal 3: Increase stakeholder engagement and provide parent education. Washington Colony is fully committed to encourage parents/guardians to participate in the educational programs, school functions and individual meetings with school staff related to their child's education. In addition, throughout the year Washington Colony provides trainings and parent workshops linked to student learning and/or social-emotional development and growth.

Washington Colony Provides the following parent engagement opportunities:

- Interpreter/translator are provided for district wide activities, newsletters, parent teacher conferences/LCAP input meetings, online surveys, Back to school and Open House events.
- Phone calls, Blackboard Connect, monthly newsletter, marquee,
- Updated website, Aeries, planners
- Parenting Partners Training Workshops, FCOE Parent Involvement Tenents, FCOE Parent Teacher Conferences, FCOE Helping Your Child with Homework, FCOE Computer Literacy, FCOE Family Literacy, childcare provided to all workshops
- English Classes RosettaStone, Back to School Night Survey, Eighth Grade Parent Meetings, CABE Conference
- School Committees: SSC, D/ELAC, and DAC
- Family Literacy Night
- Family Arts Night
- Aeries Parent Portal

Met

Priority 6 **School Climate**

During the 2016-17 School Year, Washington Colony administered the California Healthy Kids Survey to 6-8 grade students in order to provide a valid measure of perceptions of school safety and connectedness. The results of the survey show scale scores that range approximately from 100 to 500 with high scores representing more positive school climates, higher supports and engagement and lower level of violence and substance use at school.

Washington Colony School Climate Index Score is at 314. Therefore, in relation to the State Percentile, Washington Colony is at 63 State Percentile and at 87 percentile in similar schools. Washington Colony will monitor areas of need based on the CAHKS

results and will keep the overall score above 300 in all areas for the next three years. During the 2017-18 School Year, Washington Colony administered the California Healthy Kids Survey to 5th grade students in order to provide a valid measure of perceptions of school safety and connectedness. The results of the 5th grade survey showed that 51% of the students feel safe at school Most and All of the time for a positive school climate environment; a 23% of the students feel School Connectedness All the time and 46% of the students feel academically motivated All of the time. The Positive Behavior Interventions & Supports (PBIS) program has been implemented for the past three years and has received the Bronze, Silver and GOLD Awards. Washington Colony will increase positive reinforcements and incentives in all grade levels. A new Suicide Prevention policy and Mental Health supports are in place. Chronic Absenteeism is targeted and the increase of attendance is also being targeted. As a result of a positive school climate all students will participate in extracurricular activities, educational & enrichment field trips and academic rewards & educational assemblies.

Met

Priority 7 **Access to Broad Course of Study**

1) One of the selected measures that Washington Colony utilizes to identify the access to a broad course study is the school's Master Schedule for grades K-8. All Washington Colony enrolled students have access to the available course of study including unduplicated student groups, and individuals with exceptional needs. According to the School Accountability and Report Card (SARC) 2016-17 and Published on 2017-18 indicates the Kindergarten through 8th grade Core Curriculum Area of the Instructional Materials and Adoption Year.
K-5 and 6-8 Curriculum Adoption Year (2015- 16 and 2016-17)
English/Reading/Language Arts; McGraw-Hill "Wonders" K-5; HMH Collections 6-8
Mathematics; Houghton Mifflin Harcourt "Math Expressions" K-5; CPM 6-8
Science; Harcourt K-8 (Coming Up with New Adoption 2018-19)
History-Social Science; Pearson Scott Foresman; K-8
Physical Education; Full Time PE Teacher for K-8
Visual and Performing Arts; Full Time Music Teacher; K-8

2) The School Master Schedule and SARC report indicate that all students groups are provided with the ELA/MATH/SCIENCE & SOCIAL SCIENCE Core Curriculum Areas. With the addition of a Full Time Physical Education and Music Teachers, all students received a quality PE and Visual and Performing Arts program.

3) There may be opportunities to add few Electives for 6th – 8th grade students in the areas of Foreign Language, Applied Arts, CTE, and Automobile Driver Education;

However, Small School districts face barriers that include staff capacity and credential restrictions and limited supplemental authorization for these types of elective courses.

4) Based on the evaluation of the access to a broad course of study offerings, and as indicated in the CA PE framework; Physical Education contributes significantly to every student's health and well-being; Therefore, the district will explore the addition of Health Education by adding supplemental materials to the PE classes in order develop the awareness of a healthy life style. The LCAP Goal 1 for 2019-20 actions will also explore the integration of applied arts and CTE. Since, we are in a K-8 Elementary School setting, further research of resources to offer a Foreign Language and Automobile Driver Education including staffing and resources will be explored in the upcoming years.

Met

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.C.1
DATE: November 13, 2018

**SUBJECT TITLE:** ADA/ENROLLMENT REPORT (report generated 11/09/18)

Action _____ Discussion _____ Information ___√___

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## BACKGROUND

Washington Colony Elementary School ADA/Enrollment Report for the school year 2018-2019.

## CONSIDERATION

The WCESD report for the October ADA 2018-19 school year follows for your review.

# Enrollment by Teacher
# Period Ending 11/9/2018
# Month 4

| *Teacher* | *Grade Level(s)* | *# of Students* | *YTD ADA* |
|---|---|---|---|
| Davis | K | 20 | 19.85 |
| Smith | TK | 17 | 16.02 |
| Morales | K | 21 | 20.08 |
| Partlow | 1 | 28 | 27.06 |
| Schaffer | 1 | 26 | 26.21 |
| Pallas | 2 | 24 | 22.71 |
| Sweet | 2 | 24 | 23.48 |
| Espinosa | 3 | 23 | 22.52 |
| Hefley | 3 | 23 | 22.38 |
| Owens | 4 | 20 | 20.46 |
| Obeid | 4 | 21 | 20.33 |
| Smith, B. | 5 | 31 | 30.81 |
| Gonzalez | 5 | 31 | 31.98 |
| Martinez | 6 | 26 | 25.67 |
| Gray | 6 | 26 | 24.17 |
| Green | 7 | 24 | 23.48 |
| Showalter | 7 | 24 | 24.37 |
| Marquez | 8 | 23 | 22.33 |
| Silva | 8 | 22 | 22.79 |
| Taylor | K-8 SDC | 5 | 4.53 |
| **TOTALS:** | | 459 | 451.23 |

**WCESD BOARD OF TRUSTEES**

ITEM NO. V.C.2
DATE: November 13, 2018

**SUBJECT TITLE:** Suspension Report

Action _____ Discussion _____ Information ___√___

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## 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:_____

# ACTION ITEMS

**WCESD BOARD OF TRUSTEES** ITEM NO. VI.A.1

DATE: November 13, 2018

**SUBJECT TITLE:** Annual Organizational Meeting of the Governing Board

Action ___√___ Discussion _____ Information _____

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## RECOMMENDATION

Adopt Resolution No. 18/19-06 In the Matter of Setting the Date and Time of the Annual Organizational Meeting of the Board.

## BACKGROUND

California Education Code section 35143 requires that school district governing boards select an annual organizational meeting date. The selected meeting date must fall within a 15-day period commencing on the day a new member's term begins or would begin, i.e. the same 15-day period applies to election and non-election years. California Education Code section 5017(a) mandates that new member terms begin on the first Friday of December. Therefore, the 2018 annual organizational meeting date must fall between December 1, 2018, and December 15, 2018. Unless the District's policy states otherwise, the annual meeting shall be selected at the regular board meeting held immediately prior to the first day of the 15-day period; i.e. our regular board meeting prior to December 1, 2018. All governing board members, members-elect, and the county superintendent must be notified of the selected annual organizational meeting date. Should the board fail to set the annual organizational meeting, the county superintendent of schools shall designate the day and time of the annual meeting within the 15-day period.

## CONSIDERATION

Following is a Resolution establishing December 11, 2018, at 6:30 p.m., as the day and time of the Annual Organizational Meeting of the Washington Colony Elementary School District Board of Trustees.

Moved by _____ Second _____

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

BEFORE THE BOARD OF TRUSTEES
OF THE WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT,
COUNTY OF FRESNO, STATE OF CALIFORNIA

# RESOLUTION NO. 18/19-06

## In the Matter of Setting the Date and Time of the Annual Organizational Meeting of the Board

**WHEREAS,** pursuant to Section 35143 of the Education Code of the State of California, the governing board of each school district shall hold an annual organizational meeting on a day with a 15-day period which commences on the first Friday in December; and

**WHEREAS,** section 35143 requires that the annual organizational meeting date be selected at the regular meeting immediately before the 15-day period.; and

**NOW, THEREFORE, BE IT RESOLVED** that the 11th day of December, 2018, at 6:30 p.m., is the day and time ordered as the day of the annual organizational meeting for the above-named school governing board.

**BE IT FURTHER RESOLVED** that the clerk/secretary of the governing board hereof is directed to notify the Fresno County Superintendent of Schools by sending an executed copy of this Resolution and the attached Certification to the Fresno County Superintendent of Schools; and

**BE IT FURTHER RESOLVED** the clerk/secretary shall within 15 days prior to the date of the annual meeting notify all members and members-elect, if any, of the date and time selected for the annual meeting of this governing board, in writing.

The foregoing Resolution was adopted this 13th day of November, 2018, at a regular board meeting of the governing board hereof by the following vote:

Board Member_____: __Yes __No __Abstain __Absent
Board Member_____: __Yes __No __Abstain __Absent
Board Member_____: __Yes __No __Abstain __Absent
Board Member_____: __Yes __No __Abstain __Absent
Board Member_____: __Yes __No __Abstain __Absent

Dated: November 13, 2018

_____
Gary Chavez, Board President (signature)

_____
(Printed Name)

CERTIFICATION

Board of Trustees of the Washington Colony Elementary School District
State of California, County of Fresno

I, the undersigned, hereby certify that the above is a true and correct copy of a Resolution setting the date of the annual organizational meeting of the above-named school district governing board adopted on the 13th day of November, 2018, at a regular meeting of the board, and that such Resolution appears in the official minutes of the governing board under that date.

Dated: November 13, 2018

_____
Robert E. Dack, Clerk (signature)

_____
(Printed Name)

# ANNUAL ORGANIZATIONAL MEETING STATUTES

## Cal Ed Code § 5017

Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the first Friday in December next succeeding his or her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

## Cal Ed Code § 35143 Annual organizational meetings

The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

## Ed Code § 72000 District name; Power to sue; Meetings

(a) The district and its governing board may sue and be sued, and shall act in accordance with Section 70902.

(b) The district name shall be adopted and changed as follows:

(1) The first governing board of any new community college district shall, at the first meeting of the board or as soon as practicable thereafter, name the district. The district shall be designated as the "____ Community College District."

(2) The governing board of a community college district may, by resolution, change the name of the district or of any of the community colleges maintained by the district. However, the name shall continue to contain the words "Community College District" or "Community College," as appropriate.

(3) Whenever a petition is presented to the governing board of a community college district, signed by at least 15 qualified electors of any community college district, asking that the name of the district, be changed, the governing board shall, at its next regular meeting, designate a day upon which it will conduct a hearing and act upon the petition, which hearing shall not be less than 10 days nor more than 40 days after that regular meeting. The clerk of the governing board shall give notice to all interested parties by sending a notice of the time for the hearing of the petition. Notices shall be mailed at least 10 days before the day set for the hearing. At the hearing the board shall by resolution either grant or deny the petition, and if the petition is granted, the clerk shall notify the Board of Governors of the California Community Colleges of the change of the name of the district or of any community college maintained by the district.

(4) The name "____ Community College District" and the names of community colleges maintained by the district are the property of the district. No person shall, without permission of the board, use these names, or any abbreviation of them, or any name of which these words are a part in any of the following ways:

(A) To designate any business, social, political, religious, or other organization, including, but not limited to, any corporation, firm, partnership, association, group, activity or enterprise.

(B) To imply, indicate or otherwise suggest that any organization, or any product or service of the organization is connected or affiliated with, or is endorsed, favored or supported by, or is opposed by one or more California community colleges, the Board of Governors of the California Community Colleges, or the office of the Chancellor of the California Community Colleges.

(C) To display, advertise, or announce these names publicly at or in connection with any meeting, assembly, or demonstration, or any propaganda, advertising or promotional activity of any kind which has for its purpose or any part of its purpose the support, endorsement, advancement, opposition or defeat of any strike, lockout, or boycott or of any political, religious, sociological, or economic movement, activity or program.

(D) The provisions of this section shall not preclude the use of the name "____ Community College" or "____ Community College District" by any person or organization otherwise subject to this section using the name immediately prior to the effective date of this section, so long as the name is not used in additional, different ways.

(E) Nothing in this section shall interfere with or restrict the right of any person to make a true and accurate statement in the course of stating his or her experience or qualifications for any academic, governmental, business, or professional credit or enrollment, or in connection with any academic, governmental, professional or other employment whatsoever.

(5) Any reference to junior colleges or junior college districts in any law shall be deemed to refer to community colleges and community college districts, respectively.

(c) Meetings of the governing board shall be held as follows:

(1) Within 20 days after the appointment of the community college board provided for by Section 72023, the board of governors shall call an initial organizational meeting of the board by giving at least 10 days' notice by registered mail to each member, for the purposes of organizing the community college board.

At the initial organizational meeting the community college board shall organize by electing a president from its members and a secretary, and may transact any other business relating to the affairs of the community college district.

(2)

(A) The governing board of each community college district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The secretary of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

(B) If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of the 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He or she shall notify in writing all members and members-elect of the date and time.

(C) At the annual meeting, the governing board of the community college district shall organize by electing a president, from its members, and a secretary.

(3) As an alternative to the procedures set forth in paragraph (2), in a community college district the boundaries of which are coterminous with the boundaries of a city and county, the governing board members of which district are elected in accordance with a city and county charter, the annual organizational meeting of the governing board may be held between January 8 and January 31, inclusive, as provided in rules and regulations adopted by the board. At the annual organizational meeting the community college district governing board shall organize by electing a president and vice president from its members.

(4) Subject to this section, the governing board of any community college district shall hold regular monthly meetings and shall by rule and regulation fix the time and place for its regular meetings. The action shall be given proper notice to all members of the board of the regular meetings.

(d) The governing board shall conduct its meetings as follows:

(1) A notice identifying the location, date, and time of the meeting shall be posted in each community college maintained by the district at least 10 days prior to the meeting and shall remain so posted to and including the time of the meeting.

(2) The governing board shall conduct its meetings within the boundaries of the community college district, except as provided in subparagraphs (A) and (B).

(A) The governing board may meet outside of its district boundaries for the limited purpose of meeting with another local agency so long as the meeting meets both of the following criteria:

(i) The meeting occurs within the boundaries of one of the participating local agencies.

(ii) The meeting is open and accessible to the public, including the residents of the district whose board is meeting outside the boundaries of the district.

(B) The governing board may meet outside of its district boundaries if the board finds it necessary to meet in closed session with its attorney to discuss pending litigation and if the attorney's office is located outside of the boundaries of the district.

(3) Except as otherwise provided by law, the governing board shall act by majority vote of all of the membership constituting the governing board.

(4) Every official action taken by the governing board of every community college district shall be affirmed by a formal vote of the members of the board, and the governing board of every community college district shall keep minutes of its meetings, and shall maintain a journal of its proceedings in which shall be recorded every official act taken.

(5) Notwithstanding any other provision of law, if a community college district governing board consists of seven members and not more than two vacancies occur on the governing board, the vacant position or positions shall not be counted for purposes of determining how many members of the board constitute a majority. Whenever any of the provisions of this code require unanimous action of all or a specific number of the members elected or appointed to the governing board, the vacant position or positions shall be excluded from determination of the total membership constituting the governing board.

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.2
DATE: November 13, 2018

**SUBJECT TITLE:** PUBLIC HEARING - Proposed Adoption of Developer Fee Study and the *Levying Inflation Adjustment for Fees on Residential, Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities*

Action ___√___ Discussion _____ Information _____

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**BACKGROUND**:

The Governing Board of the Washington Colony Elementary School District will consider input from the public on the proposed adoption of a Developer Fee Justification Study for the District and an increase in the statutory school facility fee ("Level I Fee") on new residential and commercial/industrial property as approved by the State Allocation Board in January 24, 2018 meeting. The adoption of the Study and the increase of the Level I Fee are necessary to fund the construction and/or reconstruction of school facilities to accommodate growth due to development.

PUBLIC HEARING:

OPEN: _____ p.m.

CLOSE: _____ p.m..

Moved by _____ Second _____

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

OCTOBER 2018

# 2018 DEVELOPER FEE JUSTIFICATION STUDY WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

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## Executive Summary

This Developer Fee Justification Study demonstrates that the Washington Colony Elementary School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of $2.15 (64% of $3.36) per square foot for residential construction and a fee of $0.35 (64% of $0.54) per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **$2.43 (64% of $3.79)** per square foot for residential construction and **$0.39* (64% of $0.61)** per square foot for commercial/industrial construction. This proposed increase represents $0.28 per square foot and $0.04 per square foot for residential and commercial/industrial construction, respectively.

The following table shows the impacts of the new fee amounts:

**Table 1**

**Washington Colony Elementary**
**Developer Fee Collection Rates**

| **Totals** | Previous | New | Change |
|---|---|---|---|
| Residential | $3.36 | $3.79 | $0.43 |
| Commercial/Ind. | $0.54 | $0.61 | $0.07 |
| | | | |
| District Share: | 64.00% | | |
| | | | |
| **Net Impact** | Previous | New | Change |
| Residential | $2.15 | $2.43 | $0.28 |
| Commercial/Ind. | $0.35 | $0.39 | $0.04 |

*except for Rental Self Storage facilities in which a fee of $0.12 per square foot is justified.

## Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As enrollment increases, additional school facilities will be needed to house the growth in the student population. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority sited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at $1.50 per square foot for residential construction and $0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **$3.79** per square foot of residential construction and **$0.61** per square foot of commercial or industrial construction.

## Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this report is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Washington Colony Elementary School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Washington Colony Elementary School District. The projected enrollment will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

**Enrollment Projections**

In 2017/2018 the District's total enrollment (CBEDS) was 462 students. The enrollment by grade level is shown here in Table 2.

**Table 2**

**Washington Colony Elementary**
**CURRENT ENROLLMENT**

| Grade | 2018/2019 |
|---|---|
| TK/K | 57 |
| 1 | 55 |
| 2 | 47 |
| 3 | 46 |
| 4 | 42 |
| 5 | 64 |
| 6 | 52 |
| TK-6 Total | 363 |
| 7 | 49 |
| 8 | 45 |
| 7-8 Total | 94 |
| TK-8 Total | 457 |
| Elem SDC | 5 |
| Total | 462 |

This data will be the basis for the enrollment projections which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.50 for grades TK-8. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

**Table 3**

**Washington Colony Elementary**
**STUDENT GENERATION FACTORS**

| Grades | Students per Household |
|---|---|
| TK-6 | 0.4059 |
| 7-8 | 0.1088 |
| **Total** | **0.5147** |

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **93.2%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The Washington Colony Elementary School District has experienced an average new residential construction rate of approximately 2 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various city planning departments within the school district boundaries, it was verified that using the same average residential construction rate over the past four years for the next five years is a reasonable assumption. Projecting the average rate forward, we would expect that 10 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, an enrollment projection is done. Applying the student generation factor of 0.5147 to the projected 10 units of residential housing, we expect that 5 students will be generated from the new residential construction over the next five years. This includes 4 elementary school students and 1 middle school student.

The District is allowed to use this development-based enrollment projection for the purposes of this Study. This is utilized as the cost basis for development impact throughout this Study, unless otherwise noted.

**Table 4**

**Washington Colony Elementary**
**DEVELOPMENT IMPACT ANALYSIS**

| Grades | Current Enrollment | Development Projection | Total Enrollment |
|---|---|---|---|
| TK to 6 | 363 | 4 | 367 |
| 7 to 8 | 94 | 1 | 95 |
| SDC | 5 | 0 | 5 |
| Totals | 462 | 5 | 467 |

## Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

**Table 5**

**List of Core and Support Facilities**

| | |
|---|---|
| Library | Resource Specialist |
| Multipurpose Room | Gymnasium |
| Office Area | Lunch Room |
| Staff Workroom | P.E. Facilities |

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

**Table 6**

**State Classroom Loading Standards**

| | |
|---|---|
| TK/Kindergarten | 25 Students/Classroom |
| 1st-3rd Grades | 25 Students/Classroom |
| 4th-6th Grades | 25 Students/Classroom |
| 7th-8th Grades | 27 Students/Classroom |
| Non Severe Special Ed | 13 Students/Classroom |

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

**Table 7**

**Washington Colony Elementary**
**Summary of Existing Facility Capacity**

| School Facility | Permanent Classrooms | Portable Classrooms | Chargeable Portables | Total Chargeable Classrooms | State Loading Factor | State Funded Projects | Total State Capacity |
|---|---|---|---|---|---|---|---|
| Grades TK-6 | 15 | 1 | 1 | 16 | 25 | 0 | 400 |
| Grades 7-8 | 4 | 1 | 1 | 5 | 27 | 0 | 135 |
| Special Ed | 0 | 0 | 0 | 0 | 13 | 0 | 0 |
| Totals | 19 | 2 | 2 | 21 | | 0 | 535 |

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 19 permanent classrooms in the District when the baseline was established. In addition there were 2 portable classrooms. OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Since the District has fewer portable classrooms than 25% of the permanent classrooms, all portable classrooms are included in the baseline. This results in a total classroom count of 21 and is referred to as the chargeable classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State

funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 535 students.

Unhoused Students by State Housing Standards

This next table compares the capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the maximum seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

**Table 8**

**Washington Colony Elementary**
**Summary of Available District Capacity**

| School Facility | State Capacity | Space Needed | Available Capacity |
|---|---|---|---|
| Grades TK-6 | 400 | 363 | 37 |
| Grades 7-8 | 135 | 104 | 31 |
| Special Ed | 0 | 5 | (5) |
| Totals | 535 | 472 | 63 |

The District capacity of 535 is more than the space needed of 472, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 63 students.

**Calculation of Development's Fiscal Impact on Schools**

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for adequate school facilities in the Washington Colony Elementary School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be

accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the new students from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building program.

**Table 9**

**Modernization Project Needs**

| | Eligible Modernization Grants | | | State | District | Project |
|---|---|---|---|---|---|---|
| School | Elem | Middle | Spec Ed | Funding | Share | Total |
| Washington Colony Elem | 247 | 1 | 0 | $1,160,683 | $773,789 | $1,934,472 |

**Table 10**

**New Development Share of Modernization Costs**

| | Eligible Modernization | New Development | | |
|---|---|---|---|---|
| Grade | Grants | Students | $/Student | Amount |
| TK-6 | 247 | 4 | $23,550 | $94,200 |
| 7-8 | 1 | 1 | $24,966 | $24,966 |
| **Totals** | **248** | **5** | | **$119,166** |

**Includes students from new developments not housed in new facilities.**
**Amounts based on State OPSC budgets for new construction projects.**

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

The modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

**Table 11**

**Washington Colony Elementary**
**Summary of Residential Impact**

| School Facility | Development Projection | Available Space | Net Unhoused | Construction Cost Per Student | Total Facility Costs |
|---|---|---|---|---|---|
| Elementary | 4 | 37 | 0 | $23,550 | $0 |
| Middle | 1 | 31 | 0 | $24,966 | $0 |
| Site Purchase: 0.0 acres | | | | | $0 |
| Site Development: | | | | | $0 |
| | | | **New Construction Needs:** | | **$0** |
| | | | **Modernization Needs:** | | **$119,166** |
| | | | **TOTAL NEEDS:** | | **$119,166** |
| | | | **Average cost per student:** | | **$23,833** |

The total need for school facilities based solely on the impact of the 10 new housing units projected over the next five years totals $119,166. To determine the impact per square foot

of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,587 square feet. The total area for 10 new homes would therefore be 15,870 square feet. The total residential fee needed to be able to collect $119,166 would be **$7.51** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impacts fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

**Table 12**

| Commercial/Industrial Category | Average Square Foot Per Employee | Employees Per Average Square Foot |
|---|---|---|
| Banks | 354 | 0.00283 |
| Community Shopping Centers | 652 | 0.00153 |
| Neighborhood Shopping Centers | 369 | 0.00271 |
| Industrial Business Parks | 284 | 0.00352 |
| Industrial Parks | 742 | 0.00135 |
| Rental Self Storage | 15541 | 0.00006 |
| Scientific Research & Development | 329 | 0.00304 |
| Lodging | 882 | 0.00113 |
| Standard Commercial Office | 209 | 0.00479 |
| Large High Rise Commercial Office | 232 | 0.00431 |
| Corporate Offices | 372 | 0.00269 |
| Medical Offices | 234 | 0.00427 |

*Source: 1990 SanDAG Traffic Generators report*

Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates for the District. There were 937 employees and 818 homes in the District. This represents a ratio of 1.1455 employees per home.

There were 421 school age children attending the District in 2010. This is a ratio of 0.4493 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (23.6%), because only those employees living in the District will impact the District's school facilities with their children. The actual ratio of students per employee in the District is 0.1060.

School Facilities Cost per Student

State costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 11.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (23.6 percent).
- Housing units per employee (0.8730). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 818 housing units and 937 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,587).
- Residential fee charged by the District ($2.43 (64% of $3.79) per square foot).
- Average cost per student was determined in Table 11.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

**Table 13**

**Washington Colony Elementary**
**Summary of Commercial and Industrial Uses**

| Type | Employees per 1,000 Sq. Ft. | Students per Employee | Students per 1,000 Sq. Ft. | Average Cost per Student | Cost per Sq. Ft. | Residential offset per Sq. Ft. | Net Cost per Sq. Ft. |
|---|---|---|---|---|---|---|---|
| Banks | 2.83 | 0.1060 | 0.300 | $23,833 | $7.15 | $1.68 | $5.47 |
| Community Shopping Centers | 1.53 | 0.1060 | 0.162 | $23,833 | $3.87 | $0.91 | $2.96 |
| Neighborhood Shopping Centers | 2.71 | 0.1060 | 0.287 | $23,833 | $6.85 | $1.61 | $5.24 |
| Industrial Business Parks | 3.52 | 0.1060 | 0.373 | $23,833 | $8.90 | $2.09 | $6.80 |
| Industrial Parks | 1.35 | 0.1060 | 0.143 | $23,833 | $3.41 | $0.80 | $2.61 |
| Rental Self Storage | 0.06 | 0.1060 | 0.006 | $23,833 | $0.15 | $0.03 | $0.12 |
| Scientific Research & Development | 3.04 | 0.1060 | 0.322 | $23,833 | $7.68 | $1.81 | $5.87 |
| Lodging | 1.13 | 0.1060 | 0.120 | $23,833 | $2.86 | $0.67 | $2.18 |
| Standard Commercial Office | 4.79 | 0.1060 | 0.508 | $23,833 | $12.11 | $2.85 | $9.26 |
| Large High Rise Commercial Office | 4.31 | 0.1060 | 0.457 | $23,833 | $10.89 | $2.56 | $8.33 |
| Corporate Offices | 2.69 | 0.1060 | 0.285 | $23,833 | $6.80 | $1.60 | $5.20 |
| Medical Offices | 4.27 | 0.1060 | 0.453 | $23,833 | $10.79 | $2.54 | $8.25 |

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now $0.39 (64% of $0.61) for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of $0.12 per square foot of Rental Self Storage construction.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from development totals $119,166. The amount the District would collect over the five year period at the maximum rate of $2.43 (64% of $3.79) for residential and $0.39 (64% of $0.61) for commercial/industrial development would be as follows:

$2.43 x 10 homes x 1,587 sq ft per home = $38,494 for Residential

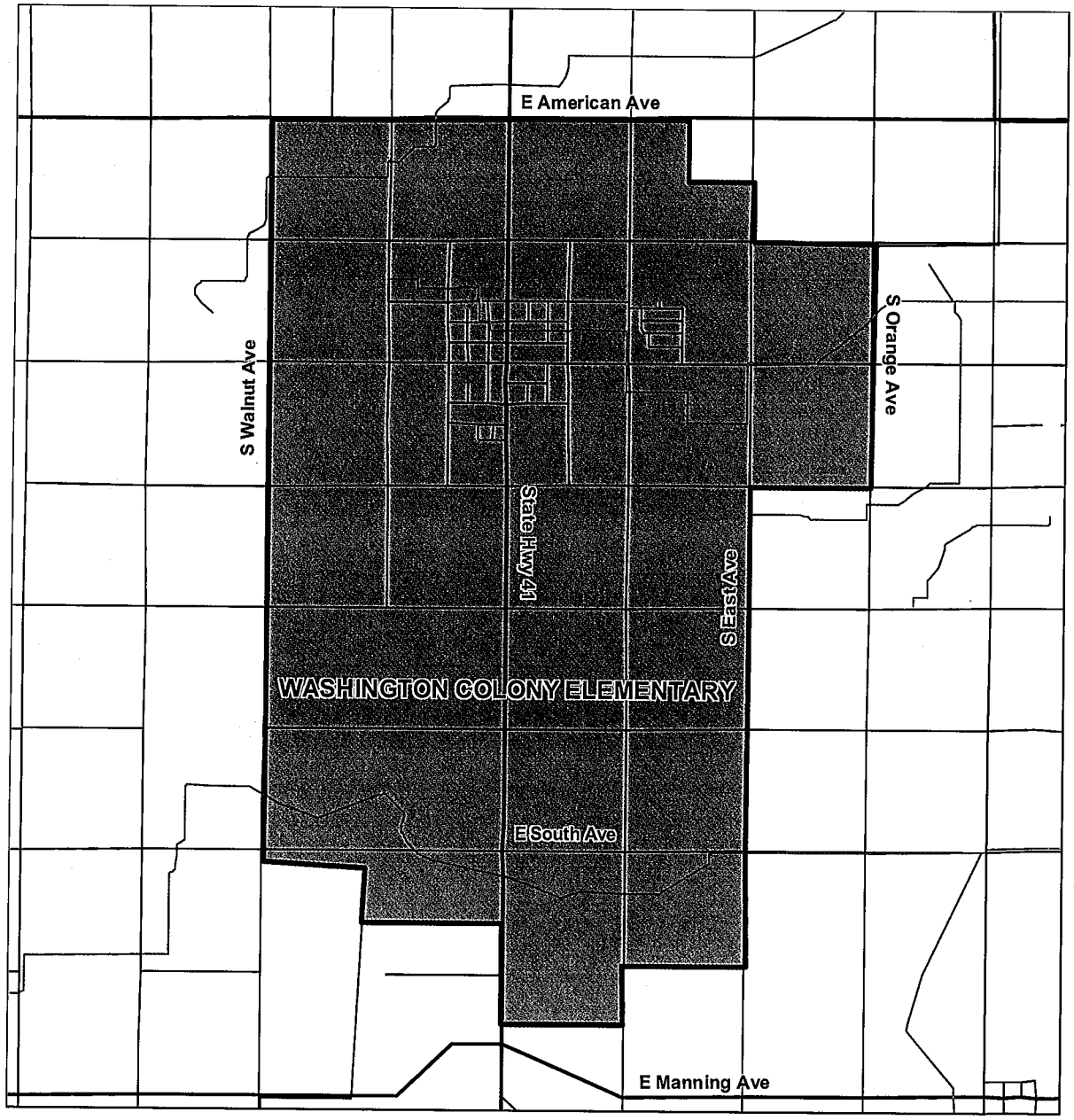
$0.39 x 1,000 sq ft per year x 5 years = $1,952 for Commercial/Industrial

Total projected 5 year income: $40,446

The estimated income is less than the projected facility needs due to the impact of new development projects.

## District Map

The following map shows the extent of the areas for which development fees are applicable to the Washington Colony Elementary School District.



**Conclusion**

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for adequate school facilities in the Washington Colony Elementary School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.5147 TK-8 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the district will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of $7.51 per square foot of residential development. Each square foot of residential development will generate $2.43 (64% of $3.79) in developer fees resulting in a shortfall of $5.08 per square foot.

Benefit Nexus: The developer fees to be collected by the Washington Colony Elementary School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational facilities.

The District's planned use of the fees received from development impacts will include the following types of projects each of which will benefit students from new developments.

1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.

2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State building program. If development impacts did not exist, the old portables could be removed.

4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The reasonable relationship identified by these findings provides the required justification for the Washington Colony Elementary School District to levy the maximum fees of **$2.43 (64% of $3.79)** per square foot for residential construction and **$0.39 (64% of $0.61)** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **$0.12** per square foot is justified as authorized by Education Code Section 17620.

# Appendices

## 2018 Developer Fee Justification Study

*Washington Colony Elementary School District*

STATE OF CALIFORNIA

# ENROLLMENT CERTIFICATION/PROJECTION

SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION



| SCHOOL DISTRICT | FIVE DIGIT DISTRICT CODE NUMBER (*see California Public School Directory*) |
|---|---|
| Washingto Colony Elementary | 62513 |
| **COUNTY** | **HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (*if applicable*)** |
| Fresno | |

**Check one:** ☑ **Fifth-Year Enrollment Projection** ☐ **Tenth-Year Enrollment Projection**

**HSAA Districts Only - Check one:** ☐ **Attendance** ☐ **Residency**

☐ **Residency - COS Districts Only** - (Fifth Year Projection Only)

☐ **Modified Weighting** (Fifth-Year Projection Only)

☐ **Alternate Weighting** - (Fill in boxes to the right):

| 3rd Prev. to 2nd Prev. | 2nd Prev. to Prev. | Previous to Current |
|---|---|---|
| | | |

**Part A. K-12 Pupil Data**

| Grade | 7th Prev. / | 6th Prev. / | 5th Prev. / | 4th Prev. / | 3rd Prev. 2015/2016 | 2nd Prev. 2016/2017 | Previous 2017/2018 | Current 2018/2019 |
|---|---|---|---|---|---|---|---|---|
| K | | | | | 62 | 59 | 63 | 57 |
| 1 | | | | | 47 | 50 | 53 | 55 |
| 2 | | | | | 56 | 43 | 47 | 47 |
| 3 | | | | | 44 | 60 | 43 | 46 |
| 4 | | | | | 49 | 45 | 59 | 42 |
| 5 | | | | | 41 | 46 | 49 | 64 |
| 6 | | | | | 34 | 43 | 47 | 52 |
| 7 | | | | | 47 | 36 | 46 | 49 |
| 8 | | | | | 45 | 46 | 34 | 45 |
| 9 | | | | | 0 | 0 | 0 | 0 |
| 10 | | | | | 0 | 0 | 0 | 0 |
| 11 | | | | | 0 | 0 | 0 | 0 |
| 12 | | | | | 0 | 0 | 0 | 0 |
| **TOTAL** | | | | | **425** | **428** | **441** | **457** |

**Part B. Pupils Attending Schools Chartered By Another District**

| 7th Prev. | 6th Prev. | 5th Prev. | 4th Prev. | 3rd Prev. | 2nd Prev. | Previous | Current |
|---|---|---|---|---|---|---|---|
| | | | | 0 | 0 | 0 | 0 |

**Part C. Continuation High School Pupils** - (Districts Only)

| Grade | 7th Prev. | 6th Prev. | 5th Prev. | 4th Prev. | 3rd Prev. | 2nd Prev. | Previous | Current |
|---|---|---|---|---|---|---|---|---|
| 9 | | | | | 0 | 0 | 0 | 0 |
| 10 | | | | | 0 | 0 | 0 | 0 |
| 11 | | | | | 0 | 0 | 0 | 0 |
| 12 | | | | | 0 | 0 | 0 | 0 |
| **TOTAL** | | | | | **0** | **0** | **0** | **0** |

**Part D. Special Day Class Pupils** - (Districts or County Superintendent of Schools)

| | Elementary | Secondary | TOTAL |
|---|---|---|---|
| Non-Severe | 0 | 0 | **0** |
| Severe | 0 | 0 | **0** |
| **TOTAL** | 0 | 0 | |

**Part E. Special Day Class Pupils** - (County Superintendent of Schools Only)

| 7th Prev. / | 6th Prev. / | 5th Prev. / | 4th Prev. / | 3rd Prev. 2015/2016 | 2nd Prev. 2016/2017 | Previous 2017/2018 | Current 2018/2019 |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

**Part F. Birth Data** - (Fifth-Year Projection Only)

☐ County Birth Data ☐ Birth Data by District ZIP Codes

| 8th Prev. | 7th Prev. | 6th Prev. | 5th Prev. | 4th Prev. | 3rd Prev. | ☐ Estimate 2nd Prev. | ☐ Estimate Previous | ☐ Estimate Current |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

**Part G. Number of New Dwelling Units**
(Fifth-Year Projection Only) 10

**Part H. District Student Yield Factor**
(Fifth-Year Projection Only) .514669

**Part I. Projected Enrollment**

**1. Fifth-Year Projection**

**Enrollment/Residency** - (except Special Day Class pupils)

| K-6 | 7-8 | 9-12 | TOTAL |
|---|---|---|---|
| 312 | 105 | 0 | **417** |

**Special Day Class pupils only - Enrollment/Residency**

| | Elementary | Secondary | TOTAL |
|---|---|---|---|
| Non-Severe | 0 | 0 | **0** |
| Severe | 0 | 0 | **0** |
| **TOTAL** | 0 | 0 | |

**2. Tenth-Year Projection**

**Enrollment/Residency** - (except Special Day Class pupils)

| K-6 | 7-8 | 9-12 | TOTAL |
|---|---|---|---|
| | | | |

**Special Day Class pupils only - Enrollment/Residency**

| | Elementary | Secondary | TOTAL |
|---|---|---|---|
| Non-Severe | | | |
| Severe | | | |
| **TOTAL** | | | |

*I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:*

- *I am designated as an authorized district representative by the governing board of the district.*
- *If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).*
- *This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.*

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE | TELEPHONE NUMBER

E-MAIL ADDRESS

DP04

# SELECTED HOUSING CHARACTERISTICS

## 2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

| Subject | Washington Colony Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| HOUSING OCCUPANCY | | | | |
| Total housing units | 872 | +/-77 | 872 | (X) |
| Occupied housing units | 818 | +/-85 | 93.8% | +/-5.0 |
| Vacant housing units | 54 | +/-43 | 6.2% | +/-5.0 |
| | | | | |
| Homeowner vacancy rate | 0.0 | +/-6.7 | (X) | (X) |
| Rental vacancy rate | 0.0 | +/-12.8 | (X) | (X) |
| | | | | |
| UNITS IN STRUCTURE | | | | |
| Total housing units | 872 | +/-77 | 872 | (X) |
| 1-unit, detached | 813 | +/-80 | 93.2% | +/-5.4 |
| 1-unit, attached | 26 | +/-34 | 3.0% | +/-3.8 |
| 2 units | 0 | +/-13 | 0.0% | +/-4.2 |
| 3 or 4 units | 0 | +/-13 | 0.0% | +/-4.2 |
| 5 to 9 units | 0 | +/-13 | 0.0% | +/-4.2 |
| 10 to 19 units | 0 | +/-13 | 0.0% | +/-4.2 |
| 20 or more units | 0 | +/-13 | 0.0% | +/-4.2 |
| Mobile home | 33 | +/-33 | 3.8% | +/-3.8 |
| Boat, RV, van, etc. | 0 | +/-13 | 0.0% | +/-4.2 |
| | | | | |
| YEAR STRUCTURE BUILT | | | | |
| Total housing units | 872 | +/-77 | 872 | (X) |
| Built 2010 or later | 0 | +/-13 | 0.0% | +/-4.2 |
| Built 2000 to 2009 | 56 | +/-39 | 6.4% | +/-4.5 |
| Built 1990 to 1999 | 46 | +/-37 | 5.3% | +/-4.2 |
| Built 1980 to 1989 | 126 | +/-58 | 14.4% | +/-6.7 |
| Built 1970 to 1979 | 139 | +/-59 | 15.9% | +/-6.7 |
| Built 1960 to 1969 | 136 | +/-55 | 15.6% | +/-6.2 |
| Built 1950 to 1959 | 114 | +/-47 | 13.1% | +/-5.2 |
| Built 1940 to 1949 | 111 | +/-51 | 12.7% | +/-5.8 |
| Built 1939 or earlier | 144 | +/-63 | 16.5% | +/-7.1 |
| | | | | |
| ROOMS | | | | |
| Total housing units | 872 | +/-77 | 872 | (X) |

| Subject | Washington Colony Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| 1 room | 0 | +/-13 | 0.0% | +/-4.2 |
| 2 rooms | 19 | +/-27 | 2.2% | +/-3.2 |
| 3 rooms | 47 | +/-41 | 5.4% | +/-4.6 |
| 4 rooms | 107 | +/-50 | 12.3% | +/-5.6 |
| 5 rooms | 223 | +/-79 | 25.6% | +/-8.6 |
| 6 rooms | 260 | +/-75 | 29.8% | +/-7.9 |
| 7 rooms | 115 | +/-46 | 13.2% | +/-5.6 |
| 8 rooms | 58 | +/-28 | 6.7% | +/-3.4 |
| 9 rooms or more | 43 | +/-31 | 4.9% | +/-3.6 |
| Median rooms | 5.7 | +/-0.3 | (X) | (X) |
| | | | | |
| BEDROOMS | | | | |
| Total housing units | 872 | +/-77 | 872 | (X) |
| No bedroom | 0 | +/-13 | 0.0% | +/-4.2 |
| 1 bedroom | 19 | +/-27 | 2.2% | +/-3.2 |
| 2 bedrooms | 237 | +/-76 | 27.2% | +/-8.2 |
| 3 bedrooms | 502 | +/-94 | 57.6% | +/-10.4 |
| 4 bedrooms | 95 | +/-54 | 10.9% | +/-6.0 |
| 5 or more bedrooms | 19 | +/-22 | 2.2% | +/-2.5 |
| | | | | |
| HOUSING TENURE | | | | |
| Occupied housing units | 818 | +/-85 | 818 | (X) |
| Owner-occupied | 544 | +/-91 | 66.5% | +/-9.5 |
| Renter-occupied | 274 | +/-85 | 33.5% | +/-9.5 |
| | | | | |
| Average household size of owner-occupied unit | 2.82 | +/-0.36 | (X) | (X) |
| Average household size of renter-occupied unit | 3.43 | +/-0.40 | (X) | (X) |
| | | | | |
| YEAR HOUSEHOLDER MOVED INTO UNIT | | | | |
| Occupied housing units | 818 | +/-85 | 818 | (X) |
| Moved in 2010 or later | 43 | +/-34 | 5.3% | +/-4.2 |
| Moved in 2000 to 2009 | 415 | +/-107 | 50.7% | +/-9.6 |
| Moved in 1990 to 1999 | 112 | +/-46 | 13.7% | +/-5.8 |
| Moved in 1980 to 1989 | 71 | +/-30 | 8.7% | +/-3.6 |
| Moved in 1970 to 1979 | 115 | +/-38 | 14.1% | +/-5.0 |
| Moved in 1969 or earlier | 62 | +/-29 | 7.6% | +/-3.6 |
| | | | | |
| VEHICLES AVAILABLE | | | | |
| Occupied housing units | 818 | +/-85 | 818 | (X) |
| No vehicles available | 8 | +/-9 | 1.0% | +/-1.1 |
| 1 vehicle available | 271 | +/-91 | 33.1% | +/-9.5 |
| 2 vehicles available | 293 | +/-76 | 35.8% | +/-9.2 |
| 3 or more vehicles available | 246 | +/-67 | 30.1% | +/-8.1 |
| | | | | |
| HOUSE HEATING FUEL | | | | |
| Occupied housing units | 818 | +/-85 | 818 | (X) |
| Utility gas | 507 | +/-82 | 62.0% | +/-8.5 |
| Bottled, tank, or LP gas | 86 | +/-41 | 10.5% | +/-5.2 |
| Electricity | 112 | +/-51 | 13.7% | +/-5.8 |
| Fuel oil, kerosene, etc. | 4 | +/-7 | 0.5% | +/-0.8 |
| Coal or coke | 0 | +/-13 | 0.0% | +/-4.5 |
| Wood | 34 | +/-25 | 4.2% | +/-3.0 |
| Solar energy | 0 | +/-13 | 0.0% | +/-4.5 |
| Other fuel | 54 | +/-41 | 6.6% | +/-5.0 |
| No fuel used | 21 | +/-32 | 2.6% | +/-3.8 |
| | | | | |
| SELECTED CHARACTERISTICS | | | | |
| Occupied housing units | 818 | +/-85 | 818 | (X) |
| Lacking complete plumbing facilities | 0 | +/-13 | 0.0% | +/-4.5 |

| Subject | Washington Colony Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| Lacking complete kitchen facilities | 20 | +/-32 | 2.4% | +/-3.9 |
| No telephone service available | 23 | +/-30 | 2.8% | +/-3.6 |
| | | | | |
| OCCUPANTS PER ROOM | | | | |
| Occupied housing units | 818 | +/-85 | 818 | (X) |
| 1.00 or less | 809 | +/-86 | 98.9% | +/-1.6 |
| 1.01 to 1.50 | 9 | +/-13 | 1.1% | +/-1.6 |
| 1.51 or more | 0 | +/-13 | 0.0% | +/-4.5 |
| | | | | |
| VALUE | | | | |
| Owner-occupied units | 544 | +/-91 | 544 | (X) |
| Less than $50,000 | 12 | +/-13 | 2.2% | +/-2.3 |
| $50,000 to $99,999 | 38 | +/-26 | 7.0% | +/-4.4 |
| $100,000 to $149,999 | 60 | +/-30 | 11.0% | +/-5.7 |
| $150,000 to $199,999 | 182 | +/-66 | 33.5% | +/-11.3 |
| $200,000 to $299,999 | 59 | +/-42 | 10.8% | +/-7.5 |
| $300,000 to $499,999 | 166 | +/-62 | 30.5% | +/-9.9 |
| $500,000 to $999,999 | 17 | +/-13 | 3.1% | +/-2.5 |
| $1,000,000 or more | 10 | +/-11 | 1.8% | +/-2.0 |
| Median (dollars) | 195,100 | +/-25,904 | (X) | (X) |
| | | | | |
| MORTGAGE STATUS | | | | |
| Owner-occupied units | 544 | +/-91 | 544 | (X) |
| Housing units with a mortgage | 360 | +/-73 | 66.2% | +/-9.5 |
| Housing units without a mortgage | 184 | +/-64 | 33.8% | +/-9.5 |
| | | | | |
| SELECTED MONTHLY OWNER COSTS (SMOC) | | | | |
| Housing units with a mortgage | 360 | +/-73 | 360 | (X) |
| Less than $300 | 0 | +/-13 | 0.0% | +/-9.9 |
| $300 to $499 | 0 | +/-13 | 0.0% | +/-9.9 |
| $500 to $699 | 24 | +/-18 | 6.7% | +/-4.8 |
| $700 to $999 | 92 | +/-40 | 25.6% | +/-11.6 |
| $1,000 to $1,499 | 54 | +/-39 | 15.0% | +/-10.8 |
| $1,500 to $1,999 | 75 | +/-44 | 20.8% | +/-11.7 |
| $2,000 or more | 115 | +/-58 | 31.9% | +/-13.3 |
| Median (dollars) | 1,560 | +/-348 | (X) | (X) |
| | | | | |
| Housing units without a mortgage | 184 | +/-64 | 184 | (X) |
| Less than $100 | 0 | +/-13 | 0.0% | +/-18.3 |
| $100 to $199 | 29 | +/-21 | 15.8% | +/-9.9 |
| $200 to $299 | 54 | +/-40 | 29.3% | +/-18.9 |
| $300 to $399 | 45 | +/-23 | 24.5% | +/-12.9 |
| $400 or more | 56 | +/-39 | 30.4% | +/-16.8 |
| Median (dollars) | 313 | +/-44 | (X) | (X) |
| | | | | |
| SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME (SMOCAPI) | | | | |
| Housing units with a mortgage (excluding units where SMOCAPI cannot be computed) | 341 | +/-72 | 341 | (X) |
| Less than 20.0 percent | 128 | +/-51 | 37.5% | +/-14.2 |
| 20.0 to 24.9 percent | 55 | +/-36 | 16.1% | +/-10.3 |
| 25.0 to 29.9 percent | 25 | +/-17 | 7.3% | +/-5.4 |
| 30.0 to 34.9 percent | 14 | +/-11 | 4.1% | +/-3.4 |
| 35.0 percent or more | 119 | +/-71 | 34.9% | +/-17.8 |
| | | | | |
| Not computed | 19 | +/-22 | (X) | (X) |
| | | | | |
| Housing unit without a mortgage (excluding units where SMOCAPI cannot be computed) | 179 | +/-64 | 179 | (X) |
| Less than 10.0 percent | 75 | +/-37 | 41.9% | +/-13.2 |

| Subject | Washington Colony Elementary School District, California | | | |
|---|---|---|---|---|
| | Estimate | Margin of Error | Percent | Percent Margin of Error |
| 10.0 to 14.9 percent | 67 | +/-36 | 37.4% | +/-14.5 |
| 15.0 to 19.9 percent | 6 | +/-8 | 3.4% | +/-5.1 |
| 20.0 to 24.9 percent | 27 | +/-28 | 15.1% | +/-14.2 |
| 25.0 to 29.9 percent | 0 | +/-13 | 0.0% | +/-18.8 |
| 30.0 to 34.9 percent | 0 | +/-13 | 0.0% | +/-18.8 |
| 35.0 percent or more | 4 | +/-6 | 2.2% | +/-3.6 |
| | | | | |
| Not computed | 5 | +/-8 | (X) | (X) |
| | | | | |
| GROSS RENT | | | | |
| Occupied units paying rent | 232 | +/-77 | 232 | (X) |
| Less than $200 | 5 | +/-6 | 2.2% | +/-3.0 |
| $200 to $299 | 7 | +/-10 | 3.0% | +/-4.4 |
| $300 to $499 | 0 | +/-13 | 0.0% | +/-14.9 |
| $500 to $749 | 39 | +/-36 | 16.8% | +/-14.4 |
| $750 to $999 | 75 | +/-40 | 32.3% | +/-14.5 |
| $1,000 to $1,499 | 87 | +/-53 | 37.5% | +/-18.3 |
| $1,500 or more | 19 | +/-21 | 8.2% | +/-8.9 |
| Median (dollars) | 979 | +/-97 | (X) | (X) |
| | | | | |
| No rent paid | 42 | +/-31 | (X) | (X) |
| | | | | |
| GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME (GRAPI) | | | | |
| Occupied units paying rent (excluding units where GRAPI cannot be computed) | 232 | +/-77 | 232 | (X) |
| Less than 15.0 percent | 44 | +/-30 | 19.0% | +/-11.9 |
| 15.0 to 19.9 percent | 6 | +/-10 | 2.6% | +/-4.4 |
| 20.0 to 24.9 percent | 56 | +/-43 | 24.1% | +/-15.7 |
| 25.0 to 29.9 percent | 0 | +/-13 | 0.0% | +/-14.9 |
| 30.0 to 34.9 percent | 5 | +/-6 | 2.2% | +/-3.0 |
| 35.0 percent or more | 121 | +/-58 | 52.2% | +/-18.0 |
| | | | | |
| Not computed | 42 | +/-31 | (X) | (X) |

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

The median gross rent excludes no cash renters.

In prior years, the universe included all owner-occupied units with a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all owner-occupied units without a mortgage. It is now restricted to include only those units where SMOCAPI is computed, that is, SMOC and household income are valid values.

In prior years, the universe included all renter-occupied units. It is now restricted to include only those units where GRAPI is computed, that is, gross rent and household income are valid values.

The 2007, 2008, 2009, 2010, 2011, and 2012 plumbing data for Puerto Rico will not be shown. Research indicates that the questions on plumbing facilities that were introduced in 2008 in the stateside American Community Survey and the 2008 Puerto Rico Community Survey may not have been appropriate for Puerto Rico.

Median calculations for base table sourcing VAL, MHC, SMOC, and TAX should exclude zero values.

Telephone service data are not available for certain geographic areas due to problems with data collection. See Errata Note #93 for details.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An '**' entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.
2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '***' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '*****' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.

S0802

# MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

## 2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

| Subject | Washington Colony Elementary School District, California | | | | |
|---|---|---|---|---|---|
| | Total | | Car, truck, or van -- drove alone | | Car, truck, or van -- carpooled |
| | Estimate | Margin of Error | Estimate | Margin of Error | Estimate |
| Workers 16 years and over | 937 | +/-176 | 734 | +/-168 | 114 |
| AGE | | | | | |
| 16 to 19 years | 2.5% | +/-2.0 | 1.0% | +/-1.5 | 14.0% |
| 20 to 24 years | 9.2% | +/-4.9 | 10.5% | +/-5.6 | 7.9% |
| 25 to 44 years | 38.6% | +/-9.8 | 41.1% | +/-13.2 | 25.4% |
| 45 to 54 years | 30.2% | +/-9.2 | 28.5% | +/-11.8 | 38.6% |
| 55 to 59 years | 8.1% | +/-5.5 | 8.7% | +/-6.5 | 10.5% |
| 60 years and over | 11.4% | +/-4.9 | 10.2% | +/-5.1 | 3.5% |
| | | | | | |
| Median age (years) | 45.0 | +/-3.2 | 44.5 | +/-7.1 | 48.2 |
| | | | | | |
| SEX | | | | | |
| Male | 50.3% | +/-5.8 | 49.6% | +/-7.0 | 54.4% |
| Female | 49.7% | +/-5.8 | 50.4% | +/-7.0 | 45.6% |
| | | | | | |
| RACE AND HISPANIC OR LATINO ORIGIN | | | | | |
| One race | 91.6% | +/-5.7 | 90.2% | +/-6.8 | 93.9% |
| White | 54.2% | +/-11.9 | 53.4% | +/-13.2 | 73.7% |
| Black or African American | 0.0% | +/-3.9 | 0.0% | +/-5.0 | 0.0% |
| American Indian and Alaska Native | 0.7% | +/-1.3 | 0.0% | +/-5.0 | 0.0% |
| Asian | 4.8% | +/-4.7 | 4.2% | +/-5.4 | 12.3% |
| Native Hawaiian and Other Pacific Islander | 0.0% | +/-3.9 | 0.0% | +/-5.0 | 0.0% |
| Some other race | 31.8% | +/-12.1 | 32.6% | +/-13.7 | 7.9% |
| Two or more races | 8.4% | +/-5.7 | 9.8% | +/-6.8 | 6.1% |
| | | | | | |
| Hispanic or Latino origin (of any race) | 61.2% | +/-10.7 | 59.1% | +/-11.8 | 69.3% |
| White alone, not Hispanic or Latino | 32.6% | +/-9.5 | 33.4% | +/-10.0 | 30.7% |
| | | | | | |
| NATIVITY AND CITIZENSHIP STATUS | | | | | |
| Native | 80.1% | +/-8.5 | 77.1% | +/-10.8 | 93.9% |
| Foreign born | 19.9% | +/-8.5 | 22.9% | +/-10.8 | 6.1% |
| Naturalized U.S. citizen | 14.0% | +/-7.7 | 16.3% | +/-9.5 | 6.1% |

| Subject | Washington Colony Elementary School District, California | | | | |
|---|---|---|---|---|---|
| | Total | | Car, truck, or van -- drove alone | | Car, truck, or van -- carpooled |
| | Estimate | Margin of Error | Estimate | Margin of Error | Estimate |
| Not a U.S. citizen | 5.9% | +/-4.1 | 6.5% | +/-5.2 | 0.0% |
| | | | | | |
| LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH | | | | | |
| Speak language other than English | 24.5% | +/-9.6 | 22.8% | +/-10.9 | 35.1% |
| Speak English "very well" | 9.4% | +/-5.8 | 7.1% | +/-5.9 | 23.7% |
| Speak English less than "very well" | 15.2% | +/-7.4 | 15.7% | +/-8.8 | 11.4% |
| | | | | | |
| EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS | | | | | |
| Workers 16 years and over with earnings | 937 | +/-176 | 734 | +/-168 | 114 |
| $1 to $9,999 or loss | 15.8% | +/-6.8 | 13.5% | +/-7.9 | 12.3% |
| $10,000 to $14,999 | 5.0% | +/-3.2 | 5.7% | +/-4.0 | 0.0% |
| $15,000 to $24,999 | 22.3% | +/-8.7 | 24.1% | +/-10.4 | 21.9% |
| $25,000 to $34,999 | 19.0% | +/-8.7 | 19.5% | +/-9.9 | 9.6% |
| $35,000 to $49,999 | 14.0% | +/-5.4 | 12.4% | +/-5.7 | 28.9% |
| $50,000 to $64,999 | 7.4% | +/-4.3 | 7.8% | +/-5.0 | 10.5% |
| $65,000 to $74,999 | 9.0% | +/-5.5 | 11.4% | +/-6.9 | 0.0% |
| $75,000 or more | 7.6% | +/-3.8 | 5.6% | +/-3.4 | 16.7% |
| | | | | | |
| Median earnings (dollars) | 29,867 | +/-5,668 | 29,593 | +/-5,815 | 45,000 |
| | | | | | |
| POVERTY STATUS IN THE PAST 12 MONTHS | | | | | |
| Workers 16 years and over for whom poverty status is determined | 937 | +/-176 | 734 | +/-168 | 114 |
| Below 100 percent of the poverty level | 8.1% | +/-6.4 | 7.8% | +/-8.0 | 4.4% |
| 100 to 149 percent of the poverty level | 8.0% | +/-4.5 | 7.2% | +/-5.3 | 0.0% |
| At or above 150 percent of the poverty level | 83.9% | +/-6.9 | 85.0% | +/-8.4 | 95.6% |
| | | | | | |
| Workers 16 years and over | 937 | +/-176 | 734 | +/-168 | 114 |
| OCCUPATION | | | | | |
| Management, business, science, and arts occupations | 21.8% | +/-7.1 | 17.7% | +/-6.5 | 50.9% |
| Service occupations | 12.7% | +/-4.8 | 13.6% | +/-5.6 | 6.1% |
| Sales and office occupations | 26.6% | +/-6.3 | 29.6% | +/-7.6 | 16.7% |
| Natural resources, construction, and maintenance occupations | 10.9% | +/-5.2 | 9.3% | +/-5.7 | 12.3% |
| Production, transportation, and material moving occupations | 28.1% | +/-11.2 | 29.8% | +/-13.2 | 14.0% |
| Military specific occupations | 0.0% | +/-3.9 | 0.0% | +/-5.0 | 0.0% |
| | | | | | |
| INDUSTRY | | | | | |
| Agriculture, forestry, fishing and hunting, and mining | 10.0% | +/-5.2 | 7.8% | +/-4.2 | 9.6% |
| Construction | 5.7% | +/-3.8 | 4.5% | +/-4.0 | 12.3% |
| Manufacturing | 10.1% | +/-6.5 | 12.0% | +/-8.3 | 6.1% |
| Wholesale trade | 1.4% | +/-1.3 | 0.5% | +/-0.9 | 7.9% |
| Retail trade | 12.1% | +/-4.7 | 7.1% | +/-4.5 | 14.0% |
| Transportation and warehousing, and utilities | 6.7% | +/-5.5 | 7.6% | +/-6.8 | 0.0% |
| Information and finance and insurance, and real estate and rental and leasing | 7.5% | +/-5.9 | 9.5% | +/-7.4 | 0.0% |
| Professional, scientific, management, and administrative and waste management services | 9.6% | +/-6.6 | 12.3% | +/-8.0 | 0.0% |
| Educational services, and health care and social assistance | 21.9% | +/-7.0 | 22.1% | +/-8.7 | 33.3% |
| Arts, entertainment, and recreation, and accommodation and food services | 2.7% | +/-2.4 | 3.4% | +/-3.1 | 0.0% |
| Other services (except public administration) | 5.3% | +/-4.2 | 6.8% | +/-5.3 | 0.0% |
| Public administration | 7.0% | +/-3.9 | 6.4% | +/-4.3 | 16.7% |
| Armed forces | 0.0% | +/-3.9 | 0.0% | +/-5.0 | 0.0% |
| | | | | | |
| CLASS OF WORKER | | | | | |
| Private wage and salary workers | 74.7% | +/-5.6 | 77.8% | +/-6.2 | 62.3% |

| Subject | Washington Colony Elementary School District, California | | | | |
|---|---|---|---|---|---|
| | Total | | Car, truck, or van -- drove alone | | Car, truck, or van -- carpooled |
| | Estimate | Margin of Error | Estimate | Margin of Error | Estimate |
| Government workers | 16.8% | +/-5.9 | 14.9% | +/-6.0 | 37.7% |
| Self-employed workers in own not incorporated business | 8.5% | +/-4.5 | 7.4% | +/-5.4 | 0.0% |
| Unpaid family workers | 0.0% | +/-3.9 | 0.0% | +/-5.0 | 0.0% |
| | | | | | |
| PLACE OF WORK | | | | | |
| Worked in state of residence | 100.0% | +/-3.9 | 100.0% | +/-5.0 | 100.0% |
| Worked in county of residence | 97.8% | +/-2.0 | 98.8% | +/-1.8 | 95.6% |
| Worked outside county of residence | 2.2% | +/-2.0 | 1.2% | +/-1.8 | 4.4% |
| Worked outside state of residence | 0.0% | +/-3.9 | 0.0% | +/-5.0 | 0.0% |
| | | | | | |
| Workers 16 years and over who did not work at home | 886 | +/-176 | 734 | +/-168 | 114 |
| TIME LEAVING HOME TO GO TO WORK | | | | | |
| 12:00 a.m. to 4:59 a.m. | 8.0% | +/-3.5 | 8.0% | +/-4.2 | 10.5% |
| 5:00 a.m. to 5:29 a.m. | 9.8% | +/-6.1 | 8.6% | +/-6.6 | 6.1% |
| 5:30 a.m. to 5:59 a.m. | 6.7% | +/-3.8 | 4.0% | +/-2.9 | 26.3% |
| 6:00 a.m. to 6:29 a.m. | 1.6% | +/-1.7 | 0.7% | +/-1.0 | 7.9% |
| 6:30 a.m. to 6:59 a.m. | 5.1% | +/-2.9 | 3.4% | +/-3.4 | 11.4% |
| 7:00 a.m. to 7:29 a.m. | 16.0% | +/-5.1 | 16.2% | +/-5.8 | 20.2% |
| 7:30 a.m. to 7:59 a.m. | 17.8% | +/-5.7 | 18.8% | +/-6.3 | 17.5% |
| 8:00 a.m. to 8:29 a.m. | 13.8% | +/-7.5 | 15.7% | +/-8.9 | 0.0% |
| 8:30 a.m. to 8:59 a.m. | 4.5% | +/-4.1 | 5.4% | +/-5.0 | 0.0% |
| 9:00 a.m. to 11:59 p.m. | 16.7% | +/-7.4 | 19.2% | +/-8.8 | 0.0% |
| | | | | | |
| TRAVEL TIME TO WORK | | | | | |
| Less than 10 minutes | 10.5% | +/-4.7 | 9.3% | +/-5.2 | 15.8% |
| 10 to 14 minutes | 13.1% | +/-6.5 | 13.6% | +/-7.4 | 7.9% |
| 15 to 19 minutes | 24.6% | +/-8.7 | 27.0% | +/-10.6 | 17.5% |
| 20 to 24 minutes | 21.3% | +/-6.8 | 19.3% | +/-8.4 | 26.3% |
| 25 to 29 minutes | 11.5% | +/-7.2 | 13.9% | +/-8.7 | 0.0% |
| 30 to 34 minutes | 10.9% | +/-5.1 | 9.1% | +/-5.1 | 20.2% |
| 35 to 44 minutes | 5.3% | +/-4.5 | 5.2% | +/-4.6 | 7.9% |
| 45 to 59 minutes | 2.1% | +/-2.7 | 1.9% | +/-2.9 | 4.4% |
| 60 or more minutes | 0.6% | +/-0.8 | 0.7% | +/-1.0 | 0.0% |
| Mean travel time to work (minutes) | N | N | N | N | N |
| | | | | | |
| Workers 16 years and over in households | 937 | +/-176 | 734 | +/-168 | 114 |
| HOUSING TENURE | | | | | |
| Owner-occupied housing units | 74.4% | +/-10.8 | 76.0% | +/-10.7 | 50.0% |
| Renter-occupied housing units | 25.6% | +/-10.8 | 24.0% | +/-10.7 | 50.0% |
| | | | | | |
| VEHICLES AVAILABLE | | | | | |
| No vehicle available | 0.4% | +/-0.7 | 0.5% | +/-0.8 | 0.0% |
| 1 vehicle available | 14.1% | +/-5.7 | 10.8% | +/-6.4 | 16.7% |
| 2 vehicles available | 31.7% | +/-11.9 | 33.5% | +/-14.7 | 18.4% |
| 3 or more vehicles available | 53.8% | +/-13.0 | 55.2% | +/-16.0 | 64.9% |
| | | | | | |
| PERCENT IMPUTED | | | | | |
| Means of transportation to work | 1.7% | (X) | (X) | (X) | (X) |
| Time leaving home to go to work | 8.0% | (X) | (X) | (X) | (X) |
| Travel time to work | 2.4% | (X) | (X) | (X) | (X) |
| Vehicles available | 0.5% | (X) | (X) | (X) | (X) |

| Subject | Washington Colony Elementary School District, California | | |
|---|---|---|---|
| | Car, truck, or van -- carpooled | Public transportation (excluding taxicab) | |
| | Margin of Error | Estimate | Margin of Error |
| Workers 16 years and over | +/-55 | 0 | +/-13 |
| AGE | | | |
| 16 to 19 years | +/-14.2 | - | ** |
| 20 to 24 years | +/-9.6 | - | ** |
| 25 to 44 years | +/-15.5 | - | ** |
| 45 to 54 years | +/-19.4 | - | ** |
| 55 to 59 years | +/-11.1 | - | ** |
| 60 years and over | +/-7.1 | - | ** |
| | | | |
| Median age (years) | +/-6.5 | - | ** |
| | | | |
| SEX | | | |
| Male | +/-17.2 | - | ** |
| Female | +/-17.2 | - | ** |
| | | | |
| RACE AND HISPANIC OR LATINO ORIGIN | | | |
| One race | +/-9.2 | - | ** |
| White | +/-20.4 | - | ** |
| Black or African American | +/-27.4 | - | ** |
| American Indian and Alaska Native | +/-27.4 | - | ** |
| Asian | +/-15.9 | - | ** |
| Native Hawaiian and Other Pacific Islander | +/-27.4 | - | ** |
| Some other race | +/-10.9 | - | ** |
| Two or more races | +/-9.2 | - | ** |
| | | | |
| Hispanic or Latino origin (of any race) | +/-22.0 | - | ** |
| White alone, not Hispanic or Latino | +/-22.0 | - | ** |
| | | | |
| NATIVITY AND CITIZENSHIP STATUS | | | |
| Native | +/-7.8 | - | ** |
| Foreign born | +/-7.8 | - | ** |
| Naturalized U.S. citizen | +/-7.8 | - | ** |
| Not a U.S. citizen | +/-27.4 | - | ** |
| | | | |
| LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH | | | |
| Speak language other than English | +/-19.5 | - | ** |
| Speak English "very well" | +/-17.5 | - | ** |
| Speak English less than "very well" | +/-16.2 | - | ** |
| | | | |
| EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS | | | |
| Workers 16 years and over with earnings | +/-55 | 0 | +/-13 |
| $1 to $9,999 or loss | +/-12.9 | - | ** |
| $10,000 to $14,999 | +/-27.4 | - | ** |
| $15,000 to $24,999 | +/-14.4 | - | ** |
| $25,000 to $34,999 | +/-12.6 | - | ** |
| $35,000 to $49,999 | +/-21.2 | - | ** |
| $50,000 to $64,999 | +/-11.1 | - | ** |
| $65,000 to $74,999 | +/-27.4 | - | ** |
| $75,000 or more | +/-16.2 | - | ** |
| | | | |
| Median earnings (dollars) | +/-23,085 | - | ** |
| | | | |
| POVERTY STATUS IN THE PAST 12 MONTHS | | | |
| Workers 16 years and over for whom poverty status is determined | +/-55 | 0 | +/-13 |
| Below 100 percent of the poverty level | +/-7.8 | - | ** |

| Subject | Washington Colony Elementary School District, California | | |
|---|---|---|---|
| | Car, truck, or van -- carpooled | Public transportation (excluding taxicab) | |
| | Margin of Error | Estimate | Margin of Error |
| 100 to 149 percent of the poverty level | +/-27.4 | - | ** |
| At or above 150 percent of the poverty level | +/-7.8 | - | ** |
| | | | |
| Workers 16 years and over | +/-55 | 0 | +/-13 |
| OCCUPATION | | | |
| Management, business, science, and arts occupations | +/-16.9 | - | ** |
| Service occupations | +/-7.7 | - | ** |
| Sales and office occupations | +/-10.8 | - | ** |
| Natural resources, construction, and maintenance occupations | +/-12.8 | - | ** |
| Production, transportation, and material moving occupations | +/-14.2 | - | ** |
| Military specific occupations | +/-27.4 | - | ** |
| | | | |
| INDUSTRY | | | |
| Agriculture, forestry, fishing and hunting, and mining | +/-10.1 | - | ** |
| Construction | +/-12.8 | - | ** |
| Manufacturing | +/-9.2 | - | ** |
| Wholesale trade | +/-11.0 | - | ** |
| Retail trade | +/-11.0 | - | ** |
| Transportation and warehousing, and utilities | +/-27.4 | - | ** |
| Information and finance and insurance, and real estate and rental and leasing | +/-27.4 | - | ** |
| Professional, scientific, management, and administrative and waste management services | +/-27.4 | - | ** |
| Educational services, and health care and social assistance | +/-17.0 | - | ** |
| Arts, entertainment, and recreation, and accommodation and food services | +/-27.4 | - | ** |
| Other services (except public administration) | +/-27.4 | - | ** |
| Public administration | +/-15.8 | - | ** |
| Armed forces | +/-27.4 | - | ** |
| | | | |
| CLASS OF WORKER | | | |
| Private wage and salary workers | +/-21.1 | - | ** |
| Government workers | +/-21.1 | - | ** |
| Self-employed workers in own not incorporated business | +/-27.4 | - | ** |
| Unpaid family workers | +/-27.4 | - | ** |
| | | | |
| PLACE OF WORK | | | |
| Worked in state of residence | +/-27.4 | - | ** |
| Worked in county of residence | +/-7.8 | - | ** |
| Worked outside county of residence | +/-7.8 | - | ** |
| Worked outside state of residence | +/-27.4 | - | ** |
| | | | |
| Workers 16 years and over who did not work at home | +/-55 | 0 | +/-13 |
| TIME LEAVING HOME TO GO TO WORK | | | |
| 12:00 a.m. to 4:59 a.m. | +/-10.5 | - | ** |
| 5:00 a.m. to 5:29 a.m. | +/-9.2 | - | ** |
| 5:30 a.m. to 5:59 a.m. | +/-18.3 | - | ** |
| 6:00 a.m. to 6:29 a.m. | +/-10.9 | - | ** |
| 6:30 a.m. to 6:59 a.m. | +/-12.0 | - | ** |
| 7:00 a.m. to 7:29 a.m. | +/-16.4 | - | ** |
| 7:30 a.m. to 7:59 a.m. | +/-17.3 | - | ** |
| 8:00 a.m. to 8:29 a.m. | +/-27.4 | - | ** |
| 8:30 a.m. to 8:59 a.m. | +/-27.4 | - | ** |
| 9:00 a.m. to 11:59 p.m. | +/-27.4 | - | ** |
| | | | |

| Subject | Washington Colony Elementary School District, California | | |
|---|---|---|---|
| | Car, truck, or van -- carpooled | Public transportation (excluding taxicab) | |
| | Margin of Error | Estimate | Margin of Error |
| TRAVEL TIME TO WORK | | | |
| Less than 10 minutes | +/-10.7 | - | ** |
| 10 to 14 minutes | +/-11.0 | - | ** |
| 15 to 19 minutes | +/-16.8 | - | ** |
| 20 to 24 minutes | +/-17.2 | - | ** |
| 25 to 29 minutes | +/-27.4 | - | ** |
| 30 to 34 minutes | +/-18.4 | - | ** |
| 35 to 44 minutes | +/-10.9 | - | ** |
| 45 to 59 minutes | +/-7.8 | - | ** |
| 60 or more minutes | +/-27.4 | - | ** |
| Mean travel time to work (minutes) | N | N | N |
| | | | |
| Workers 16 years and over in households | +/-55 | 0 | +/-13 |
| HOUSING TENURE | | | |
| Owner-occupied housing units | +/-25.4 | - | ** |
| Renter-occupied housing units | +/-25.4 | - | ** |
| | | | |
| VEHICLES AVAILABLE | | | |
| No vehicle available | +/-27.4 | - | ** |
| 1 vehicle available | +/-15.8 | - | ** |
| 2 vehicles available | +/-18.4 | - | ** |
| 3 or more vehicles available | +/-22.4 | - | ** |
| | | | |
| PERCENT IMPUTED | | | |
| Means of transportation to work | (X) | (X) | (X) |
| Time leaving home to go to work | (X) | (X) | (X) |
| Travel time to work | (X) | (X) | (X) |
| Vehicles available | (X) | (X) | (X) |

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry codes are 4-digit codes and are based on the North American Industry Classification System 2007. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. 2, "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

**SchoolWorks, Inc.**
*8331 Sierra College Blvd., Suite 221*
*Roseville, CA 95661*
*916.733.0402*

Facility Problem Solvers

# Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
  - Construction
  - Modernization/reconstruction
  - Architectural and engineering costs
  - Permits and plan checking
  - Testing and inspection
  - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

**Ed Code Section 17620.** (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, January 24, 2018

# INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

## PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

## DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

## AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

## BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

A historical comparison of the assessment rates for development fees for 2014 and 2016 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 8.78, during the two year period from January 2016 to January 2018, requiring the assessment for development fees to be adjusted as follows beginning January 2018:

RS Means Index Maximum Level I Assessment Per Square Foot

| | 2014 | 2016 | 2018 |
|---|---|---|---|
| Residential | $3.36 | $3.48 | $3.79 |
| Commercial/Industrial | $0.54 | $0.56 | $0.61 |

RECOMMENDATION

Increase the 2018 maximum Level I assessment for development in the amount of 8.78 percent using the RS Means Index to be effective immediately.

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, January 24, 2018

## ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

### PURPOSE OF REPORT

To adopt the annual adjustment in the School Facility Program (SFP) grants based on the change in construction costs pursuant to the Education Code (EC) and SFP Regulations.

### DESCRIPTION

This item presents the State Allocation Board (Board) with the annual adjustment to the SFP grants based on the statewide cost index for Class B construction. Each year the Board adjusts the SFP grants to reflect construction cost changes. In January 2016, the Board adopted the RS Means index for 2016 and future years. This item presents the 2018 annual adjustment to SFP grants based on the RS Means index.

### AUTHORITY

See Attachment A.

### STAFF ANALYSIS/STATEMENTS

At the January 2016 meeting, the Board adopted an increase to the SFP grants using the RS Means Construction Cost Index (CCI) as the statewide cost index for Class B construction.

The current rate of change between 2017 and 2018 for the RS Means Class B CCI is 4.17 percent. The chart below reflects the amounts previously adopted for 2017 compared to the potential amount for the new construction base grants.

| | | | **RS Means 4.17%** |
|---|---|---|---|
| **Grade Level** | **Regulation Section** | **Current Adjusted Grant Per Pupil Effective 1-1-17** | *Potential Grant Per Pupil Effective 1-1-18* |
| Elementary | 1859.71 | $11,104 | $11,567 |
| Middle | 1859.71 | $11,744 | $12,234 |
| High | 1859.71 | $14,944 | $15,567 |
| Special Day Class – Severe | 1859.71.1 | $31,202 | $32,503 |
| Special Day Class – Non-Severe | 1859.71.1 | $20,867 | $21,737 |

STAFF ANALYSIS/STATEMENTS (cont.)

The following chart shows the amounts previously adopted compared to the potential amount for the modernization base grants.

| Grade Level | Regulation Section | Current Adjusted Grant Per Pupil Effective 1-1-17 | RS Means 4.17% *Potential Grant Per Pupil Effective 1-1-18* |
|---|---|---|---|
| Elementary | 1859.78 | $4,228 | $4,404 |
| Middle | 1859.78 | $4,472 | $4,658 |
| High | 1859.78 | $5,855 | $6,099 |
| Special Day Class – Severe | 1859.78.3 | $13,475 | $14,037 |
| Special Day Class – Non-Severe | 1859.78.3 | $9,015 | $9,391 |

In addition, the CCI adjustment would increase the threshold amount for Government Code Section 66452.6(a)(2) for the period of one year commencing March 1, 2018. The following chart shows the amount previously adopted for 2017 compared to the resulting threshold amount, upon approval of the proposed 2018 CCI adjustment:

| | RS Means Effective 3-1-2017 | RS Means Potential 3-1-2018 |
|---|---|---|
| **Resulting Amount** | $279,571 | $291,229 |

RECOMMENDATION

Adopt the increase of 4.17 percent for the 2018 SFP grants based on the RS Means Construction Cost Index as shown in Attachment B.

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS
State Allocation Board Meeting, January 24, 2018

**Grant Amount Adjustments**

| | | Regulation Section | Current Adjusted Grant Per Pupil Effective 1-1-17 | Current Adjusted Grant Per Pupil Effective 1-1-18 |
|---|---|---|---|---|
| New Construction | Elementary | 1859.71 | $11,104 | $11,567 |
| | Middle | 1859.71 | $11,744 | $12,234 |
| | High | 1859.71 | $14,944 | $15,567 |
| | Special Day Class – Severe | 1859.71.1 | $31,202 | $32,503 |
| | Special Day Class – Non-Severe | 1859.71.1 | $20,867 | $21,737 |
| | Automatic Fire Detection/Alarm System – Elementary | 1859.71.2 | $13 | $14 |
| | Automatic Fire Detection/Alarm System – Middle | 1859.71.2 | $18 | $19 |
| | Automatic Fire Detection/Alarm System – High | 1859.71.2 | $30 | $31 |
| | Automatic Fire Detection/Alarm System – Special Day Class – Severe | 1859.71.2 | $56 | $58 |
| | Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe | 1859.71.2 | $39 | $41 |
| | Automatic Sprinkler System – Elementary | 1859.71.2 | $186 | $194 |
| | Automatic Sprinkler System – Middle | 1859.71.2 | $221 | $230 |
| | Automatic Sprinkler System – High | 1859.71.2 | $230 | $240 |
| | Automatic Sprinkler System – Special Day Class – Severe | 1859.71.2 | $588 | $613 |
| | Automatic Sprinkler System – Special Day Class – Non-Severe | 1859.71.2 | $395 | $411 |
| Modernization | Elementary | 1859.78 | $4,228 | $4,404 |
| | Middle | 1859.78 | $4,472 | $4,658 |
| | High | 1859.78 | $5,855 | $6,099 |
| | Special Day Class - Severe | 1859.78.3 | $13,475 | $14,037 |
| | Special Day Class – Non-Severe | 1859.78.3 | $9,015 | $9,391 |
| | State Special School – Severe | 1859.78 | $22,460 | $23,397 |
| | Automatic Fire Detection/Alarm System – Elementary | 1859.78.4 | $137 | $143 |
| | Automatic Fire Detection/Alarm System – Middle | 1859.78.4 | $137 | $143 |
| | Automatic Fire Detection/Alarm System – High | 1859.78.4 | $137 | $143 |
| | Automatic Fire Detection/Alarm System – Special Day Class – Severe | 1859.78.4 | $378 | $394 |
| | Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe | 1859.78.4 | $253 | $264 |
| | Over 50 Years Old – Elementary | 1859.78.6 | $5,874 | $6,119 |
| | Over 50 Years Old – Middle | 1859.78.6 | $6,212 | $6,471 |
| | Over 50 Years Old – High | 1859.78.6 | $8,132 | $8,471 |
| | Over 50 Years Old – Special Day Class – Severe | 1859.78.6 | $18,721 | $19,502 |
| | Over 50 Years Old – Special Day Class – Non-Severe | 1859.78.6 | $12,519 | $13,041 |
| | Over 50 Years Old – State Special School – Severe | 1859.78.6 | $31,201 | $32,502 |

ATTACHMENT B

# ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS
## January 2018

### Grant Amount Adjustments

| New Construction / Modernization / Joint-Use | Regulation Section | Current Adjusted Grant Per Pupil Effective 1-1-17 | Current Adjusted Grant Per Pupil Effective 1-1-18 |
|---|---|---|---|
| Therapy/Multipurpose Room/Other (per square foot) | 1859.72<br>1859.73.2<br>1859.77.3<br>1859.82<br>1859.125<br>1859.125.1 | $182 | $190 |
| Toilet Facilities (per square foot) | 1859.72<br>1859.73.2<br>1859.82<br>1859.125<br>1859.125.1 | $326 | $340 |
| **New Construction Only** | | | |
| Parking Spaces | 1859.76 | $14,120 | $14,709 |
| General Site Grant (per acre for additional acreage being acquired) | 1859.76 | $18,073 | $18,827 |
| Project Assistance (for school district with less than 2,500 pupils) | 1859.73.1 | $6,791 | $7,074 |
| **Modernization Only** | | | |
| Two-stop Elevator | 1859.83 | $112,957 | $117,667 |
| Additional Stop | 1859.83 | $20,333 | $21,181 |
| Project Assistance (for school district with less than 2,500 pupils) | 1859.78.2 | $3,621 | $3,772 |
| **Facility Hardship / Rehabilitation** | | | |
| Current Replacement Cost - Other (per square foot) | 1859.2 | $362 | $377 |
| Current Replacement Cost - Toilets (per square foot) | 1859.2 | $653 | $680 |
| Interim Housing – Financial Hardship (per classroom) | 1859.81 | $37,231 | $38,784 |
| **Charter School Facilities Program - Preliminary Apportionment Amounts** | | | |
| Charter School Elementary | 1859.163.1 | $11,161 | $11,626 |
| Charter School Middle | 1859.163.1 | $11,816 | $12,309 |
| Charter School High | 1859.163.1 | $14,997 | $15,622 |
| Charter School Special Day Class - Severe | 1859.163.1 | $31,351 | $32,658 |
| Charter School Special Day Class - Non-Severe | 1859.163.1 | $20,966 | $21,840 |
| Charter School Two-stop Elevator | 1859.163.5 | $94,131 | $98,056 |
| Charter School Additional Stop | 1859.163.5 | $16,943 | $17,650 |

**SchoolWorks, Inc.**
*8331 Sierra College Blvd, Suite 221*
*Roseville, CA 95661*
*916.733.0402*

Facility Problem Solvers

**Determination of Average State allowed amounts for Site Development Costs**

**Elementary Schools**

| District | Project # | Acres | Original OPSC Site Development | Inflation Factor | 2009 Adjusted Site Development | Project Year | 2009 Cost/Acre | |
|---|---|---|---|---|---|---|---|---|
| Davis Jt Unified | 3 | 9.05 | $532,282 | 38.4% | $1,473,469 | 2004 | $162,814 | |
| Dry Creek Jt Elem | 2 | 8.5 | $516,347 | 46.2% | $1,509,322 | 2002 | $177,567 | |
| Dry Creek Jt Elem | 5 | 11.06 | $993,868 | 20.1% | $2,387,568 | 2006 | $215,874 | |
| Elk Grove Unified | 5 | 12.17 | $556,011 | 48.2% | $1,648,316 | 2001 | $135,441 | |
| Elk Grove Unified | 10 | 11 | $690,120 | 48.2% | $2,045,888 | 2001 | $185,990 | |
| Elk Grove Unified | 11 | 10 | $702,127 | 48.2% | $2,081,483 | 2001 | $208,148 | |
| Elk Grove Unified | 14 | 10 | $732,837 | 46.2% | $2,142,139 | 2002 | $214,214 | |
| Elk Grove Unified | 16 | 9.86 | $570,198 | 46.2% | $1,666,733 | 2002 | $169,040 | |
| Elk Grove Unified | 17 | 10 | $542,662 | 46.2% | $1,586,243 | 2002 | $158,624 | |
| Elk Grove Unified | 20 | 10 | $710,730 | 43.2% | $2,034,830 | 2003 | $203,483 | |
| Elk Grove Unified | 25 | 10 | $645,923 | 38.4% | $1,788,052 | 2004 | $178,805 | |
| Elk Grove Unified | 28 | 10.03 | $856,468 | 24.4% | $2,130,974 | 2005 | $212,460 | |
| Elk Grove Unified | 39 | 9.91 | $1,007,695 | 20.1% | $2,420,785 | 2006 | $244,277 | |
| Folsom-Cordova Unified | 1 | 9.79 | $816,196 | 20.1% | $1,960,747 | 2006 | $200,281 | |
| Folsom-Cordova Unified | 4 | 7.5 | $455,908 | 46.2% | $1,332,654 | 2002 | $177,687 | |
| Folsom-Cordova Unified | 5 | 8 | $544,213 | 46.2% | $1,590,776 | 2002 | $198,847 | |
| Folsom-Cordova Unified | 8 | 8.97 | $928,197 | 11.2% | $2,063,757 | 2007 | $230,073 | |
| Galt Jt Union Elem | 2 | 10.1 | $1,033,044 | 38.4% | $2,859,685 | 2004 | $283,137 | |
| Lincoln Unified | 1 | 9.39 | $433,498 | 46.2% | $1,267,148 | 2002 | $134,947 | |
| Lodi Unified | 3 | 11.2 | $555,999 | 46.2% | $1,625,228 | 2002 | $145,110 | |
| Lodi Unified | 10 | 11.42 | $1,245,492 | 46.2% | $3,640,669 | 2002 | $318,798 | |
| Lodi Unified | 19 | 9.93 | $999,164 | 11.2% | $2,221,545 | 2007 | $223,721 | |
| Lodi Unified | 22 | 10 | $1,416,212 | 7.7% | $3,051,426 | 2008 | $305,143 | |
| Natomas Unified | 6 | 8.53 | $685,284 | 46.2% | $2,003,138 | 2002 | $234,834 | |
| Natomas Unified | 10 | 9.83 | $618,251 | 43.2% | $1,770,061 | 2003 | $180,067 | |
| Natomas Unified | 12 | 9.61 | $735,211 | 24.4% | $1,829,275 | 2005 | $190,351 | |
| Rocklin Unified | 8 | 10.91 | $593,056 | 46.2% | $1,733,548 | 2002 | $158,895 | |
| Stockton Unified | 1 | 12.66 | $1,462,232 | 7.7% | $3,150,582 | 2008 | $248,861 | |
| Stockton Unified | 2 | 10.5 | $781,675 | 43.2% | $2,237,946 | 2003 | $213,138 | |
| Stockton Unified | 6 | 12.48 | $1,136,704 | 20.1% | $2,730,703 | 2006 | $218,806 | |
| Tracy Jt Unified | 4 | 10 | $618,254 | 46.2% | $1,807,204 | 2002 | $180,720 | |
| Tracy Jt Unified | 10 | 10 | $573,006 | 38.4% | $1,586,202 | 2004 | $158,620 | |
| Washington Unified | 1 | 8 | $446,161 | 46.2% | $1,304,163 | 2002 | $163,020 | |
| Washington Unified | 4 | 10.76 | $979,085 | 7.7% | $2,109,575 | 2008 | $196,057 | 2018 Adjustment |
| **Totals** | | **341.16** | | | **$68,791,833** | Average | $201,641 | **$248,896** |

**Middle and High Schools**

| District | Project # | Acres | Original OPSC Site Development | Inflation Factor | 2009 Adjusted Site Development | Project Year | 2009 Cost/Acre | |
|---|---|---|---|---|---|---|---|---|
| Western Placer Unified | 4 | 19.3 | $5,973,312 | 24.4% | $7,431,085 | 2005 | $385,030 | |
| Roseville City Elem | 2 | 21.6 | $1,780,588 | 48.2% | $2,639,311 | 2000 | $122,190 | |
| Elk Grove Unified | 4 | 66.2 | $8,659,494 | 48.2% | $12,835,704 | 2000 | $193,893 | |
| Elk Grove Unified | 13 | 76.4 | $9,791,732 | 48.2% | $14,513,986 | 2001 | $189,974 | |
| Elk Grove Unified | 18 | 84.3 | $13,274,562 | 43.2% | $19,002,626 | 2003 | $225,417 | |
| Grant Jt Union High | 2 | 24 | $2,183,840 | 48.2% | $3,237,039 | 2000 | $134,877 | |
| Center Unified | 1 | 21.2 | $1,944,310 | 46.2% | $2,841,684 | 2002 | $134,042 | |
| Lodi Unified | 2 | 13.4 | $1,076,844 | 46.2% | $1,573,849 | 2002 | $117,451 | |
| Lodi Unified | 6 | 13.4 | $2,002,164 | 46.2% | $2,926,240 | 2002 | $218,376 | |
| Galt Jt Union Elem | 1 | 24.9 | $2,711,360 | 46.2% | $3,962,757 | 2002 | $159,147 | |
| Tahoe Truckee Unified | 2 | 24 | $2,752,632 | 43.2% | $3,940,412 | 2003 | $164,184 | |
| Davis Unified | 5 | 23.3 | $3,814,302 | 43.2% | $5,460,199 | 2003 | $234,343 | |
| Woodland Unified | 3 | 50.2 | $8,664,700 | 46.2% | $12,663,792 | 2002 | $252,267 | |
| Sacramento City Unified | 1 | 35.2 | $4,813,386 | 46.2% | $7,034,949 | 2002 | $199,856 | |
| Lodi Unified | 4 | 47 | $7,652,176 | 46.2% | $11,183,950 | 2002 | $237,956 | |
| Stockton Unified | 3 | 49.1 | $8,959,088 | 43.2% | $12,824,996 | 2003 | $261,202 | |
| Natomas Unified | 11 | 38.7 | $3,017,002 | 38.4% | $4,175,850 | 2004 | $107,903 | |
| Rocklin Unified | 11 | 47.1 | $11,101,088 | 24.4% | $13,810,282 | 2005 | $293,212 | 2018 Adjustment |
| **Totals** | | **679.3** | | | **$142,058,711** | Average | $209,125 | **$234,162** |
| **Middle Schools:** | | **260.7** | | | **$49,447,897** | Middle | $189,704 | **$273,060** |
| **High Schools:** | | **418.6** | | | **$92,610,814** | High | $221,217 | |

# NOTICE OF HEARING REGARDING PROPOSED ADOPTION OF A DEVELOPER FEE STUDY AND THE INCREASE OF THE STATUTORY SCHOOL FEE

NOTICE IS HEREBY GIVEN that the Governing Board of the Washington Colony Elementary School District will hold a hearing and consider input from the public on the proposed adoption of a Developer Fee Justification Study for the District and an increase in the statutory school facility fee ("Level I Fee") on new residential and commercial/industrial developments as approved by the State Allocation Board on January 24, 2018. The adoption of the Study and the increase of the Level I Fee are necessary to fund the construction of needed school facilities to accommodate students due to development.

Members of the public are invited to comment in writing, on or before *November 13, 2018*, or appear in person at the hearing at *6:30 P.M.* on *November 13, 2018*, at the following location:

*130 E Lincoln Avenue - Room M5*
*Fresno CA 93706*

Materials regarding the Study and the Level I Fee are on file and are available for public review at the District Office located at *130 E Lincoln Avenue Fresno CA* 93706.

Dated: *October 19, 2018*

# NOTICE OF HEARING REGARDING PROPOSED ADOPTION OF A DEVELOPER FEE STUDY AND THE INCREASE OF THE STATUTORY SCHOOL FEE

NOTICE IS HEREBY GIVEN that the Governing Board of the Washington Colony Elementary School District will hold a hearing and consider input from the public on the proposed adoption of a Developer Fee Justification Study for the District and an increase in the statutory school facility fee ("Level I Fee") on new residential and commercial/industrial developments as approved by the State Allocation Board on January 24, 2018. The adoption of the Study and the increase of the Level I Fee are necessary to fund the construction of needed school facilities to accommodate students due to development.

Members of the public are invited to comment in writing, on or before *November 13, 2018*, or appear in person at the hearing at *6:30 P.M.* on *November 13, 2018*, at the following location:

*130 E Lincoln Avenue - Room M5*
*Fresno CA 93706*

Materials regarding the Study and the Level I Fee are on file and are available for public review at the District Office located at *130 E Lincoln Avenue Fresno CA* 93706.

Dated: *October 26, 2018*

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.3
DATE: November 13, 2018

**SUBJECT TITLE:** Adoption of Resolution No. 18/19-07 *Levying Inflation Adjustment for Fees on Residential, Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities*

Action ___√___ Discussion _____ Information _____

---

## BACKGROUND

In order to finance the construction or reconstruction of school facilities, the Governing Board may establish, levy and collect developer fees on residential, commercial and industrial construction within the district, subject to restrictions specified by law and administrative regulation (c.f. AR 7211 *Developer Fees).*

In order to comply with the requirements for Level 1 Funding, the district undertook a Development Fee Justification Study. The conclusion of the study was that a "reasonable relationship exists between residential, commercial and industrial development and the need for additional school facilities in the Washington Colony Elementary School District." This finding provides justification for the district to levy the maximum fees of $3.79 per square foot for residential construction and $.61 per square foot for commercial and industrial construction.

## RECOMMENDATION(S):

Adopt Resolution Number 18/19-07 *In the Matter of Levying Inflation Adjustment for Fees on Residential, Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities.*

Moved by _____ Second _____

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

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT FRESNO COUNTY, CALIFORNIA**

| | | |
|---|---|---|
| In the Matter of Adopting Development Fees on Residential and Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities | ) ) ) ) | RESOLUTION NO. 18/19-07 |

WHEREAS, Education Code section 17620 et seq. and Government Code section 65995, authorize the governing board of any school district to levy a fee, charge, dedication, or other form of requirement (hereinafter "fee" or "fees"), in the maximum amounts specified therein, against residential, commercial and industrial development projects occurring within the boundaries of the district (hereinafter "development"), for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, this Board has previously resolved to levy fees on development projects pursuant to this authority; and

WHEREAS, Government Code section 65995 provides that the maximum fees which may be levied on development projects shall be increased in 2000 and every two years thereafter according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board "SAB" and to become effective at its January meeting; and

WHEREAS, the SAB at its January 24, 2018 meeting, set the maximum fee to $3.79 per square foot for residential development and to $0.61 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Washington Colony Elementary School District. A copy of the Study is attached hereto, marked Exhibit "A," and incorporated herein by this reference; and

WHEREAS, in the judgment of this Board it is necessary and appropriate, and in the best interests of the District and its students, to levy fees for the purpose of funding the construction or reconstruction of school facilities necessary to serve the students generated by new development occurring within the District;

NOW, THEREFORE, BE IT RESOLVED, ORDERED AND FOUND by this Board as follows:

1. The foregoing recitals are true and correct.

2. This Board approves and adopts the Study and recommendation of the District Superintendent, or designee, to levy fees in the maximum amounts authorized on new residential, commercial and industrial development that occurs within the District, and based upon the Study and recommendations, and upon all other written and oral information presented to this Board concerning this matter, makes the following findings:

A. The purpose of the fees is to finance the construction and reconstruction of school facilities in order to provide adequate school facilities for the students of the District who will be generated by new residential and commercial/industrial development taking place in the District;

B. The construction or reconstruction of school facilities is necessary to create updated, adequate, appropriate classroom space and academic support facilities for the following reasons:

(1) New residential and commercial and industrial development is projected to occur within the District within the next five years which will generate additional school-aged children;

(2) Additional students projected from new development will impact and increase the need of the District to create updated, adequate, appropriate classroom space and academic support facilities.

(3) Existing school facilities in the District are in need of, or will be in need of, reconstruction or modernization. New development will generate students who will attend District schools and be housed in existing facilities. These students cannot be housed without upgrading existing school facilities, ultimately making reconstruction or modernization of such facilities necessary;

(4) Both existing students and new students generated by future development occurring within the district will need to be housed and served in existing school facilities, as well as new and additional school facilities necessary to serve the projected student population.

(5) As commercial and industrial development occurs, new jobs are created. Many of the people hired for these jobs move into the community, thereby increasing the need for residential development which generates additional students adding to the impact on the school facilities of the District. The maximum fee that can be levied against residential development is insufficient to cover the full cost of the new or reconstructed school facilities needed by the district to house students generated from new residential development, and therefore justifies a separate fee against commercial and industrial development in the maximum amount allowed by law.

C. Without the addition of new school facilities and/or the reconstruction and modernization of existing facilities, the District will be unable to adequately house and serve additional students generated by new development which will impair or adversely impact the normal functioning of educational programs and services of the District;

D. The District has no, or limited revenue sources available for funding the construction or reconstruction of school facilities attributable to new development;

E. The fees adopted herein bear a reasonable relationship to the need for, and the estimated cost of, the construction or reconstruction of school facilities attributable to the type of new development on which the fees will be imposed;

F. The cost of providing for the construction and/or reconstruction of school facilities attributable to the type of new development occurring in the District will exceed the revenues reasonably anticipated from fees;

G. Existing students will benefit from the use of developer fees for new school facilities. Conversely, students generated from new development will occupy existing school facilities and will benefit from the use of fees to reconstruct or modernize those facilities. Therefore, it is appropriate to use developer fees for existing facilities to the extent of the estimated use of such facilities by students generated by new development.

3. Based on the foregoing, this Board hereby determines:

A. To levy a fee on any new or on other residential development, as described in Education Code § 17620(a), occurring within the District, in the maximum amount currently authorized by law of $3.79 per square foot of assessable space as such space is defined in Government Code § 65995(b)(1).

B. To levy a fee on categories of new commercial or industrial development, as described in Education Code § 17620(a), occurring within the boundaries of the District, in the maximum amount currently authorized by law of $0.61 per square foot of chargeable covered and enclosed space as such space is defined in Government Code § 65995(b)(2), except for Rental Self-Storage projects in which a fee of **$0.12** per square foot is justified.

4. The fee provisions of this Resolution are not exclusive, and this Board specifically reserves authority to undertake other or additional methods to finance school facilities in partial or complete substitution for, or in conjunction with, the fee provisions set forth therein, as authorized by law. This Board reserves the authority, in its discretion, to substitute the dedication of land or other form of requirement in lieu of fees to be levied pursuant to this Resolution.

5. The District intends to utilize fees for new construction of school facilities, reconstruction or modernization of existing facilities, purchase, lease or lease-purchase of portable or relocatable classrooms and related facilities as interim school facilities to house students pending the construction of permanent facilities, or the purchase, lease or lease-purchase of land for school facilities. This includes all associated costs to plan and execute school facilities projects including, but not limited to, architectural and engineering costs, testing and inspection costs, permits and plan checking, and other administrative costs related to the provision of school facilities. Construction, reconstruction or modernization of school facilities includes, but is not limited to, classrooms and equipment and furnishings for classrooms, and all other reasonable and customary auxiliary, accessory, adjunct, or other supportive facilities for classrooms such as restrooms, gymnasiums, administrative offices, cafeterias, libraries, multi-purpose rooms, maintenance and storage rooms, walkways, overhangs, parking lots, landscaping, and all other similar facilities. Finally, fees may be used for studies and reports necessary to make the findings and determinations required by law for the collection of fees which may include the school facilities needs analysis described in Government Code section 65995.6, for reimbursement of administrative costs to collect fees, and for such other purposes consistent with the purpose and intent of this Resolution, or authorized by law, or deemed necessary or appropriate by this governing board.

6. The Superintendent, or designee, is authorized to certify compliance of a particular development project with the fee or other requirement levied by this Board, or to certify where appropriate that a project is fully or partially exempt from fees in appropriate circumstances. Any certification of compliance for a particular residential construction project is expressly conditioned upon the continued satisfaction by that project of the requirements for that certification and failure to meet those requirements in the future may result in the revocation of such certification and enforcement of the appropriate fee requirement for the project.

7. Pursuant to Education Code § 17621(c), this board determines that the fee levied on residential development is not subject to the restrictions set forth in subdivision (a) of Government Code § 66007 and, pursuant to Education Code § 17620(b), shall be collected at the time of issuance of the building or similar permit required for a particular development project.

8. Pursuant to Government Code section 66001(d), the Superintendent or the District's designee shall review the Fund established pursuant to this Resolution for the fifth fiscal year following the first deposit of fees in the Fund, and every five years thereafter, and with respect to any portion of a fee remaining unspent five or more years after deposit, the Superintendent or the District's designee shall report to this Board which shall either make the findings required by section 66001(d) for said unspent fees, or direct the refund of such fees in the manner provided in 66001(e) and (f).

9. Pursuant to Government Code section 66001(e), the Superintendent or designee, shall advise this board whenever it appears sufficient fees have been collected to complete financing on incomplete public improvements that have been identified in the Study. This board shall then make a determination whether or not sufficient fees have been collected for a particular project, and when a determination is made by this board that sufficient fees have been collected, this Board shall identify, within 180 days of the determination, an approximate date by which the construction of the public improvement will be commenced, or shall refund the fees as provided in said section, unless the provisions of section 66001(f) are deemed to apply.

10. The fees adopted herein are effective sixty (60) days after the approval of this Resolution unless the School Board states this is an urgency due to the significant needs and impacts of the impending new housing developments and there is a 4/5ths majority vote, to cause that the imposition of fees shall take effect thirty (30) days after the date of this Resolution.

11. The Superintendent or the District's designee is hereby authorized and directed to do the following:

A. As required by Government Code § 66006(a), to establish a separate capital facilities fund (herein "Fund") into which the fees received by the District shall be deposited and shall not be commingled with other revenues and funds of the District. The fees, and any interest earned thereon, shall be expended only for the purpose of funding the construction or reconstruction of school facilities or such other purposes as are permitted by law and authorized by this Board.

B. If applicable, negotiate agreements with other school district(s) with common territorial boundaries ensuring that the total fees collected by each school district does not exceed the maximum fees allowed by law for residential and commercial and industrial development and providing for an equitable division of the fees with such other school district(s). As required by Education Code section § 17623(a), copies of such agreement(s) shall be transmitted to the State Allocation Board, and shall also be sent to any county or city planning agency which is calculating or collecting fees on behalf of the District.

C. Take such further action as is necessary or appropriate to carry out the purpose and intent of this Resolution.

I, _____, Secretary to the Board of Trustees of the Washington Colony Elementary School District, do hereby certify that the foregoing Resolution was proposed by Board member _____, seconded by Board member _____, and was duly passed and adopted, by vote of said Board, at an official and public meeting thereof held on ____November 13_____, 2018, as follows:

AYES:
NOES:
ABSENT:
ABSTAIN:

Dated: _____

_____
Secretary, Board of Trustees

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.4
DATE: November 13, 2018

**SUBJECT TITLE:** WARRANTS

Action ___√___ Discussion _____ Information _____

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## RECOMMENDATION

Review and ratify warrants paid for the period October 1 – October 31, 2018.

## BACKGROUND

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard district resources. To facilitate warrant processing, the Superintendent or designee ensures that purchasing, receiving, and payment functions are kept separate. He also ensures that invoices are paid expeditiously so that the district may, to the extent possible, take advantage of available discounts and avoid finance charges.

## CONSIDERATION

The Superintendent signs all warrants and ensures that warrants have appropriate documentary support verifying that all goods and services to be paid for have been delivered or rendered in accordance with the purchase agreement.

The Board must approve all warrants at a regularly scheduled Board meeting

Moved by _____ Second _____

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

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| 387-AMERIPRIDE UNIFORM SERVICE IN | 512149405 | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 93.29 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 93.29 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 93.29 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 77.01 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 77.01 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 72.34 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 102.25 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 77.01 |
| | | | | **Warrant Total:** | **685.49** |
| | 512149406 | PO-190202 | 2018-2019 OPEN PURCHASE OR | 1200-61050-0-0000-8100-550005-000-00 | 14.02 |
| | | PO-190202 | 2018-2019 OPEN PURCHASE OR | 1200-61050-0-0000-8100-550005-000-00 | 14.02 |
| | | PO-190202 | 2018-2019 OPEN PURCHASE OR | 1200-61050-0-0000-8100-550005-000-00 | 14.02 |
| | | PO-190202 | 2018-2019 OPEN PURCHASE OR | 1200-61050-0-0000-8100-550005-000-00 | 14.02 |
| | | | | **Warrant Total:** | **56.08** |
| | 512151600 | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 78.76 |
| | | PO-190023 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550005-000-00 | 93.29 |
| | | | | **Warrant Total:** | **172.05** |
| | 512151601 | PO-190202 | 2018-2019 OPEN PURCHASE OR | 1200-61050-0-0000-8100-550005-000-00 | 14.02 |
| | | | | **Warrant Total:** | **14.02** |
| | | | | **Vendor Total:** | **927.64** |
| 523-AT&T | 512149407 | PO-190114 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-590004-000-00 | 201.74 |
| | | PO-190114 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-590004-000-00 | 69.05 |
| | | | | **Warrant Total:** | **270.79** |
| | 512153307 | PO-190114 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-590004-000-00 | 34.82 |
| | | PO-190114 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-590004-000-00 | 66.98 |
| | | | | **Warrant Total:** | **101.80** |
| | | | | **Vendor Total:** | **372.59** |
| 529-AXIOM ADVISORS & CONSULTANT | 512151602 | PO-190220 | FEE FOR TRANSLATION SERVI | 0100-31500-0-0000-2700-580000-000-00 | 3,164.95 |
| | | PO-190220 | FEE FOR TRANSLATION SERVI | 0100-42030-0-1110-1000-580000-000-00 | 294.30 |
| | | | | **Warrant Total:** | **3,459.25** |
| | | | | **Vendor Total:** | **3,459.25** |
| 1635-BETWEEN YOUR EARS ENTERTAIN | 512149408 | PO-190208 | APRIL 9 WE STAND AS ONE W | 0100-09000-0-1110-1000-580000-000-00 | 1,185.00 |
| | | | | **Warrant Total:** | **1,185.00** |
| | | | | **Vendor Total:** | **1,185.00** |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| 314-CALIFORNIA DEPARTMENT OF | 512151603 | PO-190139 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 188.10 |
| | | | | **Warrant Total:** | **188.10** |
| | | | | **Vendor Total:** | **188.10** |
| 412-CALIFORNIA KINDERGARTEN ASSO | 512149409 | PO-190187 | REGISTRATION FEE FOR KIM I | 0100-31500-0-1110-1000-520000-000-00 | 430.00 |
| | | PO-190187 | REGISTRATION FEE FOR KIM I | 0100-31500-0-1110-1000-520000-000-00 | 430.00 |
| | | | | **Warrant Total:** | **860.00** |
| | | | | **Vendor Total:** | **860.00** |
| 375-CALIFORNIA'S VALUED TRUST | 512149410 | PV-190047 | SUPT INS | 0100-00010-0-0000-0000-951400-000-00 | 1,376.81 |
| | | PV-190047 | MANAGMNT | 0100-00010-0-0000-0000-951400-000-00 | 1,103.81 |
| | | PV-190047 | TRUSTEES | 0100-00010-0-0000-0000-951400-000-00 | 8,391.05 |
| | | PV-190047 | CERTIFICATED | 0100-00010-0-0000-0000-951400-000-00 | 38,530.87 |
| | | PV-190047 | CLASSIFIED | 0100-00010-0-0000-0000-951400-000-00 | 7,456.83 |
| | | | | **Warrant Total:** | **56,859.37** |
| | 512149411 | PV-190047 | PRESCHOOL | 1200-00010-0-0000-0000-951400-000-00 | 1,632.81 |
| | | PV-190047 | PRESCHOOL AIDES | 1200-00010-0-0000-0000-951400-000-00 | 6.84 |
| | | | | **Warrant Total:** | **1,639.65** |
| | 512149412 | PV-190047 | CAFETERIA | 1300-00010-0-0000-0000-951400-000-00 | 925.23 |
| | | | | **Warrant Total:** | **925.23** |
| | | | | **Vendor Total:** | **59,424.25** |
| 1629-CASTECH PEST SERVICES | 512149413 | PO-190115 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550006-000-00 | 140.00 |
| | | | | **Warrant Total:** | **140.00** |
| | | | | **Vendor Total:** | **140.00** |
| 1399-CBDA | 512149414 | PO-190210 | REGISTRATION FEE FOR CARL | 0100-31500-0-1110-1000-520000-000-00 | 195.00 |
| | | | | **Warrant Total:** | **195.00** |
| | | | | **Vendor Total:** | **195.00** |
| 614-CDW GOVERNMENT LLC | 512149415 | PO-190200 | 4946642 HP CHROMEBOOK 14 ( | 0100-09000-0-1110-1000-440002-000-00 | 1,088.39 |
| | | | | **Warrant Total:** | **1,088.39** |
| | | | | **Vendor Total:** | **1,088.39** |
| 544-CIT | 512149416 | PO-190155 | 2018-2019 OPEN PURCHASE OR | 0100-00000-0-0000-7200-560008-000-86 | 616.54 |
| | | | | **Warrant Total:** | **616.54** |
| | | | | **Vendor Total:** | **616.54** |
| 1167-CLASSIC CHARTER INC | 512149417 | PO-190170 | CHARTER BUS FEE TO PICK U | 0100-09000-0-1110-1000-580014-000-00 | 1,901.00 |
| | | PO-190171 | CHARTER BUS FEES TO TRAN | 0100-09000-0-1110-1000-580014-000-00 | 1,901.00 |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | 512149417 | PO-190211 | CHARTER BUS FEE TO TRANS | 0100-09000-0-1110-1000-580014-000-00 | 1,569.00 |
| | | | | **Warrant Total:** | **5,371.00** |
| | 512151604 | PO-190216 | CHARTER BUS FEE TO TRANS | 0100-09000-0-1110-1000-580014-000-00 | 1,241.50 |
| | | | | **Warrant Total:** | **1,241.50** |
| | | | | **Vendor Total:** | **6,612.50** |
| 1617-CLEVENGER MERCANTILE LLC | 512149418 | PV-190042 | MAINT SUPPLIES | 0100-81500-0-0000-8100-430018-000-00 | 52.88 |
| | | | | **Warrant Total:** | **52.88** |
| | | | | **Vendor Total:** | **52.88** |
| 547-CSTA INC | 512153308 | PO-190167 | REGISTRATION FEE FOR BRA | 0100-31500-0-1110-1000-520000-000-00 | 190.00 |
| | | PO-190167 | REGISTRATION FEE FOR BRA | 0100-31500-0-1110-1000-520000-000-00 | 190.00 |
| | | PO-190167 | REGISTRATION FEE FOR BRA | 0100-31500-0-1110-1000-520000-000-00 | 190.00 |
| | | | | **Warrant Total:** | **570.00** |
| | | | | **Vendor Total:** | **570.00** |
| 1208-CULLIGAN INC. | 512151605 | PO-190050 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-8100-560000-000-00 | 78.00 |
| | | | | **Warrant Total:** | **78.00** |
| | | | | **Vendor Total:** | **78.00** |
| 11-DATAVAULT INC | 512149419 | PV-190040 | shred files | 0100-00000-0-0000-2700-580000-000-00 | 61.00 |
| | | | | **Warrant Total:** | **61.00** |
| | 512153309 | PV-190052 | shred documents | 0100-00000-0-0000-2700-580000-000-00 | 15.00 |
| | | | | **Warrant Total:** | **15.00** |
| | | | | **Vendor Total:** | **76.00** |
| 516-DELL MARKETING L.P. | 512153310 | PO-190147 | CHROMEBOOK 13 3380 FOR R | 0100-09000-0-1110-1000-440002-000-00 | 8,758.45 |
| | | | | **Warrant Total:** | **8,758.45** |
| | | | | **Vendor Total:** | **8,758.45** |
| 419-FCSIG | 512151606 | PO-190052 | 2018/19 WORKERS COMPENSA | 0100-00000-0-0000-0000-951600-000-00 | 26,950.00 |
| | | | | **Warrant Total:** | **26,950.00** |
| | | | | **Vendor Total:** | **26,950.00** |
| 557-FERGUSON ENTERPRISES INC | 512153311 | PV-190055 | maint supplies | 0100-81500-0-0000-8100-430018-000-00 | 238.89 |
| | | PV-190056 | maint supplies | 0100-81500-0-0000-8100-430018-000-00 | 37.25 |
| | | | | **Warrant Total:** | **276.14** |
| | | | | **Vendor Total:** | **276.14** |
| 127-FRESNO COUNTY SUPERINTENDEN | 512149420 | PO-190195 | REGISTRATION FEE FOR OSA | 0100-31500-0-1110-1000-520000-000-00 | 450.00 |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | 512149420 | PO-190194 | REGISTRATION FEE FOR OSA | 0100-31500-0-1110-1000-520000-000-00 | 450.00 |
| | | PO-190193 | REGISTRATION FEE FOR OSA | 0100-31500-0-1110-1000-520000-000-00 | 450.00 |
| | | | | **Warrant Total:** | **1,350.00** |
| | | | | **Vendor Total:** | **1,350.00** |
| 587-FRESNO PRODUCE INC | 512149421 | PO-190140 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 454.58 |
| | | PO-190140 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 498.08 |
| | | PO-190140 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-07 | 19.25 |
| | | PO-190140 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 60.75 |
| | | | | **Warrant Total:** | **1,032.66** |
| | 512151607 | PO-190140 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 338.45 |
| | | | | **Warrant Total:** | **338.45** |
| | 512153312 | PO-190140 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 473.30 |
| | | | | **Warrant Total:** | **473.30** |
| | | | | **Vendor Total:** | **1,844.41** |
| 141-GLACIER REFRIGERATION & AIR | 512149422 | PV-190043 | REFRIGERATION REPAIR | 1300-53100-0-0000-8100-560000-000-00 | 1,620.84 |
| | | | | **Warrant Total:** | **1,620.84** |
| | | | | **Vendor Total:** | **1,620.84** |
| 829-GLEIM-CROWN PUMP INC. | 512149423 | PV-190044 | MAINT REPAIR | 0100-81500-0-0000-8100-560003-000-00 | 375.63 |
| | | | | **Warrant Total:** | **375.63** |
| | | | | **Vendor Total:** | **375.63** |
| 1356-GOODFELLOW OCCUPATIONAL TH | 512149424 | PO-190209 | 2018-2019 OPEN PURCHASE OR | 0100-33100-0-5770-1190-580000-000-79 | 192.50 |
| | | | | **Warrant Total:** | **192.50** |
| | 512151608 | PO-190209 | 2018-2019 OPEN PURCHASE OR | 0100-33100-0-5770-1190-580000-000-79 | 522.50 |
| | | | | **Warrant Total:** | **522.50** |
| | | | | **Vendor Total:** | **715.00** |
| 1497-HERNANDEZ, JESUS C | 512149425 | PV-190041 | SUPT SUMMIT VISALIA 9/13 | 0100-11000-0-0000-2700-520000-000-76 | 26.10 |
| | | PV-190041 | SUPT SUMMIT VISALIA 9/13 | 0100-11000-0-0000-7150-520000-000-76 | 11.18 |
| | | | | **Warrant Total:** | **37.28** |
| | | | | **Vendor Total:** | **37.28** |
| 1633-HILLY HOWL INCORPORATED | 512153313 | PO-190198 | DEMO EXISTING TILE AND WA | 1400-00000-0-0000-8500-620000-000-00 | 24,250.00 |
| | | | | **Warrant Total:** | **24,250.00** |
| | | | | **Vendor Total:** | **24,250.00** |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| 996-HOUGHTON MIFFLIN | 512149426 | PO-190163 | 9780544046665 COLLECTIONS S | 0100-00000-0-1110-1000-410001-000-00 | 781.64 |
| | | PO-190191 | 978-0-544-21139-1 HOUGHTON I | 0100-00000-0-1110-1000-410001-000-00 | 258.86 |
| | | | | **Warrant Total:** | **1,040.50** |
| | | | | **Vendor Total:** | **1,040.50** |
| 613-INDEPENDENT SALES | 512153314 | PV-190057 | custodial supplies | 0100-81500-0-0000-8100-430006-000-00 | 70.51 |
| | | | | **Warrant Total:** | **70.51** |
| | | | | **Vendor Total:** | **70.51** |
| 1381-JW PEPPER AND SON INC | 512151609 | PO-190184 | 2475525 PIONEER SONGS ARR | 0100-09000-0-1155-1000-430000-000-75 | 43.19 |
| | | | | **Warrant Total:** | **43.19** |
| | | | | **Vendor Total:** | **43.19** |
| 195-LINGER PETERSON & SHRUM | 512151610 | PO-190122 | 2018-2019 FEE FOR AUDITING | 0100-00000-0-0000-7191-580005-000-00 | 2,700.00 |
| | | | | **Warrant Total:** | **2,700.00** |
| | | | | **Vendor Total:** | **2,700.00** |
| 205-MANGINI ASSOCIATES INC | 512151611 | PV-190048 | SEP NEW CONST PROJ EXP | 0100-90400-0-0000-8500-620002-000-18 | 604.84 |
| | | | | **Warrant Total:** | **604.84** |
| | | | | **Vendor Total:** | **604.84** |
| 1415-MCGRAW HILL SCHOOL EDUCATI( | 512149427 | PO-190190 | 978-0-02-131025-8 WONDERS C | 0100-00000-0-1110-1000-410001-000-00 | 471.11 |
| | | PO-190190 | 978-0-02-131025-8 WONDERS C | 0100-00000-0-1110-1000-410001-000-00 | 755.80 |
| | | | | **Warrant Total:** | **1,226.91** |
| | | | | **Vendor Total:** | **1,226.91** |
| 1551-MIRACLE PLAYSYSTEMS INC | 512149428 | PO-190174 | 284 MIRACLE STANDARD BEL | 0100-81500-0-0000-8100-430018-000-00 | 516.02 |
| | | | | **Warrant Total:** | **516.02** |
| | | | | **Vendor Total:** | **516.02** |
| 220-MISSION LINEN SUPPLY INC. | 512149429 | PO-190141 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-8100-550005-000-00 | 83.28 |
| | | PO-190141 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-8100-550005-000-00 | 83.28 |
| | | PO-190141 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-8100-550005-000-00 | 83.28 |
| | | | | **Warrant Total:** | **249.84** |
| | 512153315 | PO-190141 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-8100-550005-000-00 | 83.28 |
| | | PO-190141 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-8100-550005-000-00 | 83.28 |
| | | | | **Warrant Total:** | **166.56** |
| | | | | **Vendor Total:** | **416.40** |
| 487-NAPA AUTO PARTS INC | 512149430 | PV-190045 | TRANSP SUPPLIES | 0100-07230-0-0000-3600-430024-000-00 | 32.39 |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | | | | **Warrant Total:** | **32.39** |
| | | | | **Vendor Total:** | **32.39** |
| 377-OFFICE DEPOT | 512151612 | PO-190164 | COMPOSITION BOOKS/PORTFC | 0100-09000-0-1110-1000-430000-000-00 | 1,897.30 |
| | | PO-190164 | COMPOSITION BOOKS/PORTFC | 0100-09000-0-1110-1000-430000-000-00 | 325.81 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-11000-0-1110-1000-430000-000-00 | 87.23 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-1110-1000-430000-100-65 | 21.63 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-09000-0-1110-1000-430000-000-00 | 111.17 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-11000-0-1110-1000-430000-000-00 | 38.01 |
| | | PO-190108 | HP INK CARTRIDGE FOR MRS. | 0100-11000-0-1110-1000-430000-000-00 | 87.23 |
| | | PO-190111 | 1394515 COMPOSITION BOOK | 0100-09000-0-1110-1000-430000-000-00 | 72.21 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-11000-0-1110-1000-430000-000-00 | 65.45 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-11000-0-1110-1000-430000-000-00 | 18.95 |
| | | PO-190105 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-100-59 | 28.29 |
| | | PO-190105 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-100-59 | 27.52 |
| | | PO-190176 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-200-69 | 160.96 |
| | | PO-190094 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-100-63 | 9.06 |
| | | PO-190150 | TONER FOR MRS. PARTLOW S | 0100-11000-0-1110-1000-430000-000-00 | 114.45 |
| | | PO-190106 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-100-51 | 101.43 |
| | | PO-190218 | SUPPLIES FOR MRS. ARAGON - | 0100-09000-0-1110-2490-430000-000-54 | 6.33 |
| | | PO-190161 | TONER FOR MRS. ARAGON SE | 0100-11000-0-1110-1000-430000-000-00 | 88.57 |
| | | PO-190177 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-100-57 | 50.29 |
| | | PO-190149 | SUPPLIES FOR MRS. HATLER S | 0100-65000-0-5770-1120-430000-000-72 | 170.00 |
| | | PO-190149 | SUPPLIES FOR MRS. HATLER S | 0100-65000-0-5770-1120-430000-000-72 | 34.00 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-11000-0-1110-1000-430000-000-00 | 85.29 |
| | | PO-190002 | CLASSSROOM SUPPLIES FOR M | 0100-00000-0-1110-1000-430000-100-55 | 59.71 |
| | | PO-190101 | CLASSROOM SUPPLIES FOR M | 0100-65000-0-5770-1110-430000-000-67 | 12.51 |
| | | PO-190218 | SUPPLIES FOR MRS. ARAGON - | 0100-09000-0-1110-2490-430000-000-54 | 111.44 |
| | | PO-190218 | SUPPLIES FOR MRS. ARAGON - | 0100-09000-0-1110-2490-430000-000-54 | 219.46 |
| | | PO-190218 | SUPPLIES FOR MRS. ARAGON - | 0100-09000-0-1110-2490-430000-000-54 | 5.04 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-40350-0-1110-1000-430000-000-00 | 63.26 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-11000-0-1110-1000-430000-000-00 | 79.89 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430013-000-00 | 67.48 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430013-000-00 | 28.27 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430013-000-00 | 5.09 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430013-000-00 | 46.03 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430013-000-00 | 53.57 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430013-000-00 | 25.17 |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | 512151612 | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430014-000-76 | 288.87 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-7150-430014-000-76 | 123.80 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-00000-0-0000-2700-430014-000-41 | 21.91 |
| | | PO-190177 | CLASSROOM SUPPLIES FOR M | 0100-00000-0-0000-7300-430014-000-45 | 13.69 |
| | | PO-190219 | OFFICE SUPPLIES FOR MR. CR | 0100-81500-0-0000-8100-430018-000-00 | 164.07 |
| | | | | **Warrant Total:** | **4,990.44** |
| | 512151613 | PO-190151 | TONER FOR MRS. WELCH SEE | 1200-61050-0-0001-1000-430000-000-00 | 174.47 |
| | | | | **Warrant Total:** | **174.47** |
| | | | | **Vendor Total:** | **5,164.91** |
| 1280-P & R PAPER SUPPLY COMPANY I | 512149431 | PO-190136 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-430008-000-00 | 449.50 |
| | | PO-190136 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-430008-000-00 | 407.38 |
| | | | | **Warrant Total:** | **856.88** |
| | 512153316 | PO-190136 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-430008-000-00 | 307.29 |
| | | | | **Warrant Total:** | **307.29** |
| | | | | **Vendor Total:** | **1,164.17** |
| 385-PACIFIC GAS & ELECTRIC INC | 512149432 | PO-190124 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550001-000-00 | 137.72 |
| | | PO-190124 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550001-000-00 | 1,885.41 |
| | | PO-190124 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550001-000-00 | 2,716.57 |
| | | PO-190124 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550001-000-00 | 392.11 |
| | | PO-190124 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550001-000-00 | 2,892.67 |
| | | | | **Warrant Total:** | **8,024.48** |
| | | | | **Vendor Total:** | **8,024.48** |
| 248-PITNEY BOWES | 512149433 | PO-190186 | 793-5 RED INK CARTRIDGE FO | 0100-00000-0-0000-2700-430013-000-00 | 174.36 |
| | | | | **Warrant Total:** | **174.36** |
| | | | | **Vendor Total:** | **174.36** |
| 1403-PRESCENCE LEARNING INC | 512153317 | PO-190221 | 2018-2019 SPEECH SERVICES C | 0100-33100-0-5770-3150-580000-000-78 | 35,625.00 |
| | | PO-190222 | 2018-2019 EVALUATION | 0100-33100-0-5770-3150-580000-000-78 | 500.00 |
| | | | | **Warrant Total:** | **36,125.00** |
| | | | | **Vendor Total:** | **36,125.00** |
| 258-PRODUCERS DAIRY FOOD INC. | 512149434 | PO-190138 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 424.34 |
| | | PO-190138 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 566.26 |
| | | PO-190138 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 376.96 |
| | | | | **Warrant Total:** | **1,367.56** |
| | 512151614 | PO-190138 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 485.30 |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | | | | **Warrant Total:** | **485.30** |
| | 512153318 | PO-190138 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 461.20 |
| | | | | **Warrant Total:** | **461.20** |
| | | | | **Vendor Total:** | **2,314.06** |
| 1312-ROBERT V. JENSEN INC. | 512151615 | PO-190158 | 2018-2019 OPEN PURCHASE OR | 0100-07230-0-0000-3600-430009-000-00 | 1,042.76 |
| | | | | **Warrant Total:** | **1,042.76** |
| | | | | **Vendor Total:** | **1,042.76** |
| 1459-SCHOLASTIC INC | 512149435 | PO-190041 | 014 SCHOLASTIC NEWS GRAD | 0100-00000-0-1110-1000-410001-000-00 | 316.26 |
| | | PO-190040 | 008 LETS FIND OUT GRADE K - | 0100-00000-0-1110-1000-410001-000-00 | 379.50 |
| | | | | **Warrant Total:** | **695.76** |
| | | | | **Vendor Total:** | **695.76** |
| 1362-SCHOOL FOOD CONSULTANTS GR( | 512149436 | PO-190128 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-580000-000-85 | 1,839.75 |
| | | | | **Warrant Total:** | **1,839.75** |
| | | | | **Vendor Total:** | **1,839.75** |
| 442-SHOES FOR CREWS INC | 512153319 | PO-190215 | 49781 CATER 11 WOMENS BLA | 1300-53100-0-0000-3700-430008-000-00 | 193.04 |
| | | | | **Warrant Total:** | **193.04** |
| | | | | **Vendor Total:** | **193.04** |
| 304-SONITROL | 512149437 | PO-190062 | 2018-2019 QUARTERLY MONIT | 0100-07230-0-0000-3600-580029-000-00 | 297.00 |
| | | PO-190062 | 2018-2019 QUARTERLY MONIT | 0100-11000-0-0000-2700-580029-000-00 | 1,050.00 |
| | | PO-190062 | 2018-2019 QUARTERLY MONIT | 0100-81500-0-0000-8100-580029-000-00 | 306.00 |
| | | PO-190062 | 2018-2019 QUARTERLY MONIT | 0100-81500-0-0000-8100-580029-000-00 | 51.00 |
| | | | | **Warrant Total:** | **1,704.00** |
| | | | | **Vendor Total:** | **1,704.00** |
| 1263-SPARKLETTS | 512153320 | PO-190130 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550009-000-00 | 163.96 |
| | | | | **Warrant Total:** | **163.96** |
| | | | | **Vendor Total:** | **163.96** |
| 308-SPURR | 512149438 | PO-190131 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550003-000-00 | 288.07 |
| | | | | **Warrant Total:** | **288.07** |
| | 512153321 | PO-190131 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550003-000-00 | 377.74 |
| | | | | **Warrant Total:** | **377.74** |
| | | | | **Vendor Total:** | **665.81** |
| 1598-SUBWAY | 512151616 | PO-190213 | 2 CLASSIC AND 2 FLAVOR CRA | 0100-40350-0-1110-1000-430000-000-00 | 160.00 |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | | | | **Warrant Total:** | **160.00** |
| | | | | **Vendor Total:** | **160.00** |
| 810-SUNBELT RENTALS INC | 512151617 | PV-190049 | scissorlift return | 0100-81500-0-0000-8100-560011-000-00 | 167.07 |
| | | | | **Warrant Total:** | **167.07** |
| | | | | **Vendor Total:** | **167.07** |
| 203-SYSCO FOOD SERVICE OF CENTRA | 512149439 | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-07 | 340.34 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 1,814.97 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-07 | 362.93 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 2,307.54 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 68.27 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 97.38 |
| | | | | **Warrant Total:** | **4,991.43** |
| | 512151618 | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 2,279.26 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-07 | 308.72 |
| | | | | **Warrant Total:** | **2,587.98** |
| | 512153322 | PO-190183 | 2018-2019 OPEN PURCHASE OR | 0100-00000-0-0000-7110-430014-000-00 | 53.89 |
| | | | | **Warrant Total:** | **53.89** |
| | 512153323 | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-00 | 1,769.41 |
| | | PO-190137 | 2018-2019 OPEN PURCHASE OR | 1300-53100-0-0000-3700-470001-000-07 | 307.04 |
| | | | | **Warrant Total:** | **2,076.45** |
| | | | | **Vendor Total:** | **9,709.75** |
| 1636-THE DISCOVERY CENTER | 512149440 | PO-190212 | 1ST GRADE TRIP TO THE MUSI | 0100-09000-0-1110-1000-580014-000-00 | 975.00 |
| | | | | **Warrant Total:** | **975.00** |
| | | | | **Vendor Total:** | **975.00** |
| 332-THE HOME DEPOT CREDIT SERVICE | 512153324 | PV-190053 | maint supplies | 0100-81500-0-0000-8100-430018-000-00 | 2.00 |
| | | | | **Warrant Total:** | **2.00** |
| | | | | **Vendor Total:** | **2.00** |
| 1283-THOMPSON, BETTY W | 512151619 | PO-190145 | 2018-2019 OPEN PURCHASE OR | 0100-00000-0-0000-7300-580000-000-00 | 756.00 |
| | | | | **Warrant Total:** | **756.00** |
| | | | | **Vendor Total:** | **756.00** |
| 136-TOSHIBA AMERICA BUSINESS SOLU | 512149441 | PO-190064 | 2018-2019 OPEN PURCHASE OR | 0100-11000-0-1110-1000-560008-200-84 | 123.26 |
| | | PO-190064 | 2018-2019 OPEN PURCHASE OR | 0100-11000-0-1110-1000-560008-200-84 | 736.39 |
| | | | | **Warrant Total:** | **859.65** |

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si--Id | Amount |
|---|---|---|---|---|---|
| | | | | **Vendor Total:** | **859.65** |
| 1377-VERIZON WIRELESS | 512153325 | PO-190133 | 2018-2019 OPEN PURCHASE OR | 0100-00000-0-0000-8100-590006-000-00 | 11.70 |
| | | | | **Warrant Total:** | **11.70** |
| | | | | **Vendor Total:** | **11.70** |
| 362-WASHINGTON COLONY | 512149442 | PV-190046 | CPR TRAINING | 0100-40350-0-1110-1000-520000-000-00 | 800.00 |
| | | | | **Warrant Total:** | **800.00** |
| | 512151620 | PV-190051 | CPR TRAINING SUPPLIE | 0100-40350-0-1110-1000-430000-000-00 | 123.34 |
| | | PV-190050 | CAST CONF DIAZ | 0100-11000-0-0000-2700-520000-000-41 | 100.00 |
| | | PV-190050 | CAST CONF SHOWALTER | 0100-31500-0-1110-1000-520000-000-00 | 100.00 |
| | | | | **Warrant Total:** | **323.34** |
| | 512153326 | PV-190054 | preschool field trip to pumpkin gro | 1200-61050-0-0001-1000-580014-000-00 | 312.00 |
| | | | | **Warrant Total:** | **312.00** |
| | | | | **Vendor Total:** | **1,435.34** |
| 967-WASTE MANAGEMENT/USA WAST | 512149443 | PO-190065 | 2018-2019 OPEN PURCHASE OR | 0100-81500-0-0000-8100-550008-000-00 | 518.52 |
| | | | | **Warrant Total:** | **518.52** |
| | | | | **Vendor Total:** | **518.52** |
| 373-ZOOM IMAGING SOLUTIONS INC | 512151621 | PO-190134 | 2018-2019 OPEN PURCHASE OR | 0100-11000-0-1110-1000-430000-100-82 | 1,097.53 |
| | | PO-190135 | 2018-2019 OPEN PURCHASE OR | 0100-11000-0-1110-1000-430000-100-82 | 581.08 |
| | | PO-190068 | 2018-2019 OPEN PURCHASE OR | 0100-00000-0-0000-7200-430014-000-86 | 331.64 |
| | | | | **Warrant Total:** | **2,010.25** |
| | | | | **Vendor Total:** | **2,010.25** |

**Total # of Warrants:** **81** **Grand Total:** **224,551.99**

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.5.a
DATE: November 13, 2018

**SUBJECT TITLE:** CONTRACTS/SERVICE AGREEMENTS

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION**

Ratify the SchoolWorks, Inc. Professional Services Agreement for the Preparation Level 1 Developer Fee Study for Washington Colony Elementary School District.

**BACKGROUND**

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

**CONSIDERATION**

Consultant shall prepare a Level 1 Developer Fee Study to justify the statutory fee rates for both residential and for commercial/industrial development. School Districts are authorized to collect these fees per Education Code Section 17620. The study will include a sample Board Resolution to be adopted along with a sample Public Notice that needs to be published/posted at least fourteen (14) days prior to the School Board approval.

Ratify the SchoolWorks, Inc. Professional Services Agreement for the Preparation Level 1 Developer Fee Study for Washington Colony Elementary School District.

**FINANCIAL IMPACT:**

Developer Fee Study (Level 1): $1,500.00

SchoolWorks Consultant Presentation for School Board meeting: $140 per hour plus travel time and expenses.

**FUNDING SOURCE:**

General Fund (0100)

Moved by _____ Second _____

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

Professional Services Agreement


# SchoolWorks, Inc.

8331 Sierra College., Blvd #221
Roseville, CA 95661
Ph: (916) 733-0402
www.SchoolWorksGIS.com


Facility Problem Solvers

SchoolWorks, Inc. will contract to perform the tasks enumerated below for the prices indicated. Washington Colony Elementary School District is authorized to enter into this agreement by Government Code 53060. These services are chargeable to the District Capital Facility Funds.

| Date: | Services Performed By: | Services Performed For: |
|---|---|---|
| October 10, 2018 | SchoolWorks, Inc.<br>8331 Sierra College., Blvd #221<br>Roseville, CA 95661<br>Ph: (916) 733-0402<br>www.SchoolWorksGIS.com | Washington Colony Elementary School District<br>130 East Lincoln Avenue<br>Fresno, CA 93706 |

# LEVEL 1 DEVELOPER FEE STUDY

## Scope of Work

1. Developer Fee Study – Level 1:

Consultant shall prepare a Level 1 Developer Fee Study to justify the statutory fee rates for both residential and for commercial/industrial development. School Districts are authorized to collect these fees per Education Code Section 17620. The Study will include a sample Board Resolution to be adopted along with a sample Public Notice that needs to be published/posted at least fourteen (14) days prior to School Board approval.

The Level 1 Fees are adjusted every two years to account for the changes in the construction cost index. The current adjustment was made in January 2018.

| | 2016 Rates | 2018 Rates |
|---|---|---|
| Residential | $3.48 | $3.79 |
| Commercial/Industrial | $0.56 | $0.61 |

## Pricing

| Item Description | Cost |
|---|---|
| Level 1 Developer Fee Study | $1,500 |

If SchoolWorks' presence is requested at a School Board meeting, the district will be billed at $140 per hour plus travel time and expenses.

## Payment Schedule

The consulting fees cited above, will be billed upon completion of the project. The amount is due within thirty (30) days of the date of the invoice. A late fee of 5% of the invoice amount will be charged if the amount due is not paid within sixty days of the date of the invoice.

## Conditions and Requirements

If the District does not qualify for a Level 1 Fee in excess of the statutory Level 1 Fee, a fifty percent (50%) discount will be given on the cost of the study.

## District to Provide

~~(1) Current CBEDS(2018-2019) information~~
~~(broken down by school site and grade level)~~

(2) Listing of developer fees collected over the past two (2) years. This should include the amount paid and the square footage for each permit

(3) Latest audit report

| **Washington Colony Elementary School District** | **SchoolWorks, Inc.** |
|---|---|
| Jesus D. Cruz | Ken Reynolds |
| **Signature** | **Signature** |
| JESUS CRUZ | Ken Reynolds |
| **Name** | **Name** |
| Superintendent | President - SchoolWorks, Inc. |
| **Title** | **Title** |
| 10/10/18 | October 10, 2018 |
| **Date** | **Date** |

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.5.b
DATE: November 13, 2018

**SUBJECT TITLE:** CONTRACTS/SERVICE AGREEMENTS

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION**

Approve the California Healthy Youth Act Services Agreement between the Fresno County Superintendent of Schools ("FCSS") and the Washington Colony Elementary School District ("District") for the 2018 -19 school year.

**BACKGROUND**

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

**CONSIDERATION**

The California Healthy Youth Act implies for schools that the Governing Board recognizes that the purpose of the district's sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

Copies cost per student = 60 students X $5 = $300

Training Cost per grade level ($7^{th}$): 4 days x $750 = $3,000.00

$7^{th}$ grade students' Training Period: November 2018

Parent Preview Presentation: $400

**FINANCIAL IMPACT:**

Total amount = $3,700.00

**FUNDING SOURCE:**

General Fund (0100)

Moved by _____ Second _____

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

# CALIFORNIA HEALTHY YOUTH ACT TRAINING AGREEMENT

**("Agreement")**

Legal Doc./Contract No. of this signed Agreement *(FCOE Legal use only)*:_____

## COVER

| DISTRICT | FCSS |
|---|---|
| Washington Colony Elementary School District **("District")**<br>Attn: Jesus Cruz, Superintendent/Principal<br>130 E. Lincoln Ave.<br>Fresno, CA 93706<br>Phone: (559) 233-0706<br>Email: jesuscruz@washingtoncolony.k12.ca.us | Fresno County Superintendent of Schools **("FCSS")**<br>Attn: Dr. Michele Cantwell-Copher, Administrator<br>Dept.: Educational Leadership & Development<br>Fresno County Office of Education<br>1111 Van Ness<br>Fresno, CA 93721<br>Phone: (559) 265-3003 Email: mcopher@fcoe.org |
| CONTRACT TERM (see § 3.1)<br>**"Effective Date":** November 13, 2018<br>**"Termination Date":** December 13, 2018 | TERMINATION DURING CONTRACT TERM (see § 3.2)<br>Ground for termination: With or without cause.<br>**"Notice Period":** At least 10 days before the effective date of termination of this Agreement |

SERVICES REQUIRED OF FCSS

FCSS shall provide the following services (collectively **"Services"**):

1. Provide comprehensive sexual health education and HIV prevention education training (**"Training"**) to District students as directed by District's authorized personnel.
2. Prepare and present for District approval a set of training materials and curriculum covering comprehensive sexual health education and HIV prevention education for use in the Training (**"Training Materials"**). Once the Training Materials have been approved by District's Board of Trustees and its authorized personnel, FCSS staff shall provide the Training to District students, with one FCSS instructor per classroom, at school site(s) and grade level(s) to be determined by the District and communicated to FCSS at least 15 days in advance of the date of the applicable Training.

   Total days of Training (combined for all grade levels/classrooms):
3. Provide each student participating in the Training with handouts and materials drawn from the Training Materials approved by District.
4. Provide the following optional additional presentations for District *(mark each that FCSS must provide under this Agreement)*:

   _ **"Board Preview"**: FCSS staff shall present a summary of the Training Materials content to the District's Board of Trustees during a District board meeting on the following date:

   X **"Parent Preview"**: FCSS staff shall present a summary of the Training Materials content to District parents on one night(s) on the following date(s): October 29, 2018

DISTRICT OBLIGATIONS:

District shall be responsible for:

1. Providing all required legal notifications to students' parents regarding the Training in advance of FCSS' provision of the Training.
2. Reviewing and providing final District Board of Trustee approval for the Training Materials in advance of FCSS' provision of the Training. District is responsible for ensuring that the contents of the Training Materials meets all applicable legal requirements and is appropriate for the age of the students attending the Training.
3. Ensuring that at least one certificated District employee is present in each classroom during the entire presentation of the Training to District students.
4. Ensuring that the appropriate District students are present for the Training, and that any District parental opt-out for a student related to the Training Materials is honored.
5. Ensuring its own legal compliance with the California Healthy Youth Act, Education Code, sections 51930-51939.
6. Providing facilities suitable for FCSS to conduct the Training, and any Board Preview and Parent Preview provided under this Agreement.
7. Providing all publicity and communication with student parents regarding any Board Preview and Parent Preview provided under this Agreement.

CONTRACT AMOUNT AND PAYMENT SCHEDULE (see Art. 2):

District shall pay FCSS as follows for the Services:

1. Copies and duplication costs of $5.00 per student participating in the Training: 60 students x $5.00 = $300.00

2. Training costs for each grade level/classroom: 4 days x $750.00 = $3,000.00

3. Additional presentation costs of:

   0_ Board Preview appearance: $0

   X Parent Preview appearance: 1 appearance(s) x $400.00 = 400.00

Total costs of all Services: $3,700.00 **("Contract Amount")**

FCSS will invoice District within 30 days of the last date on which FCSS provides the Training, or the termination of this Agreement, and District shall pay the invoice within 30 days of District's receipt of FCSS' invoice.

REQUIRED DOCUMENT. Each Party shall maintain the following insurance in effect throughout the Contract Term and, upon the other Party's request, provide written proof thereof, such proof referred to as **"Required Document"** (see Art. 4):

1. Commercial general liability 2. Commercial automobile liability 3. Workers comp. and employer's liability

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, District and FCSS, separately referred to as a **"Party"** and collectively as the **"Parties,"** have reviewed and understand and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement includes its governing body and members thereof, officers, employees, and agents. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

DISTRICT

By: Jesus B. Cruz

Print Name: Jesus Cruz

Title: Superintendent/Principal

//

FCSS

By: _____

Jim A. Yovino, Superintendent
or Authorized Designee

## GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:


| | |
|---|---|
| Article 1 | Scope of Services and Obligations |
| Article 2 | Payment |
| Article 3 | Term and Termination of Agreement |
| Article 4 | Insurance |
| Article 5 | Indemnity |
| Article 6 | Dispute Resolution |
| Article 7 | General Provisions |


Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

### ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 PURPOSE. By this Agreement, the Parties desire to set forth the terms and conditions upon which FCSS shall provide, and District shall compensate FCSS for, performance of those obligations required of FCSS under this Agreement and to set forth the Parties' rights and obligations relating to this Agreement.

SECTION 1.2 FCSS OBLIGATIONS. FCSS shall perform those obligations required of FCSS as set forth elsewhere in this Agreement.

SECTION 1.3 DISTRICT OBLIGATIONS. District, at District's cost, shall perform those obligations required of District as set forth elsewhere in this Agreement.

SECTION 1.4 LOGISTICS/RESCHEDULING. The Parties' staff shall cooperate, coordinate, and communicate regarding logistics for Training, and any Board Preview or Parent Preview provided under this Agreement. If a Party desires to modify the date, time, and/or location of a Training, or any Board Preview or Parent Preview provided under this Agreement, the Party requesting the modification shall contact the other Party at least 14 days before the date on which the Training, Board Preview, or Parent Preview is to occur and the Parties' staff shall cooperate, coordinate, and communicate to agree upon a new date, time, and/or location for the Training, Board Preview, or Parent Preview.

SECTION 1.5 [INTENTIONALLY LEFT BLANK]

SECTION 1.6 COMPLIANCE WITH APPLICABLE LAW AND GRANT. Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations for which it agreed to comply under this Agreement (collectively and separately referred to as **"Applicable Law"** and shall include any amendment thereto, and laws and related regulations that are effective, as of the Effective Date or that become effective during the Contract Term). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. If any federal funds are used to pay for this Agreement, each Party shall comply with federal suspension and debarment regulations, including Executive Order 12549 (29 C.F.R. Part 98). Each Party shall comply with the terms and conditions of each grant if any that provides funding for this Agreement and all laws, regulations, and requirements applicable to such grant.

SECTION 1.7 WORK PRODUCTS AND RIGHTS THERETO. The provisions in this Section shall survive the termination of this Agreement and apply to any Work that a Party prepares for or provides to the other Party pursuant to this Agreement. Each Party's Work shall remain its property, or the property of the owner that Party has a license from for use in that Party's Work, and that Party shall have all interests and rights thereto. FCSS does not grant District or any individuals attending any Training, or any Board Preview or Parent Preview provided under this agreement, any right or license to any portion of the Training Materials. **"Work"** means any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored.

SECTION 1.8 CONFIDENTIAL RECORDS AND INFORMATION. If any document and/or information (for example and not as a limitation, employee or student record) that is subject to nondisclosure or protection under federal and/or California laws (collectively and separately **"Confidential Material"**) are provided to or created by a Party for or pursuant to this Agreement, each Party shall: (A) not release, disseminate, publish, or disclose the Confidential Material except as required by law or a court order, as this Agreement may permit, or as FCSS, through the contact person listed on the Cover or other designated FCSS staff, may authorize in writing; (B) unless specifically permitted by Applicable Law, not use the Confidential Materials for any purpose not related to a Party's performance of this Agreement; and (C) protect and secure the Confidential Material, including Confidential Material saved or stored in an electronic form, to ensure that it is safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use. The provisions of this Section shall survive the termination of this Agreement.

**ARTICLE 2 PAYMENT.**

FCSS' compensation for providing the Services, and District's obligation to pay FCSS under this Agreement, shall be in accordance with the Payment Schedule marked on the Cover.

**ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.**

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date stated on the Cover and continues in full force and effect thereafter until and including the Termination Date stated on the Cover **("Contract Term")** and, unless terminated during the Contract Term in accordance with Section 3.2 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party.

SECTION 3.2 TERMINATION DURING CONTRACT TERM; RIGHTS AND OBLIGATIONS THEREUPON. During the Contract Term, a Party, with or without cause, may terminate this Agreement by giving the other Party written notice for the Notice Period stated on the Cover. Upon termination of this Agreement and if District is obligated under this Agreement to pay FCSS for any Training or other Services, District shall pay FCSS for the Training performed, in addition to the costs of any other Services provided by FCSS before the effective date of termination of this Agreement. Such payment shall be made within 30 days of the effective date of termination of this Agreement and District's receipt of FCSS' invoice. The provisions of this Section shall survive the termination of this Agreement.

SECTION 3.3 FORCE MAJEURE. A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively **"Force Majeure"**), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse District's payment to FCSS of any portion of the Contract Amount that is due to FCSS.

**ARTICLE 4 INSURANCE.**

Each Party, at its cost and throughout the Contract Term, shall maintain in effect insurance or self-insurance providing coverage that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to the other Party upon the other Party's request: (A) *commercial general liability* with limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* in accordance with California laws and employer's liability insurance with a limit of not less than $1,000,000 per accident, both of which shall be in effect throughout the Contract Term; and (C) *commercial automobile liability* covering, at a minimum, non-owned and hired autos and, if there are any autos owned by the Party, then also covering owned autos, with a combined single limit of not less than $1,000,000 per accident.

**ARTICLE 5 INDEMNITY.**

Each Party's indemnity, defense, and hold harmless obligations to the other Party under or related to this Agreement shall be governed solely by this Article. A Party **("Indemnitor")** shall: (A) indemnify and hold harmless the other Party **("Indemnitee")** to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) defend and pay for all of Indemnitor's attorney's fees and litigation costs related to any Claim or Loss without any right against or from the Indemnitee for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed. A Party's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. **"Claim"** means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. **"Loss"** means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense, and/or cost (excluding attorney's fees and litigation costs that a Party or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. **"Third Party"** means a person who or an entity that is *not* any of the following: (A) a Party; (B) an officer, employee, or agent of a Party; or (C) contracted with (whether directly or through a subcontract of any level) or otherwise retained by a Party to act for or on the Party's behalf. **"Final Determination"** means any judgment, order, or decision, each a **"Determination,"** by a court of competent jurisdiction or a governmental entity with jurisdiction to render the Determination where the Determination is not subject to appeal or the period for an appeal has expired.

**ARTICLE 6 DISPUTE RESOLUTION.**

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including any Claim or Loss for which a Party seeks indemnity pursuant to Article 5 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During a dispute regarding payment under this

Agreement, District shall pay FCSS the portion of the Contract Amount that is undisputed and due to FCSS; if a disputed portion of the Contract Amount is determined in a Final Determination to be due to FCSS, District shall pay such amount to FCSS within 30 days of the date of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, District shall pay FCSS in accordance therewith. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Article. The provisions of this Article shall survive the termination of this Agreement.

**ARTICLE 7 GENERAL PROVISIONS.**

SECTION 7.1 ENTIRE AGREEMENT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. The Parties may execute this Agreement and any amendment in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. If there is uncertainty of any language in this Agreement, the Parties agree that Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that each Party does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER. Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an employment or agency relationship, partnership, or joint venture between the Parties. Each Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent, the Parties agreeing that this provision shall not prohibit FCSS from contracting with one or more third parties to perform any portion of the Services on behalf of FCSS.

SECTION 7.4 NOTICES. Except as may be stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier service that tracks the delivery; (C) sent by certified mail, return receipt requested, postage prepaid; or (D) sent by regular mail *and* transmitted by e-mail; and, ***if to FCSS, a copy of any notice and demand by email to***: FCOE Legal Services at legalservices@fcoe.org. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

/ /

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.5.c
DATE: November 13, 2018

**SUBJECT TITLE:** CONTRACTS/SERVICE AGREEMENTS

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION:**

Ratify the GASB REPORTS Alternative Measurement Method Service Agreement 2018-19.

**BACKGROUND:**

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

**CONSIDERATION:**

Pursuant to Governmental Accounting Standards Board, Statement 74 (GASB 74) and Statement 75 (GASB 75) Public Agency is required to report as an expense on its financial statements, its liability for costs pertaining to its current retired employees' health and other post-employment benefits (OPEB). The California School Boards Association District Services Corporation ("CSBADSC") will provide the GASB AMM reports for the public agency. Washington Colony Elementary School District will pay CSBADSC a fee of $1875 upon completion of the actuarial valuation.

**FINANCIAL IMPACT:**

Total amount = $1,875

**FUNDING SOURCE:**

General Fund (0100)

Moved by _____ Second _____

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

# GASB REPORTS
# Alternative Measurement Method
# Service Agreement

This GASB REPORTS Alternative Measurement Method (AMM) Agreement, ("Agreement"), is executed by Washington Colony Elementary School District (Public Agency), for the benefit of the California School Boards Association District Services Corporation ("CSBADSC").

## RECITALS

WHEREAS, pursuant to Governmental Accounting Standards Board, Statement 74 (GASB 74) and Statement 75 (GASB 75) Public Agency is required to report as an expense on its financial statements, its liability for costs pertaining to its current and future retired employees' health and other post-employment benefits (OPEBs); and

WHEREAS, Public Agency is permitted pursuant to GASB 74 and GASB 75 to calculate its liability (actuarial valuation) by an alternative measurement method; and

WHEREAS, CSBADSC offers actuarial valuation calculation service (GASB REPORTS AMM service) to public agencies.

NOW THEREFORE, in consideration of CSBADSC providing a GASB AMM report for Public Agency, and for other good and valuable consideration the receipt and sufficiency of which Public Agency hereby acknowledges, Public Agency agrees as follows:

1. That Public Agency will pay CSBADSC a fee of $1875 upon completion of the actuarial valuation. If fiscal year audit is not complete a Roll Forward Audit Support report can be prepared for a fee of $500. The agency will still be required to have the GASB 74 or 75 valuation completed after the fiscal year audit is completed.

2. That Public Agency will pay CSBADSC an additional fee, at the rate of $250 per hour or a fraction thereof, if it requests additional technical support related to the actuarial valuation, and the support would require the actuary's expertise.

3. That Public Agency acknowledges that accurate data is critical to calculating a reliable actuarial valuation and that CSBADSC is not liable for an incorrect actuarial valuation that is caused by erroneous data supplied by Public Agency.

4. That Public Agency acknowledges that CSBADSC will not be liable for any indirect, special, consequential, or incidental loss or damage to Public Agency or any other person for the use of or reliance on the Report. If the Report is incorrect, Public Agency shall have the right only to recover up to the limit of the fee it paid for the service.

5. That Public Agency acknowledges that the actuarial valuation may contain CSBADSC's

work product and/or proprietary materials intended for Public Agency's use and benefit only, and that Public Agency may not disclose any such material to any third parties without CSBADSC's prior consent. This shall by no means affect Public Agency's right or responsibility to distribute the actuarial valuation to any of its professional service providers which Public Agency may hold liable under a duty of confidentiality or to any regulatory or government agency when required by law.

6. That this Agreement shall be governed by and construed in accordance with the applicable laws of the State of California.

7. That Public Agency has carefully reviewed this Agreement and has agreed to each of its terms.

IN WITNESS WHEREOF, Public Agency duly executes this Agreement as follows:

Washington Colony Elementary SD
(Public Agency)

Signature: Jesus M. Cruz

Name: JESUS CRUZ

Title: Superintendent

Date: 11/07/18

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.6
DATE: November 13, 2018

**SUBJECT TITLE:** 2018-2019 Amended Child Development Contract

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION:**

Ratify the amended Child Development Contract for 2018 - 2019.

**BACKGROUND:**

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

**CONSIDERATION:**

The Governing Board has entered into transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2018-19. It is considered to ratify the amended amounts for the Child Development Contract.

**FINANCIAL IMPACT:**

Reimbursement at a rate not to exceed $48.28 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of $213,749.00 (2018-19 initial rate of $45.73 and MRA was of $203,544.00)

Minimum days of Operation (MDO) Requirement shall be 180.

Moved by _____ Second _____

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

*CALIFORNIA DEPARTMENT OF EDUCATION*
*1430 N Street*
*Sacramento, CA 95814-5901*

*F.Y. 18 - 19*

# *Amendment 01*

**DATE:** July 01, 2018

**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**
Budget Act

**CONTRACT NUMBER:** CSPP-8095
**PROGRAM TYPE:** CALIFORNIA STATE PRESCHOOL PROGRAM
**PROJECT NUMBER:** 10-6251-00-8

**CONTRACTOR'S NAME:** WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2018 designated as number CSPP-8095 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $203,544.00 and inserting $213,749.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to $45.73 and inserting $48.28 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 4,451.0 and inserting 4,427.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 180. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

| STATE OF CALIFORNIA | CONTRACTOR |
|---|---|
| BY (AUTHORIZED SIGNATURE) | BY (AUTHORIZED SIGNATURE) Jesus B. Cruz |
| PRINTED NAME OF PERSON SIGNING: Jaymi Brown, | PRINTED NAME AND TITLE OF PERSON SIGNING: JESUS CRUZ |
| TITLE: Contract Manager | ADDRESS: 1306 E. Lincoln Avenue Fresno, CA 93706 |

| | | | | |
|---|---|---|---|---|
| AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 10,205 | PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs | | FUND TITLE: General | Department of General Services use only |
| PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 203,544 | (OPTIONAL USE) 0656 23038-6251 | | | |
| TOTAL AMOUNT ENCUMBERED TO DATE: $ 213,749 | ITEM 30.10.010. 6100-196-0001 | CHAPTER B/A | STATUTE 2018 | FISCAL YEAR 2018-2019 |
| | OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6105 Rev-8590 | | | |

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

| SIGNATURE OF ACCOUNTING OFFICER | T.B.A. NO. | B.R. NO. |
|---|---|---|
| | DATE | |

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.7
DATE: November 13, 2018

**SUBJECT TITLE:** CONTRACTS/SERVICE AGREEMENTS

Action ___√___ Discussion _____ Information _____

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**RECOMMENDATION**

Approve the master agreement between Infinity Communications & Consulting, Inc. and Washington Colony ESD for Professional Services for the E-Rate Category 2 program for the term of 1 year with expiration of November 30, 2019.

**BACKGROUND**

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

**CONSIDERATION**

Infinity agrees to perform Consulting and Professional Services on behalf of Washington Colony School district. Infinity will be available to the client by phone, email, or in person to address client related E-rate Funding issues. Infinity will update the client on changes in the E-rate and CTF process and help staff to take advantage of newly eligible products and services. Infinity will assist the client to put together Bid Document Development, Bid Process management, E-rate application Management, verify USAC rules are being followed and, if necessary, provide guidance on new processes or procedures to ensure program compliance, in regards to Bid evaluations, Procurement, Technology Plans, CIP compliance, Technology Budget and Document Retention.

**FINANCIAL IMPACT:**

Annual Flat Rate Fee = $3,500.00

**FUNDING SOURCE:**

General Fund (0100)

Moved by _____ Second _____

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

INFINITY
COMMUNICATIONS AND CONSULTING

# PROJECT ATTACHMENT #0046-18C
## WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

Master
Agreement No: 0046

**SERVICES: CATEGORY TWO E-RATE RFP/APPLICATION MANAGEMENT**

**INFINITY'S RESPONSIBILITIES**

Infinity shall perform the following tasks for our **Category Two RFP and E-rate Application Management Services**:

Procurement Consulting, including:

1. Coordinate with the Client to determine the "Procurement Programming" requirements, including, overall project scope, procurement objectives, and E-rate program compliance.
2. Present to the Client, for their approval, a procurement process and "Bidding Document" format that addresses both the Local/State and E-rate program rules and regulations.
3. Develop a "Bid Schedule" that complies with the Client's and the E-rate Program's procurement and award of contract requirements.

Bid Document Development, including:

1. Develop a "Bidding Document" based on the Client's specific procurement programming requirements. Bidding Document provided by Infinity to include; Bidder's Instructions, Procurement Compliance language, E-rate Program Compliance language, General Conditions, and Bid Forms.
2. Integrate the Client's provided "Design Documents" into the "Bidding Document" to produce a complete Request for Proposal (RFP). The "Design Document" provided by the Client will include, at a minimum, the following; scope of work, equipment and/or performance specifications, and a depiction of the existing affected site and/or system conditions.

Bid Process Management, including:

1. Oversight and management of the procurement process to ensure compliance with "bidding documents and E-rate procurement requirements.
2. Assist the Client in the preparation of a "Notice of Advertisement" and/or Form 470 publication language.
3. Publish the Request for Proposal (Bidding and Design Documents) on Infinity's "Projects" website.
4. Maintain a "Bidder's List" and document library for each project.
5. Assist the District in the response to prospective bidder's Pre-Bid request for information. Prepare and distribute project clarification(s) and addenda(s) to address questions from prospective bidders.
6. Organize and conduct opening of bid response(s). All bid openings will be conducted at Infinity's office, unless otherwise directed by the Client.

E-rate Application Management, including:

1. Consult with the Client to determine the filing strategy that best suits their needs.
2. Prepare and submit to the Client, for their certification, the following program forms; Form 470, Form 471, and Form 486.
3. Monitor and inform the Client of their Application and Funding Commitment status.
4. Coordinate with the Client and Service Provider to respond to Program Integrity Assurance (PIA) questions.
5. Assist the Client, if requested, in the preparation of program auditor's requested documentation.
6. Provide the Client with one (1) Electronic and one (1) Hardcopy copy of all pre-Form 471 "Bidding Documents", bid evaluations, and contracts, as required for Document Retention per the E-rate program.
7. Prepare and submit the Service Delivery Extension and/or Invoice Deadline Extension request(s).
8. Prepare and submit the Form 500 for certification and approval.
9. Prepare and submit **One (1)** Applicant Reimbursement Form 472 for certification and approval, per project.

**Excluded** from Infinity's Service Offering:

- System design, project engineering, drafting, and/or technical spec writing services.
- On-site services, including but not limited Job-Walks, Site Assessments, etc.
- E-rate Service Substitutions requests

Additional Services requested by the Client of Infinity to perform, other than those listed above and/or in the quantity listed above, will be billed to the Client at an Hourly rate plus actual and necessary expenses, per the attached *Compensation and Reimbursable Expenses Schedule.*



PO BOX 999, BAKERSFIELD, CA. 93302 • PHONE: 661.716.1840 FAX: 661.716.1841 • WWW.INFINITYCOMM.COM

INFINITY
COMMUNICATIONS AND CONSULTING

**CLIENT RESPONSIBILITIES**

The Client's responsibilities, for the successful completion of our **Category Two RFP and E-rate Application Management Services**, shall include:

1. Appoint and identify a representative to act on their behalf whom has the authority to render decisions.
2. Respond to requests from Infinity, no later than three (3) business days upon receipt of written request from Infinity, as not to cause unreasonable delay in the progress of Infinity's services.
3. Furnish all legal, insurance and accounting services, that may be reasonably necessary, that meet the Client's own needs and interests.
4. Provide reasonable access to the site and Client's personnel to allow Infinity to perform the work detailed in this agreement.
5. Provide Infinity with all "Design Documents" required for the successful completion of the agreed service, including, but not limited to; a scope of work for the requested services, equipment and/or performance specifications, project drawings and/or system single-line diagrams.
    a. The Client accepts the sole responsibility and liability for the quality and accuracy of the "Design Documents" provided to Infinity.
6. Grant Infinity permission and license to distribute the provided "Design Documents" to perform the work described in this agreement.
7. Provide Infinity with all E-rate "Supporting Documents" required for the successful completion of the agreed service, including, but not limited to; Approved Free & Reduced Lunch numbers, Approved Technology Plan, Budget Information, Copy of CIPA Compliance, Evaluation of Bid Responses, Board Meeting Minutes, Copy of Executed Agreements, etc.
8. Provide a Letter of Authorization (LOA), authorizing Infinity, to act on the Client's behalf to file E-rate forms and respond to the USAC's request for information.
9. Sign and certify the E-rate forms required for the Client's application for funding, in a timely manner, as not to cause a failure to comply with the E-rate Program's time sensitive deadlines.
10. Comply with all of Schools and Libraries Division's (SLD) E-rate program rules and requirements, including but not limited to:
    a. Conduct an "Open and Competitive" bid process, to comply with all applicable Local/State/Federal biding laws.
    b. Wait a minimum of 28 days after the posting of the Form 470 or the release of the RFP, whichever comes later, before selecting a Service Provider or executing a Contract.
    c. Conduct a non-bias bid evaluation, per the E-rate Program's "Evaluations of Bid" requirements, with the cost of E-rate eligible goods and services as the highest weighted factor.
    d. Award a contract the successful Bidder prior to submitting a request for funding (Form 471).
    e. Maintain and update an "Equipment Asset Register" (EAR). The EAR shall detail the make, model, serial number, and location of all equipment purchased with the support of the Universal Services Fund (E-rate Program). The Client will provide Infinity a copy of the EAR for compliance with the "Inventory" section of E-rate's "Document Retention Policy".
11. Retain documents, for each funding request, related to the "Pre-bidding Process", "Bidding Process", "Award of Contracts", Application Process", "Purchase and Delivery of Service", "Invoicing", "Inventory", and "Forms and Rules Compliance" for a period of at least 10 years from the last date of service.

*** In the event, something unforeseen happens that is not covered under PROJECT ATTACHMENT #0046-18C with this contract, an additional fee will be negotiated before any additional services are provided.**

**TERM OF CONTRACT:**

This Agreement is for a term of **1 year,** with an expiration date of **November 30, 2019.**

Infinity's fee will be a one-time flat rate fee of **$2,000.00**, for Category Two RFP Management Services.

Infinity's fee will be a one-time flat rate fee of **$1,500.00**, for Category Two E-rate Application Management Services.

If additional services are requested by the Client that require a change order, Infinity will bill 5% of the change order amount.



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INFINITY
COMMUNICATIONS AND CONSULTING

**Standard Hourly Rates Schedule**

For additional works that is required outside the scope of the original project, the hourly rates listed will be charged. Standard Hourly Rates are subject to review and adjustment. The hourly rates effective on the date of the Agreement are:

| | |
|---|---|
| Principal | $175.00/hour |
| Sr. Systems Designer | $155.00/hour |
| Systems Designer | $125.00/hour |
| CAD Operator | $75.00/hour |
| Sr. Project Manager | $155.00/hour |
| Project Manager | $95.00/hour |
| Design Team Coordinator | $75.00/hour |
| Erate Compliance Consultant | $140.00/hour |
| Erate Specialist, III | $90.00/hour |
| Erate Specialist, II | $75.00/hour |
| Erate Specialist, I | $55.00/hour |
| Support Staff | $50.00/hour |

**Reimbursable Expenses Schedule**

Reimbursable Expense rates are subject to annual review and adjustment. The rates effective on the date of the Agreement are:

| | |
|---|---|
| Newspaper Advertisement | at cost + 15% |
| 8"x11" Copies/Impression | $0.05/sheet |
| Blue Print Copies | at cost + 15% |
| Reproducible Copies (Mylar) | at cost + 15% |
| Reproducible Copies (Paper) | at cost + 15% |
| Long Distance Phone Calls | at cost + 15% |
| Legal Counsel | at cost + 15% |
| Travel Expenses: | |
| Mileage (auto) | $0.545/mile |
| Airfare | at cost + 15% |
| Meals | at cost + 15% |
| Lodging | at cost + 15% |
| Standard Labor Rate | See Hourly Rate Schedule Above |

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below.

**Infinity Communications & Consulting, Inc.**

Signature — 11/08/2018 Date

Martin Skiby — Chief Operating Officer
Name — Title

P.O. Box 999, Bakersfield, Ca. 93302
Address/City/Sate/Zip

82-0573429
Federal Tax ID#

**Washington Colony Elementary School District**

Signature — Date

Name — Title

Address/City/Sate/Zip

Federal Tax ID#



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**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.A.8
DATE: November 13, 2018

**SUBJECT TITLE:** SURPLUS EQUIPMENT/OBSOLETE TEXTBOOKS

Action ___√___ Discussion _____ Information _____

---

**RECOMMENDATION**
Approve disposal of obsolete furniture and obsolete instructional equipment.

**BACKGROUND**
When any district-owned instructional materials, equipment, supplies, or other personal property becomes unusable, obsolete, or no longer needed, the Superintendent is required to notify the Governing Board and recommend the manner of disposal in accordance with one of the methods prescribed by law and administrative regulation.

**CONSIDERATION**
Approve disposal of obsolete furniture and obsolete instructional equipment. This outdated furniture and obsolete instructional equipment will be sent to a Recycle company or in some cases donated. These materials selected have no foreseeable value in other instructional areas. (See form attached)

Moved by _____ Second _____

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

WASHINGTON COLONY SCHOOL DISTRICT
**Surplus Equipment/Obsolete Textbook Form**

Date 10/30/18 Name: MARK MARQUEZ Room # M-6

Form Completion Instruction. In Description block provide the following:

- Textbooks: Title, publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

| Description | Recommended Disposition |
|---|---|
| Cabinet (brown rolling) | wheels deteriorating DISPOSE |
| Desk (metal teacher desk) | drawers do not work, no place for computer wires. |
| | |
| rolling chalk board | stay or give to another teacher. |
| | |

_____ For additional items, check here and attach list.

Site Administrator Approval Jesus H. Cruz 11/02/18
Signature Date

Superintendent/Board Approval _____
Signature Date

Disposition:

_____

_____

_____

Rev. 02/22/2007

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.B.1
DATE: November 13, 2018

**SUBJECT TITLE:** Offer of Employment for Library Aide

Action ___√___ Discussion _____ Information _____

---

## RECOMMENDATION

Ratify offer of employment for Crysta Williams - Library Aide - (part-time 5hrs).

## BACKGROUND

The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficiency of district operations.

The district's selection procedures include screening processes, interviews, and recommendations from previous employers as necessary to identify the best possible candidate for a position.

For each position, the Superintendent presents to the Board one candidate who meets all qualifications established by law and the Board for the position. In accordance with Board policy, no person shall be employed by the Board without the recommendation or endorsement of the Superintendent.

## CONSIDERATION

I am recommending for employment Crysta Williams who meets all qualifications established by law and the Board for the Part Time Library Aide (5 hours) position for 2018-19 school year.

Moved by _____ Second _____

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

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.B.2
DATE: November 13, 2018

**SUBJECT TITLE:** RETIREMENT

Action ___√___ Discussion _____ Information _____

---

**RECOMMENDATION:**

Ratify Superintendent's acceptance of retirement for Cynthia Yamagiwa (Data Technician/Health Aide/Clerk). Cynthia Yamagiwa is retiring from WCESD effective June 29, 2019.

**CONSIDERATION:**

Cynthia Yamagiwa (Data Technician/Health Aide/Clerk) is retiring effective June 29, 2019.

Moved by _____ Second _____

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

Cynthia Yamagiwa

6047 S. Lily Ave.

Fresno, CA 93706

Mr. Jesus Cruz and Board of Trustees J.C.

Washington Colony Elementary School District

130 E. Lincoln Ave.

Fresno, CA 93706

October 8, 2019

Dear Mr. Cruz and Board Members:

I am writing this letter to inform you of my intention to retire. My final day of employment will be June 29, 2019.

My time at Washington Colony School has been one of growth, change and learning as well as an opportunity to make dear friendships with fellow staff members and with students and their families. I could not have asked for a better work arrangement for myself and my family, especially while my sons were young and were students at Washington Colony. I've been blessed by the opportunities I've received from Washington Colony Elementary School District and, at the same time, am looking forward to the opportunities retirement will bring. Thank you for everything.

Sincerely,

Cynthia Yamagiwa

Cynthia Yamagiwa

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.B.3
DATE: November 13, 2018

**SUBJECT TITLE:** INTERDISTRICT ATTENDANCE PERMITS

Action ___√___ Discussion _____ Information _____

---

## RECOMMENDATION

Ratify action on Interdistrict Attendance Permit request for the 2018-19 school year.

## BACKGROUND

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district. The Board may enter into an agreement with any other school district for the interdistrict attendance of students who are residents of the districts. The agreement shall specify the terms and conditions under which interdistrict attendance is to be permitted or denied. Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The district is not required to provide transportation beyond any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops with the attendance area ifs space is available.

## CONSIDERATION

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r)
2. To meet the child care needs of the student
3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year
6. To allow the student to remain with his/her 8th grade graduating class
7. When the parent/guardian provide written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the

Moved by _____ Second _____

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

district

8. When the student will be living out of the district for one year or less
9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level or other considerations that are not arbitrary

Moved by _____ Second _____

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

**WCESD BOARD OF TRUSTEES**

ITEM NO. VI.C.1
DATE: November 13, 2018

**SUBJECT TITLE:** CURRICULUM/INSTRUCTION/ASSESSMENT

Action ___√___ Discussion _____ Information _____

---

## RECOMMENDATION

Approve the Washington Colony Elementary School's Single Plan for Student Achievement (SPSA) 2018-19 as recommended by the School Site Council.

## BACKGROUND

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state and local sources for program purposes. (Title I Programs AR 6171(a)) (20 USC 6312, 6314)

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming school's total instructional program and plans required by other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

## CONSIDERATION

In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessment. Washington Colony's school site council has met on October 29, 2018 and approved the Single Plan for Student Achievement (SPSA) 2017-18

Moved by _____ Second _____

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

# The Single Plan for Student Achievement

| | |
|---|---|
| **School:** | Washington Colony Elementary School |
| **CDS Code:** | 10625136007405 |
| **District:** | Washington Colony Elementary School District |
| **Principal:** | Jesus Cruz |
| **Revision Date:** | October 22, 2018 |

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:


| | |
|---|---|
| **Contact Person:** | Jesus Cruz |
| **Position:** | Superintendent/Principal |
| **Phone Number:** | (559) 233-0706 |
| **Address:** | 130 East Lincoln Ave.<br>Fresno, CA 93706-6043 |
| **E-mail Address:** | jesuscruz@washingtoncolony.org |


**The District Governing Board approved this revision of the SPSA on Tuesday, November 13, 2018.**

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## School Vision and Mission

**Washington Colony Elementary School's Vision and Mission Statements**
MISSION STATEMENT

Our mission, in partnership with students, parents and community, is to deliver high quality learning experiences which promote lifelong success for all our students and parents with educational choices consistent with our core values of a commitment to learning, an atmosphere of respect, community involvement, effective communication, and accountability.

BELIEFS

We believe...

- The school environment should be safe, respectful, loving, caring and supportive.
- We should offer a positive learning environment and experiences that lead to success for our students.
- The school should be challenged to their potential.
- Every student, by name, can and will succeed.
- Every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility.
- Students, staff and parents form a community of learners where learning never ends.
- That in addition to educating children, the school serves the broader community with its facilities and resources.
- There is no "single" program or solution which will work for all students.
- Relevant curriculum leads to motivated students.
- In being respectful of cultural differences.

## School Profile

The Washington Colony School District was organized May 15, 1879. It is located in a rural region southeast of Fresno in the community of Easton. Washington Colony has gone through many changes over the years. It started as a combination high school and grammar school. As enrollment increased, the high school was separated from the grammar school and new buildings were constructed.

A Superintendent/Principal heads the staff. A full time Assistant Principal completes the administrative staff. The full time instructional staff is comprised of nineteen classroom teachers, a band/classroom music teacher, two district Resource Specialist Program (RSP) teachers and one Special Day Class (SDC) teacher (with aide).The support staff includes one Fresno County of Education school psychologist and one Fresno County Of Education Mental Health support one day a week, online speech therapist, 2 part time classroom aides support the instructional staff in the TK/Kindergarten classrooms . Finally, our state funded pre-school is staffed with a teacher and four instructional aides, two of whom are bilingual. Also a reading lab to increase reading level, with two credential teachers and two aides who help with reading lab. On staff a ELD/ Literacy coach assist with ELD and instruction for students who are second language learners.

All members of the Washington Colony teaching staff meet requirement of being highly qualified. All classroom teachers possess either CLAD or SDAIE certification.

Our program begins with a state funded pre-school with an enrollment of 39 students. The program is housed in a portable and provides two sessions a day, one in the morning and one in the afternoon. There are approximately two classrooms per grades first through 8th grade and three Kindergarten classes one of the Kindergarten classes is a combination class of Transitional Kindergarten, with a total of 442 regular education students. There are 5 students in our SDC class. Other classrooms include music/band room, library, and a large portable shared by the RSP staff. An After School Program is provided daily in the cafeteria and various classrooms.

Mobility rate is very low at Washington Colony with the attendance rate averaging about 95%. 100% percent of our K-8 students receive free breakfast and lunches. There are approximately 162 EL students (K- 8th grade). Among these are Hmong and Spanish speaking students. English Language Development instruction is delivered daily for a minimum of 30 minutes by classroom teachers. Instructional aides, under the supervision of a certificated teacher, work with EL students daily by providing supplemental English Language Development (ELD) instruction and academic support in the primary language as needed.

Washington Colony is a School-wide school. Funding is composed of Title I Part A, Basic Grant, LCFF, and Title II Part A Teacher Quality. Instructional aides in K classrooms provide additional help with basic skills for students requiring assistance. Our aides provide daily assistance in the area of language arts and math for students requiring supplementary help beyond the core curriculum to meet the grade level objectives.

Special Education programs are run by Washington Colony and the Special Education staff works closely with each regular education teacher to ensure the best possible educational setting for our Special Education students. Washington Colony operates one Special Day classes and two Resource Special Program. These programs work closely with the student study team in identifying and serving students with special needs per the student's Individualized Education Program (IEP) Additionally, Washington Colony contracts for the services of nursing, speech therapy, occupational therapy and psychological time.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A survey will be available at the beginning of the school year and during each spring for parents, students, teachers, and community members to provide input regarding programs and services at Washington Colony School.

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration, teachers, and academic coaches throughout the year.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Statewide assessments are used to identify areas of need. The data is used to guide instruction and to plan for professional development to improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data during their PLC (Professional Learning Community) collaboration to monitor student progress and plan for instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Teachers participate in monthly staff meetings, monthly multi-district PLC collaboration, and regular grade level/grade span/content specific PLC's.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have appropriate credentials, are involved in professional development, training and have access to instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development activities of Washington Colony are aligned with the state academic content standards, state assessment results, the curricula and programs tied to the standards. The district conducts on-going evaluations of the staff development needs and establishes goals and professional development activities to assist staff in increasing students learning of content standards. Professional development activities are selected and designed based on staff strengths and needs in relation to student achievement results. These activities are funded through various sources including Title II, Part A.

Taking into consideration current research on effective professional development activities, a Professional Development Calendar is developed that is coherent and differentiated based on teachers' effectiveness and assignment. The plan includes strategies to ensure all students will meet or exceed state content and academic standards as well as placing an emphasis on EL Learners and strategies to increase their mastery of English.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are are provided coaching and support from Fresno County Office of Education and Tulare County Office of Education. In addition, teachers attend various workshops and training.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers regularly collaborate during their PLC as well as their students attend PE and Music time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The district adopted CA standards will be the guide for a comprehensive curriculum to guide instruction. District adoption and purchase of CA state approved materials will assist in aligning instruction to the standards. Additionally, professional development activities will include work in alignment of instruction with the standards. District assessments will be designed to evaluate students' mastery of standards. Washington Colony recently adopted new math curriculum that is aligned to current state standards. K-5 has adopted HM Math Expressions and 6-8 grades are using CPM. We are updating our school library and classrooms to provide 21st century learning opportunities (creativity, communication, critical thinking, and collaboration) by increasing the number of digital devices (chrome-books), adding a promethean board, and increasing computer based assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   The current schedule adheres to the recommended instructional minutes for ELA, Guided Reading, ELD and Math.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    The master schedule allows flexibility for intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    Appropriate standards-based instructional materials in each core academic subject are available to all student groups K-8th grades. We recently adopted math curriculum that is standards based. Washington Colony is planning on adopting ELA curriculum for the 2016/2017 school year.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    Standards based instructional materials are being updated.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    The regular program at Washington Colony provides numerous services to assist underperforming students to meet standards. On-going careful analysis of student assessment data is used to plan intentional instruction based on student need. Teachers will provide differentiated instruction for individual and small groups based on needs determined through data evaluation/analysis. Classroom teachers are available to provide before school, after school, and recess tutoring for students as needed. Parents are regularly included in Student Study Team meetings with suggestions for helping students' achievement being discussed and shared between parents and staff. Parent volunteers participate in classrooms; and special education referrals are made when deemed appropriate. Recommendation to the After School Program, which provides homework help as well as tutoring at least twice a week, is also made for these students. A summer school program offered through our after school program is available.

14. Research-based educational practices to raise student achievement

    Researched based professional development is provided for teachers.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

    Parent workshops and support are provided. Some parent workshop opportunities for the 2017/2018 school year include: Parenting Partners, CLAS Program, Rosetta Stone for English Language and FCOE Parent Workshops. Parent workshops are based upon feedback provided from the parent surveys. FCOE will be providing a 12 week technology workshop for parents. We will be providing the necessary digital devices for parent use at the training.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

    School Site Council, ELAC/DLAC, Stakeholder Public Meetings

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Various services to assist underperforming students to meet standards are provided by categorical funds. Title I, Part A, and Title III LEP funds.
Use of state and local assessments to modify instruction and improve students' achievement:
Washington Colony Elementary School District uses the following assessments in addition to the SBAC testing program to:
a. determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
b. assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
c. determine what revisions are needed to projects under this part so that such children meet the State student achievement academic standards; and
d. effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom- based instructional reading assessments.

18. Fiscal support (EPC)

## Description of Barriers and Related School Goals

The school purchased new curriculum for English and in the process of adopting a new science curriculum, the school has a reading lab that provides support for students who are having difficultly in reading. There is also AR reading, school purchased new library books and each teacher is conducting Guided Reading in the classroom, this is to increase reading levels

## School and Student Performance Data

### CAASPP Results (All Students)

### English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 44 | 60 | 44 | 44 | 60 | 44 | 43 | 60 | 44 | 100 | 100 | 100 |
| Grade 4 | 47 | 48 | 59 | 47 | 47 | 59 | 47 | 47 | 59 | 100 | 97.9 | 100 |
| Grade 5 | 42 | 49 | 51 | 42 | 49 | 49 | 42 | 49 | 49 | 100 | 100 | 96.1 |
| Grade 6 | 36 | 43 | 47 | 36 | 41 | 47 | 36 | 41 | 47 | 100 | 95.3 | 100 |
| Grade 7 | 46 | 36 | 47 | 46 | 36 | 46 | 46 | 36 | 46 | 100 | 100 | 97.9 |
| Grade 8 | 46 | 48 | 36 | 46 | 47 | 36 | 46 | 47 | 36 | 100 | 97.9 | 100 |
| All Grades | 261 | 284 | 284 | 261 | 280 | 281 | 260 | 280 | 281 | 100 | 98.6 | 98.9 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2375.4 | 2377.4 | 2408.8 | 14 | 8.33 | 2.27 | 9 | 16.67 | 36.36 | 21 | 23.33 | 40.91 | 56 | 51.67 | 20.45 |
| Grade 4 | 2405.0 | 2425.2 | 2454.5 | 0 | 19.15 | 18.64 | 21 | 12.77 | 27.12 | 23 | 21.28 | 22.03 | 55 | 46.81 | 32.20 |
| Grade 5 | 2425.6 | 2426.0 | 2461.4 | 5 | 4.08 | 12.24 | 10 | 20.41 | 18.37 | 26 | 18.37 | 28.57 | 60 | 57.14 | 40.82 |
| Grade 6 | 2505.3 | 2477.7 | 2494.4 | 11 | 0.00 | 6.38 | 31 | 21.95 | 27.66 | 33 | 31.71 | 27.66 | 25 | 46.34 | 38.30 |
| Grade 7 | 2498.5 | 2531.5 | 2528.5 | 4 | 8.33 | 8.70 | 33 | 38.89 | 23.91 | 20 | 16.67 | 41.30 | 43 | 36.11 | 26.09 |
| Grade 8 | 2528.9 | 2503.5 | 2555.0 | 0 | 6.38 | 19.44 | 28 | 12.77 | 22.22 | 48 | 31.91 | 33.33 | 24 | 48.94 | 25.00 |
| All Grades | N/A | N/A | N/A | 5 | 7.86 | 11.39 | 22 | 19.64 | 25.98 | 28 | 23.93 | 31.67 | 44 | 48.57 | 30.96 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 7 | 13.33 | 9.09 | 42 | 21.67 | 63.64 | 51 | 65.00 | 27.27 |
| Grade 4 | 4 | 25.53 | 20.34 | 43 | 31.91 | 50.85 | 53 | 42.55 | 28.81 |
| Grade 5 | 10 | 8.16 | 12.24 | 17 | 40.82 | 46.94 | 74 | 51.02 | 40.82 |
| Grade 6 | 11 | 7.32 | 8.51 | 47 | 31.71 | 48.94 | 42 | 60.98 | 42.55 |
| Grade 7 | 11 | 13.89 | 17.39 | 43 | 44.44 | 39.13 | 46 | 41.67 | 43.48 |
| Grade 8 | 9 | 10.64 | 25.00 | 59 | 36.17 | 33.33 | 33 | 53.19 | 41.67 |
| All Grades | 8 | 13.21 | 15.30 | 42 | 33.57 | 47.69 | 50 | 53.21 | 37.01 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 12 | 8.33 | 9.30 | 26 | 40.00 | 62.79 | 63 | 51.67 | 27.91 |
| Grade 4 | 0 | 21.28 | 27.12 | 49 | 38.30 | 45.76 | 51 | 40.43 | 27.12 |
| Grade 5 | 5 | 8.16 | 22.45 | 45 | 40.82 | 42.86 | 50 | 51.02 | 34.69 |
| Grade 6 | 19 | 7.32 | 17.02 | 53 | 51.22 | 51.06 | 28 | 41.46 | 31.91 |
| Grade 7 | 15 | 25.00 | 15.22 | 52 | 55.56 | 65.22 | 33 | 19.44 | 19.57 |
| Grade 8 | 7 | 4.26 | 27.78 | 63 | 53.19 | 52.78 | 30 | 42.55 | 19.44 |
| All Grades | 9 | 11.79 | 20.00 | 48 | 45.71 | 52.86 | 43 | 42.50 | 27.14 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 12 | 5.00 | 9.09 | 58 | 73.33 | 84.09 | 30 | 21.67 | 6.82 |
| Grade 4 | 9 | 8.51 | 11.86 | 66 | 57.45 | 66.10 | 26 | 34.04 | 22.03 |
| Grade 5 | 10 | 10.20 | 10.20 | 55 | 57.14 | 55.10 | 36 | 32.65 | 34.69 |
| Grade 6 | 11 | 2.44 | 10.64 | 67 | 65.85 | 68.09 | 22 | 31.71 | 21.28 |
| Grade 7 | 2 | 13.89 | 2.17 | 65 | 66.67 | 67.39 | 33 | 19.44 | 30.43 |
| Grade 8 | 4 | 10.64 | 8.33 | 76 | 46.81 | 72.22 | 20 | 42.55 | 19.44 |
| All Grades | 8 | 8.21 | 8.90 | 65 | 61.43 | 68.33 | 28 | 30.36 | 22.78 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 14 | 8.33 | 6.82 | 44 | 53.33 | 72.73 | 42 | 38.33 | 20.45 |
| Grade 4 | 6 | 14.89 | 11.86 | 49 | 44.68 | 61.02 | 45 | 40.43 | 27.12 |
| Grade 5 | 10 | 4.08 | 18.37 | 52 | 32.65 | 42.86 | 38 | 63.27 | 38.78 |
| Grade 6 | 25 | 9.76 | 10.64 | 47 | 51.22 | 57.45 | 28 | 39.02 | 31.91 |
| Grade 7 | 11 | 25.00 | 17.39 | 46 | 44.44 | 65.22 | 43 | 30.56 | 17.39 |
| Grade 8 | 9 | 8.51 | 27.78 | 54 | 36.17 | 52.78 | 37 | 55.32 | 19.44 |
| All Grades | 12 | 11.07 | 14.95 | 49 | 43.93 | 58.72 | 39 | 45.00 | 26.33 |

**Conclusions based on this data:**

1. Last year was the first year all students taking the SBAC test. These scores can not be compared with STAR scores from previous years.
2. In the areas of Listening and Research, 65% are at or near the standard and 59% are at or near the standard. This shows that our students are stronger in research and listening.
3. When analyzing the overall ELA achievement, 43% of students in grades 3-8 met or exceeded the standard. In addition, the data shows more than 44% of students in grades 3-8 are performing below the standard in reading, with the great need being in 3rd and 4th grade.

## School and Student Performance Data

### CAASPP Results (All Students)

### Mathematics

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 44 | 60 | 44 | 44 | 60 | 44 | 44 | 60 | 44 | 100 | 100 | 100 |
| Grade 4 | 47 | 48 | 59 | 47 | 47 | 59 | 47 | 47 | 59 | 100 | 97.9 | 100 |
| Grade 5 | 42 | 49 | 51 | 42 | 49 | 48 | 42 | 49 | 48 | 100 | 100 | 94.1 |
| Grade 6 | 36 | 43 | 47 | 36 | 41 | 47 | 36 | 41 | 47 | 100 | 95.3 | 100 |
| Grade 7 | 46 | 35 | 47 | 46 | 35 | 46 | 46 | 35 | 46 | 100 | 100 | 97.9 |
| Grade 8 | 46 | 48 | 36 | 46 | 48 | 36 | 46 | 48 | 36 | 100 | 100 | 100 |
| All Grades | 261 | 283 | 284 | 261 | 280 | 280 | 261 | 280 | 280 | 100 | 98.9 | 98.6 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 2393.5 | 2394.8 | 2411.0 | 5 | 5.00 | 4.55 | 23 | 23.33 | 25.00 | 27 | 33.33 | 40.91 | 45 | 38.33 | 29.55 |
| Grade 4 | 2422.3 | 2446.3 | 2461.9 | 2 | 10.64 | 8.47 | 13 | 19.15 | 27.12 | 43 | 27.66 | 47.46 | 43 | 42.55 | 16.95 |
| Grade 5 | 2419.9 | 2441.5 | 2469.2 | 5 | 6.12 | 10.42 | 2 | 6.12 | 6.25 | 24 | 32.65 | 33.33 | 69 | 55.10 | 50.00 |
| Grade 6 | 2485.8 | 2474.4 | 2504.6 | 6 | 7.32 | 8.51 | 17 | 19.51 | 25.53 | 44 | 21.95 | 27.66 | 33 | 51.22 | 38.30 |
| Grade 7 | 2489.7 | 2532.0 | 2543.4 | 2 | 22.86 | 13.04 | 22 | 17.14 | 28.26 | 35 | 31.43 | 41.30 | 41 | 28.57 | 17.39 |
| Grade 8 | 2553.6 | 2545.3 | 2604.6 | 13 | 20.83 | 33.33 | 30 | 18.75 | 33.33 | 24 | 25.00 | 16.67 | 33 | 35.42 | 16.67 |
| All Grades | N/A | N/A | N/A | 5 | 11.43 | 12.14 | 18 | 17.50 | 23.93 | 33 | 28.93 | 35.71 | 44 | 42.14 | 28.21 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 11 | 13.33 | 11.36 | 34 | 43.33 | 52.27 | 55 | 43.33 | 36.36 |
| Grade 4 | 6 | 19.15 | 18.64 | 26 | 31.91 | 47.46 | 68 | 48.94 | 33.90 |
| Grade 5 | 7 | 8.16 | 12.50 | 14 | 20.41 | 27.08 | 79 | 71.43 | 60.42 |
| Grade 6 | 8 | 12.20 | 19.15 | 33 | 26.83 | 38.30 | 58 | 60.98 | 42.55 |
| Grade 7 | 11 | 37.14 | 26.09 | 39 | 28.57 | 45.65 | 50 | 34.29 | 28.26 |
| Grade 8 | 20 | 29.17 | 58.33 | 41 | 39.58 | 27.78 | 39 | 31.25 | 13.89 |
| All Grades | 11 | 18.93 | 22.86 | 31 | 32.50 | 40.36 | 58 | 48.57 | 36.79 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 11 | 13.33 | 15.91 | 48 | 51.67 | 52.27 | 41 | 35.00 | 31.82 |
| Grade 4 | 4 | 12.77 | 13.56 | 51 | 48.94 | 54.24 | 45 | 38.30 | 32.20 |
| Grade 5 | 2 | 6.12 | 10.42 | 26 | 36.73 | 41.67 | 71 | 57.14 | 47.92 |
| Grade 6 | 8 | 7.32 | 12.77 | 58 | 39.02 | 48.94 | 33 | 53.66 | 38.30 |
| Grade 7 | 7 | 14.29 | 8.70 | 43 | 51.43 | 60.87 | 50 | 34.29 | 30.43 |
| Grade 8 | 9 | 10.42 | 22.22 | 61 | 41.67 | 58.33 | 30 | 47.92 | 19.44 |
| All Grades | 7 | 10.71 | 13.57 | 48 | 45.00 | 52.50 | 45 | 44.29 | 33.93 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 3 | 9 | 8.33 | 13.64 | 64 | 43.33 | 68.18 | 27 | 48.33 | 18.18 |
| Grade 4 | 6 | 19.15 | 11.86 | 34 | 40.43 | 55.93 | 60 | 40.43 | 32.20 |
| Grade 5 | 0 | 6.12 | 8.33 | 29 | 44.90 | 39.58 | 71 | 48.98 | 52.08 |
| Grade 6 | 6 | 7.32 | 14.89 | 69 | 41.46 | 46.81 | 25 | 51.22 | 38.30 |
| Grade 7 | 7 | 22.86 | 15.22 | 65 | 54.29 | 60.87 | 28 | 22.86 | 23.91 |
| Grade 8 | 22 | 25.00 | 36.11 | 61 | 43.75 | 50.00 | 17 | 31.25 | 13.89 |
| All Grades | 8 | 14.29 | 15.71 | 53 | 44.29 | 53.57 | 38 | 41.43 | 30.71 |

**Conclusions based on this data:**

1. Last year was the first year for all students taking the SBAC test. These scores can not be compared with STAR scores from previous years.
2. In grades 3-8, the overall average for students meeting or exceeding the standard was 18%.
3. When analyzing by claim, Concepts and Procedures is the area of need that requires the most focus, with 58% of the students performing below the standard. More than half of our students are at, near, or above the standard in Communicating Reasoning.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

**School Goal #1**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: English Language Development/ELD** |
| **LEA GOAL:** |
| Close the Achievement Gap. All English Learners will continue to make academic progress towards English Language Proficiency. |
| **SCHOOL GOAL #1:** |
| All English Learners will meet or exceed the Annual Measurable Achievement Objectives as measured by the California English Language Development Test (CELDT), In the spring 2019 there will be a new CELDT assessment called the ELPAC |
| **Data Used to Form this Goal:** |
| 2012/13 CELDT Data<br>2013/14 CELDT Data<br>2014/15 CELDT Data<br>2014/14 CAASPP Data<br>2015/2016<br>2016/2017 CAASPP Data/ CELDT |
| **Findings from the Analysis of this Data:** |
| EL students have not met the AMAO 1 target. There has been a decline in the number of EL students meeting AMAO 2 for attaining English Proficiency. Early Advanced and Advanced EL students have not been reclassified due to academic achievement. The trend in CAASPP data shows a significant number of overall students reading and writing below the standard. |
| **How the School will Evaluate the Progress of this Goal:** |
| CELDT Data<br>Benchmark Assessments/Formative Assessments<br>ELD Curriculum Assessments<br>CAASPP/SBAC State Assessment<br>Writing Samples<br>Running Records |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1. Alignment of instructional material with state standards:<br><br>a. District adopted State Standards will be the guide for a comprehensive curriculum to guide instruction and professional development for all staff.<br><br>b. State aligned ELA and Math materials will be made available. Purchase ELA and Math materials that are aligned with the state standards. Additionally, begin reviewing materials for NGSS.<br><br>c. A variety of assessments will be used to evaluate student mastery of standards.<br><br>d. ELD will be provided through the use of state adopted embedded materials as well as stand alone materials.<br><br>e. The District will provide a state approved English Language Development supplemental program for students identified as ELL that will enable them to develop English proficiency while meeting state academic standards and/or will conduct staff development in research based English Language Development instructional strategies across the curriculum.<br><br>f. All EL students will receive daily ELD instruction at a minimum of 30 minutes using state approved, supplemental materials. | Ongoing | District Admin. | ELD Materials & Curriculum | 4000-4999: Books And Supplies | School Wide Program (SWP) | 350 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 2. Improvement of science based instructional strategies, professional development to improve academic achievement, and collaborative time for teachers to make instructional decisions based upon student need and data.<br><br>a. District administrators and academic coaches will observe classrooms to encourage/ensure instructional strategies are being implemented.<br><br>b. Planning and instruction will continue to be centered on use of state standards, data, and student need.<br><br>c. Teachers and District Administration will continue to regularly examine & analyze student work samples at grade level meetings to ensure grade level standards are being implemented and to monitor student progress.<br><br>d. Teachers will participate in professional development to increase academic achievement.<br><br>e. Understanding of the connection between ELD and ELA standards.<br><br>f. The District will continue to provide high quality, research based professional development opportunities in instructional strategies that best meet the needs of EL students.<br><br>g. Training for teachers and administrators on research based | Ongoing | District Admin, Mitchell | Certificated Salary | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | 110512 |
| | | | English Language Development Training and Professional Development | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | Certificated Benefits | 3000-3999: Employee Benefits | School Wide Program (SWP) | 38484 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Extended Learning Opportunities:<br><br>a. Teacher may provide tutoring before and after school.<br><br>b. The After School Program will provide academic tutoring, homework support, and a summer school program. | Ongoing | a. Teachers, Admin. | Hourly Rate for tutoring Salaries | 1000-1999: Certificated Personnel Salaries | Title I | 7000 |
| | | | Hourly Rate for tutoring Benefits | 3000-3999: Employee Benefits | Title I | 1409 |
| Increase opportunities to increase reading fluency, reading comprehension, and literacy.<br><br>a. Our library program with the support of FCOE Library Media Specialists will support literacy through book talks, comprehension activities, concepts of print discussions, Accelerated Reader, etc. all of which will help to develop reading and academic language.<br><br>b. Provide an Intervention Teacher to support at risk students. | Ongoing | District Admin. | Books | 4000-4999: Books And Supplies | School Wide Program (SWP) | 350 |
| | | | Learning Commons Aide | 2000-2999: Classified Personnel Salaries | School Wide Program (SWP) | |
| | | | 21 Century technology | 4000-4999: Books And Supplies | School Wide Program (SWP) | |
| | | | 21 Century furniture | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | FCOE Library Support | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | Computer Programs: AR, Destiny/ Follett | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 689 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Involvement of staff, parents and community to increase student achievement:<br><br>a. Parent training offered at least once per year.<br><br>b. Various school wide activities will be scheduled during the school year such as Open House, Parent Teacher Conferences, Grandparents Day, Christmas Program, 8th Grade Promotion, and School Carnival.<br><br>c. Parents will be advised of grade level standards, student scores on Statewide Assessments, and CELDT. The School Accountability Report Card (SARC) will be available online.<br><br>d. Increased effort will be made to provide an interpreter at all meetings and school events.<br><br>e. Maintain an active DELAC<br><br>f. The District will maintain bilingual office staff<br><br>g. Translation of information for parents and translators for parent teacher conferences, meetings, and other events. | Ongoing | District Administration, SSC, DELAC | Aides/Interpreting Salaries | 2000-2999: Classified Personnel Salaries | School Wide Program (SWP) | 1000 |
| | | | Materials | 4000-4999: Books And Supplies | School Wide Program (SWP) | |
| | | | Child Care | 2000-2999: Classified Personnel Salaries | School Wide Program (SWP) | |
| | | | Doc Tracking | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 2500 |
| | | | SARC SPSA Builder | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | Interpreter svcs; Axiom Translations | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 3200 |
| | | | Aides/Interpreting Benefits | 3000-3999: Employee Benefits | School Wide Program (SWP) | 282 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Staff development and professional collaboration: Tutoring Services provided to at risk students<br><br>Continued high quality professional development for teachers and administrators is necessary to meet the needs of ELL students. The District is committed to providing this professional development to ensure the staff is equipped with the skills to provide an exemplary program of instruction for El students enabling this group to meet yearly AMAO's.<br><br>a. Extensive, on-going training for all teachers at all levels on the Reading/Language Arts and ELD standards, including appropriate standards based instructional strategies.<br><br>b. Training in scientifically, research based strategies meeting the needs of EL students such as: SDAIE, cultural diversity, and use of adopted ELA/ELD materials, effective instructional strategies, communicating with culturally and linguistically diverse students and parents.<br><br>c. Understanding of the connection between ELD and ELA standards | | District Admin., Mitchell | Summer School | 1000-1999: Certificated Personnel Salaries | Title I | 5000 |
| | | | Print handbooks / send home | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | ELD Coaching | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | SST subs | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | |
| | | | Subs | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | |
| | | | Summer School Benefits | 3000-3999: Employee Benefits | Title I | 1021 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Monitoring program implementation and results:<br><br>a. A comprehensive needs assessment will be conducted yearly. This will include gathering data and information from a variety of sources such as, but not limited to: CELDT scores, State Assessments, school-wide assessments, benchmarks, report cards, attendance, and discipline reports.<br><br>b. Analysis of student data will be conducted at the beginning of each school year. Results will be disaggregated, analyzed, and reports prepared and shared with attention being paid to noted strengths and weaknesses. Information will be used to determine program effectiveness and to drive instructional decisions.<br><br>c. Throughout each school year, district school-wide assessments will be given and analyzed. These include, but are not limited to: publisher tests, writing samples, publisher leveled reading passages, formative assessments and District Benchmarks for ELA & Math. Results of assessments will be used for on-going monitoring of program effectiveness and professional development.<br><br>e. Classrooms will be visited regularly by District administration and coaches to monitor the use of high quality, research based ELD instructional strategies in daily classroom instruction. | | District Admin., Mitchell | Testing<br><br>Certificated Salaries | None Specified<br><br>1000-1999: Certificated Personnel Salaries | None Specified<br><br>School Wide Program (SWP) | |

## Planned Improvements in Student Performance

**School Goal #2**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: Mathematics** |
| **LEA GOAL:** |
| All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas. |
| **SCHOOL GOAL #2:** |
| All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas. |
| **Data Used to Form this Goal:** |
| 2018 CAASPP Data |
| **Findings from the Analysis of this Data:** |
| The CAASPP data is baseline data. According to the data, the mean average for students performing below the standard is below the statewide average. In grades 3-8, 12% of our students met the standard for overall math. When analyzing by each claim, the greatest need was in the area of Concepts and Procedures. |
| **How the School will Evaluate the Progress of this Goal:** |
| Teacher Designed Assessments<br>Formative/Benchmark Assessments<br>CAASPP/SBAC Assessments |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Alignment of instruction with content standards:<br><br>a. The District will provide CA state aligned materials and curriculum in all core content areas.<br><br>b. District adopted State Standards will be the guide for a comprehensive curriculum to guide instruction and professional development for all staff. Purchase math materials that are aligned with the state standards.<br><br>c. A variety of assessments will be used to evaluate student mastery of standards. | Ongoing | Dist. Admin | Materials and Assessments | 4000-4999: Books And Supplies | School Wide Program (SWP) | 350 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 2. Improvement of science based instructional strategies, professional development to improve academic achievement, and collaborative time for teachers to make instructional decisions based upon student need and data.<br><br>a. Planning and instruction will continue to be based upon state standards, data, and student need. Instructional materials that incorporate strategies based on scientifically based research will be integrated and implemented.<br><br>b. Teachers will continue to analyze and examine student work samples at grade level meetings to ensure that grade level standards are being mastered<br><br>c. District administrators and academic coaches will observe classrooms to encourage/ensure instructional strategies are being implemented.<br><br>d. Teachers and District Administration will continue to regularly examine & analyze student work samples at grade level meetings and to monitor student progress.<br><br>e. Teachers will participate in professional development to increase academic achievement. | Ongoing | District Admin. | TCOE math coaching and training.<br><br>Math Expressions math training | 5000-5999: Services And Other Operating Expenditures<br><br>5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP)<br><br>School Wide Program (SWP) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Extended Learning Time:<br><br>a. Teacher may provide tutoring after school for at-risk students and students who need extra support . | Ongoing | District Admin. Teachers | Hourly tutoring stipend | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Monitoring program implementation and results:<br><br>a. A comprehensive needs assessment will be conducted yearly. This will include gathering data and information from a variety of sources such as, but not limited to: CELDT scores, State Assessments, school-wide assessments, benchmarks, report cards.<br><br>b. Analysis of student data will be conducted at the beginning of each school year. Results will be disaggregated, analyzed, and reports prepared and shared with attention being paid to noted strengths and weaknesses. Information will be used to determine program effectiveness and to drive instructional decisions.<br><br>c. Throughout each school year, district school-wide assessments will be given and analyzed. These include, but are not limited to: publisher tests, writing samples, publisher leveled reading passages, formative assessments and District Benchmarks for ELA & Math. Results of assessments will be used for on-going monitoring of program effectiveness and professional development.<br><br>d. Classrooms will be visited regularly by District administration and academic coaches to monitor the use of high quality, research based math instructional strategies in daily classroom instruction. | Ongoing | District Admin. | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Involvement of staff, parents and community:<br><br>a. Parent training offered at least once per year.<br><br>c. Parents will be advised of student scores on Statewide Assessments and CELDT assessments as soon as available.<br><br>d. Increased effort will be made to provide an interpreter at all meetings, parent conferences, and school events.<br><br>e. Maintain an active DELAC<br><br>f. The District will maintain bilingual office staff | Ongoing | District Admin. Mitchell | Interpreter | 2000-2999: Classified Personnel Salaries | School Wide Program (SWP) | |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| SUBJECT: English Language Arts |
|---|
| **LEA GOAL:** |
| All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas, including the integration of ELA in science and social studies. |
| **SCHOOL GOAL #3:** |
| All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas, including the integration of ELA in science and social studies. |
| **Data Used to Form this Goal:** |
| 2018CAASPP Data |
| **Findings from the Analysis of this Data:** |
| According the the CAASPP data, Washington Colony has more students that are not meeting the standard when compared with the state average of students not meeting the standard in overall ELA. When analyzing the areas of weakness, it is noted that reading and writing are the areas of the greatest need for support. In grades 3-8, 53% of students are reading below the standard and 47% are writing below the standard. |
| **How the School will Evaluate the Progress of this Goal:** |
| ESGI<br>BPST (Basic Phonics Skills Test)<br>Teacher Designed Assessments<br>Writing Samples<br>Fluency Assessments<br>Formative/Benchmark Assessments<br>CAASPP/SBAC Statewide Assessments<br>Running Records |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| | | | | 5000-5999: Services And Other Operating Expenditures | Title I | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Increase opportunities to increase reading fluency, reading comprehension, and literacy.<br><br>a. Our library program with the support of FCOE Library Media Specialists will support literacy through book talks, comprehension activities, concepts of print discussions, Accelerated Reader, etc. all of which will help to develop reading and academic language.<br><br>b. Provide an Intervention Teacher to support at risk students. | On- Going | District Administration<br>J. Dronyk<br>Nancy Alvarez | Books | 4000-4999: Books And Supplies | School Wide Program (SWP) | 350 |
| | | | Computer Library/School-wide Programs and Services: Accelerated Reader, Destiny/Follett | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | FCOE Library Support | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | 21 Century Technology | 4000-4999: Books And Supplies | School Wide Program (SWP) | |
| | | | 21 Century Furniture | 4000-4999: Books And Supplies | School Wide Program (SWP) | |
| | | | Library/Learning Commons Aide | 2000-2999: Classified Personnel Salaries | School Wide Program (SWP) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1. Alignment of instructional material with state standards:<br><br>a. District adopted State Standards will be the guide for a comprehensive curriculum to guide instruction and professional development for all staff.<br><br>b. State aligned ELA and Math materials will be made available. Purchase ELA and Math materials that are aligned with the state standards. Additionally, begin reviewing materials for NGSS.<br><br>c. A variety of assessments will be used to evaluate student mastery of standards.<br><br>d. ELD will be provided through the use of state adopted embedded materials as well as stand alone materials.<br><br>e. Teachers will attend Professional Learning Communities to collaborate with other professionals regarding the integration of ELA and other content areas such as science. Teachers will also participate in conferences and professional development opportunities to review and plan for the integration and adoption of NGSS. | Ongoing | District Admin. Mitchell, Teachers | State Aligned Materials<br><br>Subs for ELA/ELD Curriculum Review | 4000-4999: Books And Supplies<br><br>1000-1999: Certificated Personnel Salaries | School Wide Program (SWP)<br><br>School Wide Program (SWP) | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 2. Improvement of science based instructional strategies, professional development to improve academic achievement, student engagement, and collaborative time for teachers to make instructional decisions based upon student need and data.<br><br>a. District administrators and academic coaches will observe classrooms to encourage/ensure instructional strategies are being implemented.<br><br>b. Planning and instruction will continue to be centered on use of state standards, data, and student need.<br><br>c. Teachers and District Administration will continue to regularly examine & analyze student work samples at grade level meetings to ensure grade level standards are being implemented and to monitor student progress.<br><br>d. Teachers will participate in professional development to increase student engagement and academic achievement. | Ongoing | District Admin. Mitchell | Sub/Conferences/PD | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | 12000 |
| | | | SST Subs | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | |
| | | | Professional Development, Workshops, Training | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 14500 |
| | | | Sub/Conferences/PD Benefits | 3000-3999: Employee Benefits | School Wide Program (SWP) | 3158 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Extended Learning Opportunities:<br><br>a. Teacher may provide tutoring before and after school.<br><br>b. The After School Program will provide academic tutoring, homework support, and a summer school program. | 2017/2018 | Teachers, Admin. | Tutoring | 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | |
| Involvement of staff, parents and community to increase student achievement:<br><br>a. Parent training offered at least once per year.<br><br>b. Various school wide activities will be scheduled during the school year such as Open House, Parent Teacher Conferences, Grandparents Day, Christmas Program, 8th Grade Promotion, and School Carnival.<br><br>c. Parents will be advised of grade level standards, student scores on Statewide Assessments, and CELDT. The SARC will be available to parents and community.<br><br>d. Increased effort will be made to provide an interpreter at all meetings and school events. | | | Doc Tracking License Agreement | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 400 |
| | | | Axiom Translation | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | AXIOM SARC | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Monitoring program implementation and results:<br><br>a. A comprehensive needs assessment will be conducted yearly. This will include gathering data and information from a variety of sources such as, but not limited to: CELDT scores, State Assessments, school-wide assessments, benchmarks, report cards, attendance, and discipline reports.<br><br>b. Analysis of student data will be conducted at the beginning of each school year. Results will be disaggregated, analyzed, and reports prepared and shared with attention being paid to noted strengths and weaknesses. Information will be used to determine program effectiveness and to drive instructional decisions.<br><br>c. Throughout each school year, district school-wide assessments will be given and analyzed. These include, but are not limited to: publisher tests, writing samples, publisher leveled reading passages, formative assessments and District Benchmarks for ELA & Math. Results of assessments will be used for on-going monitoring of program effectiveness and professional development.<br><br>e. Classrooms will be visited regularly by District administration to monitor the use of high quality, research based instructional strategies in daily classroom instruction. | | | Illuminate Training & Support | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | |
| | | | ESGI Teacher License | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 600 |
| | | | Illuminate Data Assessment Management System | 5000-5999: Services And Other Operating Expenditures | School Wide Program (SWP) | 2300 |

## Planned Improvements in Student Performance

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT:** |
| **LEA GOAL:** |
| |
| **SCHOOL GOAL #4:** |
| |
| **Data Used to Form this Goal:** |
| |
| **Findings from the Analysis of this Data:** |
| |
| **How the School will Evaluate the Progress of this Goal:** |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #2**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in: |
|---|
| SCHOOL GOAL #2: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

| SUBJECT: Centralized Services for Planned Improvements in Student Performance |
|---|
| SCHOOL GOAL #3: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #4**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance |
|---|
| SCHOOL GOAL #4: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

| SUBJECT: Centralized Services for Planned Improvements in Student Performance |
|---|
| SCHOOL GOAL #5: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | School Wide Program (SWP) | 122,512.00 |
| 2000-2999: Classified Personnel Salaries | School Wide Program (SWP) | 1,000.00 |
| 3000-3999: Employee Benefits | School Wide Program (SWP) | 41,924.00 |
| 4000-4999: Books And Supplies | School Wide Program (SWP) | 1,400.00 |
| 5000-5999: Services And Other Operating | School Wide Program (SWP) | 24,489.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 12,000.00 |
| 3000-3999: Employee Benefits | Title I | 2,430.00 |

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|---|---|
| School Wide Program (SWP) | 191,325.00 |
| Title I | 14,430.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

| Object Type | Total Expenditures |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 134,512.00 |
| 2000-2999: Classified Personnel Salaries | 1,000.00 |
| 3000-3999: Employee Benefits | 44,354.00 |
| 4000-4999: Books And Supplies | 1,400.00 |
| 5000-5999: Services And Other Operating Expenditures | 24,489.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Goal**

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 171,797.00 |
| Goal 2 | 350.00 |
| Goal 3 | 33,608.00 |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Jesus Cruz | X | | | | |
| Evelyn Diaz | | | X | | |
| Rebecca Ortiz | | | X | | |
| Theresa Silva | | X | | | |
| Lilli Espinosa | | X | | | |
| Sara Gonzales | | X | | | |
| Stephanie Morris | | | | X | |
| Carely Pena | | | | X | |
| Crystal Gutierrez | | | | X | |
| Andrew Verhines | | | | X | |
| **Numbers of members of each category:** | **1** | **3** | **2** | **4** | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

| | | |
|---|---|---|
| | State Compensatory Education Advisory Committee | Signature |
| X | English Learner Advisory Committee | Signature |
| | Special Education Advisory Committee | Signature |
| | Gifted and Talented Education Program Advisory Committee | Signature |
| | District/School Liaison Team for schools in Program Improvement | Signature |
| | Compensatory Education Advisory Committee | Signature |
| | Departmental Advisory Committee (secondary) | Signature |
| X | Other committees established by the school or district (list): School Site Council | Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

| | | |
|---|---|---|
| Jesus Cruz<br>Typed Name of School Principal | Jesus H. Cruz<br>Signature of School Principal | 10/29/18<br>Date |
| Crystal Gutierrez<br>Typed Name of SSC Chairperson | Crystal Gutierrez<br>Signature of SSC Chairperson | 10-29-18<br>Date |