SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Agenda
Tuesday, February 13, 2018

Time: 6:30 PM. – Closed Session 7:00 PM Open Session;
Location: Shandon High School- Library

All persons desiring to address the Board at anytime tonight should complete a "Request to Address the Board of Trustees" card located at the entrance to the board room and provide it to the Board Recording Secretary prior to the start of the meeting.

Per Government Code 54953.5, this Open Session Meeting of the Board may be recorded with an audio or video recorder, which recording shall be subject to inspection pursuant to the California Public Records Act, at the SJUSD District Office. This recording may be erased or destroyed after 30 days of the recording.

1.0 OPEN SESSION

1.1 Call to Order and Roll Call
Marlene Thomason, President
Kate Twisselman, Clerk
Holly Furness-Osorio
Jennifer Moe
Robert Van Parlet

1.2 Public Comment Limited to Closed Session Items
The opportunity is provided to allow the public to comment for a period of up to three (3) minutes prior to the Board's consideration of any closed session agenda item. An additional opportunity is provided later in the agenda for comment on open session agenda items or items not on the agenda. [G.C.§ 54954.3]

2.0 CLOSED SESSION

2.1 Conference with Labor Negotiators (G.C. 54957.6)- Negotiator: Teresa Taylor, Shannon Kepins, Organization: STA/CTA/NEA, CSEA, and Management /Confidential Employees Unrepresented

3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

4.0 REPORT ON ACTION FROM CLOSED SESSION

5.0 ADOPTION OF AGENDA

6.0 PUBLIC COMMENT

6.1 **PUBLIC COMMENT**
Comments from the public are limited to items both within the Board's jurisdiction, as well as not on the agenda. The Board may limit public comments to not more than three (3) minutes per person or a total of 20 minutes per topic at the discretion of the Board President. Public comment will also be allowed on each specific agenda item prior to Board action thereon. [G.C. § 54954.2, .EC. § 35145.5, BB 9323

7.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

7.1 Student Body Reports
7.2 Staff Reports
7.3 Bargaining Representative Reports
7.4 Board Report

8.0 APPROVAL OF CONSENT AGENDA

(Unless the Board pulls an item for separate action, the items listed below are approved without discussion.)

8.1 Approval of the Minutes of January 16, 2018
8.2 Approval of Warrants and Payroll
8.3 Approval of Budget Report
8.4 Approval of Student Body Funds Report
8.5 Approval of Personnel Action Report

9.0 ACTION ITEMS

9.1 Approval of the Application for San Luis Obispo County Community Project Grant Application
9.2 Approval of Grant Agreement between SJUSD and SLO County Air Pollution Control District
9.3 Approval of the ASES Universal Grant Application
9.4 Approval of the 2017-18 Instructional Calendar
9.5 Approval of the Amended 2017-18 Athletic Packet
9.6 Approval of the Shandon High School New Courses
9.7 Approval of the Ballot for 2018 CSBA Delegate Assembly Election

10.0 ACTION ITEMS BOARD BYLAWS/BOARD POLICIES/ ADMINISTRATIVE REGULATIONS
Update Board Policies, Administrative Regulations & Exhibits:

10.1 Approval of the Second Reading of BP 1330 Use of School Facilities
10.2 Approval of the Second Reading of AR 1330 Use of School Facilities
10.3 Approval of the Second Reading of E 1330 Use of School Facilities
10.4 Approval of the Second Reading of AR 3515.6 Criminal Background Checks for Contractors
10.5 Approval of the Second Reading of BP 3515.7 Firearms on School Grounds
10.6 Approval of the Second Reading of BP 3516 Emergencies and Disaster Preparedness Plan
10.7 Approval of the Second Reading of AR 3516 Emergencies and Disaster Preparedness Plan
10.8 Approval of the Second Reading of AR 3516.1 Fire Drills and Fires
10.9 Approval of the Second Reading of AR 3516.2 Bomb Threats
10.10 Approval of the Second Reading of AR 3516.3 Earthquake Emergency Procedure System
10.11 Approval of the Second Reading of BP 3516.5 Emergency Schedules
10.12 Approval of the Second Reading of AR 3517 Facilities Inspection
10.13 Approval of the Second Reading of BP 3530 Risk Management/ Insurance
10.14 Approval of the Second Reading of AR 3530 Risk Management/ Insurance

11.0 INFORMATION/DISCUSSION ITEMS

11.1 Measure K Bond Update
11.2 Necessary Small School Funding
11.3 Fiscal Year 2017-2018 First Interim Report on the Budget
11.4 Proposition 39 Funding Financial Audit Report
11.5 2017-18 LCAP Update
11.6 SJUSD Enrollment
11.7 District Calendar of Events
11.8 Special Education Report
11.9 Shandon Elementary School Report
11.10 Superintendent's Report

12.0 FUTURE AGENDA ITEM REQUESTS

13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for March 20, 2018 at **Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM.**

14.0 ADJOURNMENT

Any materials required by law to be made available to the public prior to a meeting of the Board of Trustees of the Shandon School District may be inspected at the following address during normal business hours, 7:30 – 4:00:

Shandon Joint Unified School District, 101 South 1st Street Box 79, Shandon, CA 93461

These materials are also available on the district's website: www.shandonschools.org

In compliance with the Americans with Disabilities Act, if you need special assistance to access or participate in a meeting of the Board of Trustees, including auxiliary aids or services, please contact the District Office at 805-238-0286. Notification of at least 48 hours prior to the meeting will assist the staff in assuring that reasonable accommodations may be made.

OFFICIAL AGENDA POSTED AT THE DISTRICT OFFICE/SHANDON HIGH SCHOOL

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Minutes of January 16, 2018

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports __X__ Consent _____ Action _____ First Reading ____ Information _____Resolution

SUMMARY:

Provided for your approval are the Minutes for the January 16, 2018 Board Meeting.

RECOMMENDED ACTION:
Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Minutes
Tuesday, January 16, 2018

1.0 OPEN SESSION

1.1 *Board President Thomason called the meeting to order at 6:40PM.*

Members present: *Marlene Thomason, President; Holly Furness-Osorio; Jennifer Moe; Robert Van Parlet; Kate Twisselman, Clerk*

Members Absent: *None*

Staff Present: *Teresa Taylor, Superintendent*
Otilia Rendon, Bilingual Administrative Assistant

1.2 Public Comment Limited to Closed Session Items
There were no requests to address the governing Board on closed session items.

The Board adjourned to closed session at 6:41PM.

2.0 CLOSED SESSION

2.1 Conference with Labor Negotiators (G.C. 54957.6)- Negotiator: Teresa Taylor, Shannon Kepins, Organization: STA/CTA/NEA, CSEA, and Management /Confidential Employees Unrepresented

Board President Thomason adjourned closed session at 7:10pm.

3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Thomason reconvened the meeting to open session at 7:14PM and Board Member Parlet led the Pledge of Allegiance.

4.0 REPORT ON ACTION FROM CLOSED SESSION

Board President Thomason reported that no action was taken in closed session.

5.0 ADOPTION OF AGENDA

A motion was made to add item 8.7 Re-approval of the November 14, 2017 Board Meeting Minutes (Twisselman/Furness-Osorio)(5/0)Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.

A motion was made to approve the agenda with the addition of item 8.7 Re-approval of the November 14, 2017 Board Meeting Minutes (Moe/Furness-Osorio)(5/0)Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.

6.0 PUBLIC COMMENT

6.1 PUBLIC COMMENT

There were no requests to address the Governing Board on open session items.

7.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

7.1 Student Body Reports- Lynea Valencia represented the ASB and reported that ASB will be holding 2 Pep Rallies and will also be hosting the Donkey Basketball Fundraiser. Spirit Week is scheduled for February 5th-9th.

7.2 *Staff Reports- Athletic Director Aleks Hewitt reported that both Middle and High School Basketball season has started. Boys Varsity is doing exceptionally well and has a strong chance of making it to the playoffs. He reported that there are 2 pep rallies scheduled for January 26th and February 9th. February 9th will also be Senior Night. Donkey Basketball is scheduled for February 17th at 6pm. Students will begin selling tickets tomorrow and a taco dinner will also be offered at the event.*

Aleks Hewitt also reported on the IT Department. He reported that he has ordered more chromebooks for the high school as well as TK-2. Aleks and Jeanne Stuart will be attending GoogleApps Training and will be helping implement the transition to Google. The fiber line for the BIIG Grant has arrived and he will be contacting SLOCOE to help connect our line to the network. ASB has approved a Tech Club. Tech Club will begin meeting after school and students will be learning how to use the Google apps. The goal is to have students certified on Google apps.

7.3 *There were no Bargaining Representative Reports.*

7.4 *Board Report-Board President Thomason reported that the SES and Parkfield Winter Programs went very well and was very happy with the outcome. She also reported that longtime Parkfield Elementary School Volunteer, Kathleen Dewey, passed away. The family has asked that any donations be made to Parkfield Elementary School.*

8.0 APPROVAL OF CONSENT AGENDA

8.3, 8.4, 8.6 *A motion was made to approve items, 8.3 Approval of Budget Report, 8.4 Approval of Student Body Funds Report, and 8.6 Approval of Quarterly William's Uniform Complaints- January 2018 (Twisselman/Moe)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

8.1 *A motion was made to approve the minutes from the December 7, 2017 Board Meeting (Twisselman/ Parlet) (4/0/1) Moe, Parlet, Twisselman, and Thomason voted aye. Furness-Osorio abstained from the vote due to not being a Board Member at the time of the meeting.*

8.1 *A motion was passed to approve the minutes from the December 12, 2017 Board Meeting (Twisselman/Moe) (4/0/1) Furness-Osorio, Moe, Twisselman, and Thomason voted aye. Parlet abstained from the vote due to being absent from the meeting.*

8.2 *A motion was passed to approve Warrants and Payroll (Twisselman/Furness-Osorio) (4/0/1) Furness-Osorio, Moe, Parlet, Twisselman voted aye. President Thomason abstained from the vote due to a conflict of interest.*

8.5 *A motion was passed to approve the Personnel Action Report (Twisselman/Furness-Osorio) (4/0/1) Furness-Osorio, Moe, Twisselman, and Thomason voted aye. Parlet abstained from the vote due to a conflict of interest.*

8.7 *A motion was passed to re-approve the minutes from the November 14, 2017 Board Meeting (Twisselman/Moe)(4/0/1) Moe, Parlet, Twisselman, and Thomason voted aye. Furness-Osorio abstained from the vote due to not being a Board Member at the time of the meeting.*

9.0 ACTION ITEMS

9.1 *A motion was passed to approve the 2017-18 SES Single Plan for Student Achievement with corrections (Moe/Twisselman)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

9.2 *A motion was passes to approve the 2017-18 SHS Single Plan for Student Achievement with corrections (Twisselman/Parlet)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

9.3 *A motion was passed to approve the Second Reading of BP 5131.61 Drug Testing (Twisselman/Moe) (5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

9.4 *A motion was passed to table the Amended 2017-18 Athletic Handbook- Tabled 12/12/17 (Moe/Furness-Osorio)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

9.5 *A motion was passed to nominate Kate Twisselman as the Representative to the SJUSD IDT Committee (Thomason/Furness-Osorio)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

9.6 *A motion was passed to approve the Agricultural Education Teacher Preparation Program Student Teaching Center Agreement between SJUSD and CAL POLY(Moe/Furness-Osorio)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.*

10.0 ACTION ITEMS BOARD BYLAWS/BOARD POLICIES/ ADMINISTRATIVE REGULATIONS

Update Board Policies, Administrative Regulations & Exhibits:

A motion was passed to approve the Second Readings of Board Policies and Administrative Regulations AR 3514.2 Integrated Pest Management, BP 3515 Campus Security, AR 3515 Campus Security, BP 3515.2 Disruptions, AR 3515.2 Disruptions, BP 3515.4 Recovery for Property Loss or Damage, AR 3515.4 Recovery for Property Loss or Damage, BP 3515.5 Sex Offender Notification, AR 3515.5 Sex Offender Notification (Moe/Paret)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.

A motion was passed to approve the First Readings of Board Policies, Administrative Regulations & Exhibits BP 1330 Use of School Facilities-Tabled 12/12/17,AR 1330 Use of School Facilities-Tabled 12/12/17, E 1330 Use of School Facilities-Tabled 12/12/17, AR 3515.6 Criminal Background Checks for Contractors, BP 3515.7 Firearms on School Grounds, BP 3516 Emergencies and Disaster Preparedness Plan, AR 3516 Emergencies and Disaster Preparedness Plan, AR 3516.1 Fire Drills and Fires, AR 3516.2 Bomb Threats, AR 3516.3 Earthquake Emergency Procedure System, BP 3516.5 Emergency Schedules, AR 3517 Facilities Inspection, BP 3530 Risk Management/ Insurance, and AR 3530 Risk Management/ Insurance with corrections and notations (Moe/Parlet)(5/0) Furness-Osorio, Moe, Parlet, Twisselman, and Thomason voted aye.

11.0 INFORMATION/DISCUSSION ITEMS

11.1 *The Measure K Bond Update was provided in the Board Packet.*

11.2 *The WASC Focus on Learning 2018 Self- Study was provided in the Board Packet.*

11.3 *The Termination of Ground Lease- Parkfield Library was provided in the Board Packet.*

11.4 *Three proposed drafts of the 2018-19 SJUSD Instructional Calendar were provided in the Board Packet for consideration.*

11.5 *The SJUSD Enrollment was provided in the Board Packet.*

11.6 *The District Calendar of Events was provided in the Board Packet.*

11.7 *The Special Education Report was prepared by Sue Cherry and was provided in the Board Packet.*

11.8 *Principal Shannon Kepins prepared and presented the Shandon Elementary School Report at the Board Meeting.*

11.9 *Superintendent Taylor prepared and presented the Superintendent's Report at the Board Meeting.*

12.0 FUTURE AGENDA ITEM REQUESTS

Athletic Handbook
Developer Fee Report

13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for February 13, 2018 at **Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM.**

14.0 ADJOURNMENT

Board Member Twisselman made the motion to adjourn the meeting in memory of Jim Sinton. Furness-Osorio seconded the motion and Board President Thomason adjourned the meeting at 10:08pm.

_____

Marlene Thomason, President of the Board

Or

_____

Teresa Taylor, Superintendent and Secretary to the Board of Trustees

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of Warrants and Payroll for January 2018

PREPARED BY:
Sadie Howard

AGENDA SECTION:

_____ Reports __X__ Consent _____ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

Warrant Approvals:
Below is the warrant approval listing for the Board's approval. The single grand total provided in the report is broken into individual fund subtotals below:

Batch #22 through #25__

General Fund (01)	$ 107,412.46
Food Service/Cafeteria Fund (13)	$47,971.26
Bond Fund (21)	$100,189.76
TOTAL WARRANT APPROVALS	***$255,573.45***

Payroll Warrant Approval:
Payroll warrants are issued to district employees on the tenth and last day of each month. The total shown below includes the actual end-of-month and/or mid-month payroll for the current month.

January 10th	$14,484.82
January 31st	$207,367.79
TOTAL	***$221,852.61***

RECOMMENDED ACTION:
Approve Accounts Payable and Payroll warrants

FUND : 01 GENERAL FUND

VENDOR NAME	DESCRIPTION	EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AIRGAS USA LLC	INV#9071561304,		323.86	01/30/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502066258,T	TOWELS	102.35	01/30/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502056895,T	TOWELS	102.35	01/22/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502037286,T	TOWELS	102.35	01/09/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502047022,T	TOWELS	102.35	01/09/2018
AT&T	BAN#9391001883,P	2017/2018 PHONE BILL	924.85	01/30/2018
AT&T	BAN#9391001883,D	2017/2018 PHONE BILL	924.37	01/09/2018
BIG BRAND TIRE AND SERVICE	INV#348597,2011		58.51	01/09/2018
BIG BRAND TIRE AND SERVICE	INV#348553,YUKON		538.04	01/22/2018
BREZDEN PEST CONTROL	INV#83759,ELEM S	PEST CONTRON	405.00	01/09/2018
BREZDEN PEST CONTROL	INV#86158,MOT YA	PEST CONTRON	405.00	01/22/2018
BUTTONWILLOW WAREHOUSE	INV3623178,WEED		212.76	01/22/2018
CALIFORNIA ASSOCIATION FFA	2017/18 AG ED.LE		552.50	01/12/2018
CASTO CHAPTER NINE	CASTRO WRKSHP 1/		25.00	01/12/2018
CASTO CHAPTER NINE	CASTRO,WRKSHP 1/		30.00	01/12/2018
CASTO CHAPTER NINE	CASTRO,WRKSHP,1/		30.00	01/12/2018
CHERRY, SUE	REIMB.MILEAGE,SE		32.16	01/30/2018
CIF STATE DUES	INV#1231,STATE D		57.67	01/09/2018
COAST PIPE	INV#49156,SHOP S		140.30	01/30/2018
COLLEGE ENTRANCE	2017/18, 19 PSAT		304.00	01/30/2018
CONFORTI, EMILEE	REIMB.CLASSROOM		47.00	01/09/2018
CRYSTAL SPRINGS WATER	INV#159546,DRINK	DRINKING WATER	68.25	01/09/2018
CSA 16	ACC#14095,MOT OF	WATER BILL	79.66	01/30/2018
CSA 16	ACC#14118,ELEM S	WATER BILL	194.96	01/30/2018
CSA 16	ACC#17453,RM#16&	WATER BILL	69.66	01/30/2018
CSA 16	ACC#14096,HIGH S	WATER BILL	345.62	01/30/2018
CSM CONSULTING INC.	INV#8379,COT-DEC	E RATE CONSULTING	500.00	01/09/2018
CURRICULUM ASSOCIATES INC	INV#90509200,PHO	PHONICS READING BOOKS	143.96	01/30/2018
DAVIS, MICHAEL LEE	INV#368,BUS#7,45	BUS REPAIRS	150.00	01/30/2018
DAVIS, MICHAEL LEE	INV#367,BUS#5,45	BUS REPAIRS	100.00	01/30/2018
DAVIS, MICHAEL LEE	INV#366,BUS#2,45	BUS REPAIRS	275.00	01/30/2018
DAVIS, MICHAEL LEE	INV#358,BUS#5,45	BUS REPAIRS	150.00	01/09/2018
DAVIS, MICHAEL LEE	INV#357,BUS#2,45	BUS REPAIRS	150.00	01/09/2018
DAVIS, MICHAEL LEE	INV#360,BUS#1,45	BUS REPAIRS	150.00	01/09/2018
DELTA LIQUID ENERG # 82112	INV#110979,PRKFL	PRKFLD PROPANE	459.22	01/09/2018
FARM SUPPLY COMPANY	INV#138570,PERLI		22.51	01/30/2018
FORTUNA HIGH SCHOOL	2018 AG ED.INSTI		550.00	01/30/2018
FRONTIER COMMUNICATIONS	ACC#805463233105	PRKFLD PHONE BILL	106.35	01/30/2018
FRONTIER COMMUNICATIONS	ACC#805463233105	PRKFLD PHONE BILL	62.97	01/09/2018
FULLER, JONATHAN	MEALS,MFE/ALA CO		58.00	01/12/2018
GAVILANES, GABRIELA	REIMB.MILEAGE,PR		26.16	01/22/2018
HOUGHTON MIFFLIN COMPANY	INV#953581748,SP	SPEC.ED.TESTING	203.74	01/30/2018
HOWARD, SADIE	REIMB.SPRAY BOTT		45.71	01/09/2018
J.B.DEWAR INC.	INV#249269,	FUEL/GAS	1,403.91	01/30/2018
J.B.DEWAR INC.	INV#181306,	FUEL/GAS	1,219.23	01/30/2018
J.B.DEWAR INC.	INV#180865	FUEL/GAS	867.71	01/30/2018
J.B.DEWAR INC.	INV#248916	FUEL/GAS	1,372.84	01/09/2018
KEPINS, SHANNON	REIMB.MILEAGE,PR		26.16	01/22/2018

FUND : 01 GENERAL FUND

VENDOR NAME	DESCRIPTION	EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
KERN COUNTY SUPER. OF SCHOOLS	INV#801194,17/18		4,500.00	01/09/2018
KNIGHT'S CARPETS & INTERIORS	INV#4510,CARPET,	SUPER HOUSE CARPET	985.00	01/22/2018
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,CUSTOD.		41.93	01/09/2018
MORTON, DEANNA	MEALS,CATA,JUN20		207.00	01/30/2018
MORTON, DEANNA	MEALS,MFE/ALA CO		58.00	01/12/2018
MTM CONSTRUCTION	INV#10259,AG CHI	CHICKEN HOUSE,MANURE STORAGE	12,585.00	01/30/2018
NAPA AUTO PARTS	INV#8277700,TRAN		39.85	01/30/2018
OFFICE DEPOT	INV#99650865001,		152.83	01/30/2018
OFFICE DEPOT	INV#989693150001	HIGH SCHOOL SUPPLIES	63.57	01/09/2018
OFFICE DEPOT	INV#988687806001	HIGH SCHOOL SUPPLIES	60.54	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#1779527540-7	PG&E	85.54	01/30/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#6230961798-3	PG&E	265.07	01/30/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#28511953-3,P	PG&E	22.26	01/30/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#6978927856-6	PG&E	66.22	01/30/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#3644187859-6	PG&E	124.94	01/30/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#3644187859-6	PG&E	155.10	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#28511953-3,P	PG&E	22.25	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#5762161390-0	PG&E	3,961.10	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#5762161390-0	PG&E	135.05	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#6230961798-3	PG&E	152.50	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#6978927856-6	PG&E	63.26	01/09/2018
PACIFIC GAS & ELECTRIC COMPANY	ACC#1779527540-7	PG&E	116.47	01/09/2018
PASO ROBLES HEATING & AIR	INV#350323,SUPER		297.00	01/30/2018
POSTMASTER	10 ROLLS OF STAM	POSTAGE, BOX FEES	490.00	01/09/2018
PROCARE JANITORIAL SUPPLY INC.	INV#115355,TOWEL		774.23	01/22/2018
PROCARE JANITORIAL SUPPLY INC.	INV#114664,HEPA		535.93	01/09/2018
RANCH WIFI	INV#4622,PKFLD I		140.00	01/16/2018
RECOGNITION WORKS	INV#313695,NAME		120.03	01/30/2018
RELIABLE OFFICE MACHINE REPAIR	INV#5764,MONTHLY	MONTHLY COPIER MAINT.	50.00	01/09/2018
REPUBLIC ELEVATOR CO.	INV#165492,WHELC	WHEELCHIR LIFT MAINT.	115.52	01/09/2018
SAN LUIS OBISPO COUNTY OFFICE	INV#180621,17/18	DATA PROCESSING	896.46	01/30/2018
SAN LUIS OBISPO COUNTY OFFICE	INV#180637,PUBLI		10.00	01/30/2018
SAN LUIS OBISPO COUNTY OFFICE	INV#180537,SEXUA		30.00	01/30/2018
SAN LUIS OBISPO COUNTY OFFICE	INV#180607,BRIGH		1,480.00	01/22/2018
SAN MIGUEL FLOURING MILL CO	OATS,STUDENT PRO		400.25	01/22/2018
SAN MIGUEL GARBAGE # 200133	ACC#318244,JAN.2	DIST. TRASH	904.11	01/09/2018
SISC III	ID#68833,JAN.201		54,776.10	01/09/2018
SPURR	INV#88369,DEC.20	NATURAL GAS	690.16	01/30/2018
STARS INFANT/PRESCHOOL	INV#19227,JAN.22		195.24	01/22/2018
STATE BOARD OF EQUALIZATION	ACC#57415407,4TH		67.44	01/22/2018
STATE OF CALIFORNIA	ACC#94248135,4TH		243.89	01/22/2018
TECH TIME COMMUNICATIONS	INV#8658,QUARTLY		141.00	01/09/2018
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,TONER,CLA		19.98	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,PRKFLD SU		42.60	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	RENDON,ELEM ASB		64.65	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	RENDON,TRACTOR F		108.49	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	VALENCIA,TARILER		325.00	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,VOORHEIS,		280.00	01/22/2018

FUND : 01 GENERAL FUND

VENDOR NAME	DESCRIPTION	EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
U.S. BANK CORPORATE PMT SYSTEM	VALENICA,PRKFLD		116.43	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	MORTON,CLASSROOM		967.31	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,SPEC.ED S		78.04	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	FULLER,SHOP SUPP		43.22	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,2018 LABO		134.08	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,ASB		640.64	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,ELEM ASB		578.87	01/22/2018
U.S. BANK EQUIPMENT FINANCE	INV#347244550,CO	MONTLY COPIER CONTRACT	1,441.32	01/09/2018
VERIZON - 508105832-00001	ACC#508105832-00	HOT SPOTS	114.03	01/30/2018
WASTE MANAGEMENT	INV#9096736-0527	PRKFLD TRASH	87.32	01/09/2018
WAYNES TIRES	INV#15781,BUS TI		1,036.32	01/22/2018
WAYNES TIRES	INV#15787,BUS TI		445.64	01/22/2018
WAYNES TIRES	INV#15783,BUS TI		445.64	01/22/2018

TOTAL FUND 01 107,412.46

FUND : 13 CAFETERIA FUND

VENDOR NAME	DESCRIPTION	EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AMERIPRIDE UNIFORM SERVICES	INV#1502066258,C	TOWELS	20.00	01/30/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502056895,T	TOWELS	20.00	01/22/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502047022,T	TOWELS	20.00	01/09/2018
AMERIPRIDE UNIFORM SERVICES	INV#1502037286,T	TOWELS	20.00	01/09/2018
CALIFORNIA DEPT.OF EDUCATION	REPAY CAFE GRANT		40,950.00	01/09/2018
CRYSTAL CREAMERY	INV#62008802,CAF		249.30	01/09/2018
CRYSTAL CREAMERY	INV#620025801,CA		348.64	01/30/2018
CRYSTAL CREAMERY	INV#620011801,CA		423.02	01/22/2018
CRYSTAL CREAMERY	INV#620018801,CA		470.72	01/22/2018
GOLD STAR FOODS INC.	INV#2271829,CAFE		38.55	01/22/2018
GOLD STAR FOODS INC.	INV#2271825,CAFE		1,247.46	01/22/2018
GOLD STAR FOODS INC.	CREDIT# 1193665		- 40.84	01/22/2018
GOLD STAR FOODS INC.	INV#2282679,CAFE		654.41	01/30/2018
GOLD STAR FOODS INC.	INV#2258266,CAFE		89.80	01/22/2018
GOLD STAR FOODS INC.	INV#2273824,CAFE		72.18	01/22/2018
GOLD STAR FOODS INC.	INV#2258266,CAFE		1,423.63	01/22/2018
THE BERRY MAN INC.	INV#10377133,CAF		25.15	01/22/2018
THE BERRY MAN INC.	INV#10383012,CAF		260.60	01/30/2018
THE BERRY MAN INC.	INV#10378395,CAF		249.25	01/22/2018
THE BERRY MAN INC.	INV#10359952,CAF		358.40	01/09/2018
THE BERRY MAN INC.	INV#10377379,CAF		45.50	01/22/2018
THE BERRY MAN INC.	INV#10380647,CAF		241.60	01/30/2018
THE BERRY MAN INC.	INV#10376261,CAF		297.85	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	WESCH,CAFE SUPPL		183.13	01/22/2018
U.S. BANK CORPORATE PMT SYSTEM	WESCH,CAFE FOOD		249.28	01/22/2018
WESCH, JESSICA	REIMB.MILEAGE,SL		53.63	01/12/2018

TOTAL FUND 13 47,971.26

FUND : 21 BUILDING FUND - BOND PROCEEDS

VENDOR NAME	DESCRIPTION	EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
A&M CHURCH & SCHOOL FURNITURE	INV#02987,DIST.T	OUTDOOR TABLES,PRKFLD,SES,	7,416.09	01/09/2018
A&T ARBORISTIS & VEGETATION	INV#4726,PRKFLD,	PRKFLD TREES	11,310.00	01/30/2018
AVNIT, JULIE	INV#688331803,OC	BOND CONTACT	300.00	01/16/2018
AVNIT, JULIE	INV#688331805,DE	BOND CONTACT	900.00	01/16/2018
FENCE FACTORY	INV#503170,MOT F	MOT FENCE	5,425.00	01/22/2018
FLOOR CONNECTION	INV#2017809,ELEM	SES CLSRM#2 FLOOR	7,477.00	01/09/2018
PMSM ARCHITECTS	INV#7,DEC.2017,D		7,314.80	01/30/2018
PORTNEY ENVIRONMENTAL &	INV#17197,HS.RM#	H.S.RM#7 ASBESTOS	2,975.00	01/22/2018
ROSSI AND CARR ELECTRICAL INC	INV#18001,HS.OFF		1,434.37	01/30/2018
RSH CONSTRUCTION INC.	INV#632,HS.LIBRA		3,789.00	01/30/2018
SIPE	INV#224,ASBESTOE		500.00	01/22/2018
STS EDUCATION	INV#33992,HS LIB	HS LIBRARY COMPUTERS	5,923.63	01/22/2018
STS EDUCATION	INV#34041,CHROME	CHROMEBOOKS,CARTS	45,424.84	01/22/2018

TOTAL FUND 21 100,189.73

TOTAL DISTRICT 255,573.45

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Budget Report

PREPARED BY:
Sadie Howard

AGENDA SECTION:

_____ Reports __X__ Consent _____ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

Attached is the Budget Report through June 30, 2018 for approval.

RECOMMENDED ACTION:
Approve the Budget Report.

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND

REVENUE DETAIL

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE LIMIT SOURCES :							
8011	REV LIMIT STATE AID-CURR YEAR	1,469,878.00	1,579.00	1,471,457.00	991,144.00	480,313.00	67.35
8012	Rev Limit State Aid EPA	237,069.00	30,532.00-	206,537.00	147,719.00	58,818.00	71.52
8019	REV LIMIT STATE AID-PRIOR YEAR	.00	9,770.00-	9,770.00-	.00	9,770.00-	0.00
8021	HOME OWNERS EXEMPTION	9,716.00	567.00	10,283.00	1,589.88	8,693.12	15.46
8041	SECURED TAX ROLLS	1,603,370.00	43,890.00	1,647,260.00	1,049,201.40	598,058.60	63.69
8042	UNSECURED ROLL TAXES	40,221.00	1,366.00	41,587.00	40,357.89	1,229.11	97.04
8043	PRIOR YEARS TAXES	8,029.00	881.00	8,910.00	2,651.59	6,258.41	29.75
8044	SUPPLEMENTAL TAXES	58,881.00	18,959.00-	39,922.00	23,324.29	16,597.71	58.42
8045	EDUC REV AUGMENTATION FUND	142,636.00	18,176.00	160,812.00	.00	160,812.00	0.00
8097	PROPERTY TAXES TRANSFERS	94,571.00	871.00	95,442.00	.00	95,442.00	0.00
TOTAL REVENUE LIMIT SOURCES :		3,664,371.00	8,069.00	3,672,440.00	2,255,988.05	1,416,451.95	61.43
FEDERAL REVENUES :							
8181	SP ED ENTITLEMENT PER UDC	50,593.00		50,593.00	.00	50,593.00	0.00
8182	SPEC ED-DISCRETIONARY GRANTS	5,603.00		5,603.00	.00	5,603.00	0.00
8290	ALL OTHER FEDERAL REVENUES	104,585.00	8,780.00	113,365.00	37,663.08	75,701.92	33.22
TOTAL FEDERAL REVENUES :		160,781.00	8,780.00	169,561.00	37,663.08	131,897.92	22.21
OTHER STATE REVENUES :							
8550	MANDATED COST REIMBURSEMENT	9,826.00	45,995.00	55,821.00	26,206.00	29,615.00	46.94
8560	STATE LOTTERY REVENUE	58,401.00		58,401.00	20,204.97	38,196.03	34.59
8590	ALL OTHER STATE REVENUES	195,276.00	53,778.00	249,054.00	114,659.68	134,394.32	46.03
TOTAL OTHER STATE REVENUES :		263,503.00	99,773.00	363,276.00	161,070.65	202,205.35	44.33
OTHER LOCAL REVENUES :							
8650	LEASES & RENTALS	22,500.00		22,500.00	13,125.00	9,375.00	58.33
8660	INTEREST	1,350.00	7,038.00	8,388.00	4,843.86	3,544.14	57.74
8677	INTERAGENCY SERV BETWN LEA'S	46,396.00	20,765.00	67,161.00	28,119.55	39,041.45	41.86
8698	STALE-DATED WTS/PRIOR YR WTS	.00		.00	49.34	49.34-	NO BDGT
8699	ALL OTHER LOCAL REVENUES	35,500.00	33,147.00	68,647.00	15,979.51	52,667.49	23.27
8792	TF OF APPORT FROM COE	168,190.00	564.00	168,754.00	73,086.00	95,668.00	43.30
TOTAL OTHER LOCAL REVENUES :		273,936.00	61,514.00	335,450.00	135,203.26	200,246.74	40.30
* TOTAL YEAR TO DATE REVENUES	* *	4,362,591.00 *	178,136.00 *	4,540,727.00 *	2,589,925.04 *	1,950,801.96 *	57.03

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND

EXPENDITURE DETAIL

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
CERTIFICATED SALARIES :							
1100	CERTIFICATED TEACHER	1,299,945.00	81,515.00-	1,218,430.00	618,491.41	599,938.59	50.76
1130	CERTIFICATED TEACHER HOURLY	.00	3,470.00	3,470.00	178.90	3,291.10	5.15
1150	CERTIFICATED TCHER EXTRA DUTY	10,125.00	3,025.00-	7,100.00	1,906.52	5,193.48	26.85
1160	CERTIFICATED TEACHER SUBSTITUT	30,625.00	5,175.00	35,800.00	25,563.09	10,236.91	71.40
1190	CERTIFICATED TEACHER OTH ASSIG	62,167.00	4,035.00	66,202.00	16,604.67	49,597.33	25.08
1200	CERT PUPIL SUPPORT SALARY	61,899.00	1,035.00	62,934.00	31,984.32	30,949.68	50.82
1300	CERTIFICATED SUPERV & ADM SAL	30,750.00	6,150.00	36,900.00	21,525.00	15,375.00	58.33
1340	SCHOOL ADMINISTRATORS	180,837.00	3,492.00-	177,345.00	103,451.25	73,893.75	58.33
TOTAL CERTIFICATED SALARIES :		1,676,348.00	68,167.00-	1,608,181.00	819,705.16	788,475.84	50.97
CLASSIFIED SALARIES :							
2100	INSTRUCTIONAL AIDE SALARIES	145,314.00	29,626.00	174,940.00	70,221.58	104,718.42	40.14
2130	INSTRUCTIONAL AIDE HOURLY	890.00	352.00	1,242.00	352.21	889.79	28.35
2150	INSTRUCTIONAL AIDE EXTRA DUTY	686.00	3,893.00	4,579.00	3,658.14	920.86	79.88
2160	INSTRUCTIONAL AIDE SUBSTITUTE	5,000.00	2,861.00	7,861.00	8,563.56	702.56-	108.93
2170	INSTRUCTIONAL AIDE OVERTIME	.00	351.00	351.00	371.25	20.25-	105.76
2190	INSTRUCTIONAL AIDE STUDENTS	.00	7,790.00	7,790.00	12,196.22	4,406.22-	156.56
2200	CLASSIFIED SUPPORT SALARIES	296,374.00	369.00	296,743.00	157,000.03	139,742.97	52.90
2250	CLASSIFIED SUPPORT EXTRA DUTY	5,000.00		5,000.00	933.58	4,066.42	18.67
2260	CLASSIFIED SUPPORT SUBSTITUTE	3,000.00		3,000.00	738.75	2,261.25	24.62
2270	CLASSIFIED SUPPORT OVERTIME	10,500.00		10,500.00	8,107.97	2,392.03	77.21
2400	CLERICAL/TECHNICAL/OFFICE SAL	166,560.00		166,560.00	90,492.73	76,067.27	54.33
2450	CLERICAL AND OFFICE EXTRA DUTY	.00	4,000.00	4,000.00	487.50	3,512.50	12.18
2460	CLERICAL & OFFICE SUBSTITUTE	.00	2,000.00	2,000.00	2,010.06	10.06-	100.50
2470	CLERICAL & OFFICE OVERTIME	4,500.00	634.00	5,134.00	2,096.90	3,037.10	40.84
2900	OTHER CLASSIFIED SALARIES	20,600.00	12,660.00-	7,940.00	4,361.32	3,578.68	54.92
TOTAL CLASSIFIED SALARIES :		658,424.00	39,216.00	697,640.00	361,591.80	336,048.20	51.83
EMPLOYEE BENEFITS :							
3100	STRS	.00		.00	2,967.45-	2,967.45	NO BDGT
3101	STRS CERTIFICATED	310,669.00	42,682.00	353,351.00	113,745.19	239,605.81	32.19
3102	STRS CLASSIFIED	.00	2,485.00	2,485.00	640.59	1,844.41	25.77
3201	PERS CERTIFICATED	7,371.00		7,371.00	4,019.98	3,351.02	54.53
3202	PERS CLASSIFIED	105,770.00	2,168.00	107,938.00	49,750.89	58,187.11	46.09
3301	SOCIAL SECURITY CERTIFICATED	3,033.00	8.00	3,041.00	1,523.93	1,517.07	50.11
3302	SOCIAL SECURITY CLASSIFIED	39,791.00	1,701.00	41,492.00	20,426.91	21,065.09	49.23
3311	MEDICARE - CERTIFICATED	23,148.00	1,911.00-	21,237.00	11,072.05	10,164.95	52.13
3312	MEDICARE - CLASSIFIED	9,308.00	401.00	9,709.00	4,844.40	4,864.60	49.89
3401	HEALTH & WELFARE CERTIFICATED	244,936.00	3,364.00-	241,572.00	119,590.85	121,981.15	49.50
3402	HEALTH & WELFARE CLASSIFIED	176,375.00	14,694.00-	161,681.00	72,141.91	89,539.09	44.61
3501	UNEMPLOYMENT - CERTIFICATED	792.00	61.00-	731.00	381.87	349.13	52.23

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND

EXPENDITURE DETAIL

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
EMPLOYEE BENEFITS :							
3502	UNEMPLOYMENT - CLASSIFIED	324.00	12.00	336.00	167.00	169.00	49.70
3601	WORKERS COMP - CERTIFICATED	39,275.00	3,167.00	42,442.00	18,860.24	23,581.76	44.43
3602	WORKERS COMP - CLASSIFIED	16,433.00	776.00	17,209.00	8,252.57	8,956.43	47.95
3702	RETIREE BENEFITS CLASSIFIED	.00	1,003.00	1,003.00	1,002.77	.23	99.97
TOTAL EMPLOYEE BENEFITS :		977,225.00	34,373.00	1,011,598.00	423,453.70	588,144.30	41.85
BOOKS AND SUPPLIES :							
4100	APPRVD TEXTBKS/CORE CURRICULA	69,117.00	5,652.00	74,769.00	64,587.67	10,181.33	86.38
4300	MATERIALS AND SUPPLIES	151,561.00	14,169.00-	137,392.00	41,799.31	95,592.69	30.42
4310	FUEL GAS	25,000.00		25,000.00	16,405.32	8,594.68	65.62
4318	COPIER USAGE	20,340.00		20,340.00	10,089.24	10,250.76	49.60
4319	TIRES AND TUBES	3,700.00		3,700.00	3,219.79	480.21	87.02
4320	GREASE & OIL	600.00		600.00	1,074.60	474.60-	179.10
4321	CUSTODIAL SUPPLIES	7,000.00		7,000.00	8,290.48	1,290.48-	118.43
4325	TOOLS	500.00	100.00	600.00	267.22	332.78	44.53
4339	REPAIR PARTS	5,300.00		5,300.00	4,857.64	442.36	91.65
4355	SOFTWARE	.00	357.00	357.00	357.00	.00	100.00
4380	PAPER	4,500.00		4,500.00	1,671.36	2,828.64	37.14
4398	FUEL TAX	100.00		100.00	154.91	54.91-	154.91
4400	NON-CAPITALIZED EQUIPMENT	22,446.00	9,333.00	31,779.00	29,400.69	2,378.31	92.51
TOTAL BOOKS AND SUPPLIES :		310,164.00	1,273.00	311,437.00	182,175.23	129,261.77	58.49
SERVICES, OTHER OPER. EXPENSE:							
5110	Subagrmt SPED outside agency	96,795.00	22,000.00-	74,795.00	7,641.25	67,153.75	10.21
5200	TRAVEL & CONFERENCE	31,435.00	27,074.00	58,509.00	41,609.89	16,899.11	71.11
5230	MILEAGE	1,300.00		1,300.00	495.97	804.03	38.15
5300	DUES & MEMBERSHIPS	9,693.00	976.00	10,669.00	9,576.67	1,092.33	89.76
5400	INSURANCE	25,883.00	5,603.00	31,486.00	31,486.30	.30-	100.00
5510	WATER	5,974.00		5,974.00	2,762.36	3,211.64	46.23
5520	GAS	7,004.00	199.00	7,203.00	2,218.71	4,984.29	30.80
5530	ELECTRICITY	66,950.00		66,950.00	48,628.73	18,321.27	72.63
5550	DISPOSAL/GARBAGE REMOVAL	12,401.00		12,401.00	7,015.62	5,385.38	56.57
5600	RENTALS,LEASES,REPAIRS,IMPROVM	5,000.00		5,000.00	.00	5,000.00	0.00
5640	REPAIRS/MAINT OF EQUIPMENT	12,800.00		12,800.00	4,810.00	7,990.00	37.57
5650	REPAIRS/MAIN - VEHICLES	2,000.00		2,000.00	30.91	1,969.09	1.54
5800	PROFES'L/CONSULTG SVCS/OP EXP	76,313.00	8,374.00	84,687.00	61,283.42	23,403.58	72.36
5810	SERVICES PROVIDED BY SLOCOE	86,417.00		86,417.00	34,541.30	51,875.70	39.97
5822	MAINTENANCE AGREEMENTS	6,075.00		6,075.00	3,063.90	3,011.10	50.43
5830	HAZARDOUS WASTE DISPOSAL	1,273.00		1,273.00	643.50	629.50	50.54
5840	PHYSICAL EXAMS-FINGERPRINTING	700.00		700.00	576.00	124.00	82.28
5845	RANDOM DRUG/ALCOHOL TESTING	500.00		500.00	258.00	242.00	51.60

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
			EXPENDITURE DETAIL				
SERVICES, OTHER OPER. EXPENSE:							
5855	OUTSIDE PRINTING	919.00	359.00	1,278.00	1,033.42	244.58	80.86
5865	IN LIEU OF TRANSPORTATION	11,200.00		11,200.00	553.19	10,646.81	4.93
5872	LEGAL FEES	27,443.00		27,443.00	4,971.87	22,471.13	18.11
5874	AUDIT FEES	5,871.00		5,871.00	1,490.00	4,381.00	25.37
5890	OTHER SERVICES	3,500.00		3,500.00	.00	3,500.00	0.00
5894	LICENSES AND PERMITS	300.00		300.00	.00	300.00	0.00
5896	FEES	600.00	21.00	621.00	21.00	600.00	3.38
5922	COMMUNICATION - TELEPHONE SVCS	10,450.00	3,946.00	14,396.00	6,348.85	8,047.15	44.10
5930	COMMUNICATION - POSTAGE/METER	4,000.00		4,000.00	2,050.00	1,950.00	51.25
TOTAL SERVICES, OTHER OPER. EXPENSE:		512,796.00	24,552.00	537,348.00	273,110.86	264,237.14	50.82
CAPITAL OUTLAY :							
6210	NEW BUILDINGS	.00	15,750.00	15,750.00	12,585.00	3,165.00	79.90
6400	EQUIPMENT	.00	25,793.00	25,793.00	14,000.00	11,793.00	54.27
TOTAL CAPITAL OUTLAY :		.00	41,543.00	41,543.00	26,585.00	14,958.00	63.99
OTHER OUTGOING :							
7141	OTH TUIT,EXC CST PMT TO DIST	155,811.00	11,730.00-	144,081.00	195.24	143,885.76	0.13
7142	OTH TUIT,EXC CST PMT TO COE	191,602.00	4,797.00-	186,805.00	.00	186,805.00	0.00
TOTAL OTHER OUTGOING :		347,413.00	16,527.00-	330,886.00	195.24	330,690.76	0.05
DIRECT SUPPORT/INDIRECT COSTS:							
TOTAL DIRECT SUPPORT/INDIRECT COSTS:		.00	.00	.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE EXPENDITURES * *		4,482,370.00 *	56,263.00 *	4,538,633.00 *	2,086,816.99 *	2,451,816.01 *	45.97
			OTHER FINANCING SOURCES (USES)				
CONTRIB.- RESTRICTED PROGRAMS:							
TOTAL CONTRIB.- RESTRICTED PROGRAMS:		.00	.00	.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE OTHER FINANCING *		.00 *	.00 *	.00 *	.00 *	.00 *	NO BDGT

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND

FUND RECONCILIATION

ASSETS AND LIABILITIES :

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
9110	CASH IN COUNTY TREASURY	670,301.60	600,368.39	1,270,669.99
9130	REVOLVING CASH ACCOUNT	1,000.00	500.00	1,500.00
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	176,260.99	138,424.15-	37,836.84
9310	DUE FROM OTHER FUNDS	13,147.25	9,385.25-	3,762.00
9330	PREPAID EXPENDITURES(EXENSES)	2,037.88	2,037.88-	.00
9508	SALES TAX PAYABLE	216.30-	.00	216.30-
9509	CURRENT LIABILITIES-NEW YEAR		9,663.00	9,663.00
9510	ACCOUNTS PAYABLE(CURRENT LIAB)	46,042.59-	27,809.59	18,233.00-
9515	UNEMPLOYMENT	68.18	168.21	236.39
9516	W/COMP PASS THROUGH		20,193.26-	20,193.26-
9521	MEDICAL	137,919.67-	33,656.72	104,262.95-
9550	PAYROLL HAND WARRANTS	34.00-	.00	34.00-
9650	DEFERRED REVENUE	1,190.68-	1,190.68	.00
* NET YEAR TO DATE FUND BALANCE * *		677,412.66 *	503,316.05 *	1,180,728.71 *
9791	FUND BAL-BEGINNING BALANCE	677,412.66-	.00	677,412.66-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	503,316.05 *	503,316.05 *

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
A.	REVENUES	4,362,591.00	178,136.00	4,540,727.00	2,589,925.04	1,950,801.96	57.03
B.	EXPENDITURES	4,482,370.00	56,263.00	4,538,633.00	2,086,816.99	2,451,816.01	45.97
C.	EXCESS REVENUES (EXPENDITURES)	119,779.00-	121,873.00	2,094.00	503,108.05	501,014.05-	4026.17
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	119,779.00-	121,873.00	2,094.00	503,108.05	501,014.05-	4026.17
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	677,412.66	.00	677,412.66	677,412.66	.00	100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	677,412.66	.00	677,412.66	677,412.66	.00	100.00
G.	ENDING BALANCE	557,633.66	121,873.00	679,506.66	1,180,520.71	501,014.05-	173.73

UNRESTRICTED/RESTRICTED COMBINED FUND: 13 CAFETERIA FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
			REVENUE DETAIL				
FEDERAL REVENUES :							
8220	CHILD NUTRITION PROGRAMS	213,062.00		213,062.00	76,933.35	136,128.65	36.10
8290	ALL OTHER FEDERAL REVENUES	.00	40,950.00	40,950.00	.00	40,950.00	0.00
TOTAL FEDERAL REVENUES :		213,062.00	40,950.00	254,012.00	76,933.35	177,078.65	30.28
OTHER STATE REVENUES :							
8520	CHILD NUTRITION	16,289.00		16,289.00	6,619.28	9,669.72	40.63
TOTAL OTHER STATE REVENUES :		16,289.00	.00	16,289.00	6,619.28	9,669.72	40.63
OTHER LOCAL REVENUES :							
8634	FOOD SERVICE SALES	18,129.00	539.00	18,668.00	7,024.67	11,643.33	37.62
8660	INTEREST	.00	149.00	149.00	149.43	.43-	100.28
8699	ALL OTHER LOCAL REVENUES	4,326.00	3,762.00	8,088.00	1,761.03	6,326.97	21.77
TOTAL OTHER LOCAL REVENUES :		22,455.00	4,450.00	26,905.00	8,935.13	17,969.87	33.20
* TOTAL YEAR TO DATE REVENUES	* *	251,806.00 *	45,400.00 *	297,206.00 *	92,487.76 *	204,718.24 *	31.11
			EXPENDITURE DETAIL				
CLASSIFIED SALARIES :							
2200	CLASSIFIED SUPPORT SALARIES	58,721.00	11,920.00	70,641.00	35,726.95	34,914.05	50.57
2250	CLASSIFIED SUPPORT EXTRA DUTY	2,562.00	518.00	3,080.00	1,532.84	1,547.16	49.76
2260	CLASSIFIED SUPPORT SUBSTITUTE	.00	39.00	39.00	191.07	152.07-	489.92
2300	CLASSIFIED SUPERV & ADMIN SAL	42,500.00	2,126.00	44,626.00	24,615.43	20,010.57	55.15
2960	OTHER CLASSIFIED SUBSTITUTE	.00	116.00	116.00	116.46	.46-	100.39
TOTAL CLASSIFIED SALARIES :		103,783.00	14,719.00	118,502.00	62,182.75	56,319.25	52.47
EMPLOYEE BENEFITS :							
3202	PERS CLASSIFIED	17,227.00	777.00-	16,450.00	9,099.89	7,350.11	55.31
3302	SOCIAL SECURITY CLASSIFIED	6,434.00	522.00-	5,912.00	3,490.85	2,421.15	59.04
3312	MEDICARE - CLASSIFIED	1,504.00	121.00-	1,383.00	816.49	566.51	59.03
3402	HEALTH & WELFARE CLASSIFIED	33,444.00	1,761.00	35,205.00	17,282.37	17,922.63	49.09
3502	UNEMPLOYMENT - CLASSIFIED	51.00	3.00-	48.00	28.15	19.85	58.64
3602	WORKERS COMP - CLASSIFIED	2,563.00	2.00	2,565.00	1,390.68	1,174.32	54.21
TOTAL EMPLOYEE BENEFITS :		61,223.00	340.00	61,563.00	32,108.43	29,454.57	52.15

UNRESTRICTED/RESTRICTED COMBINED FUND: 13 CAFETERIA FUND

EXPENDITURE DETAIL

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
BOOKS AND SUPPLIES :							
4300	MATERIALS AND SUPPLIES	6,000.00		6,000.00	4,390.76	1,609.24	73.17
4355	SOFTWARE	.00	305.00	305.00	305.00	.00	100.00
4700	FOOD	80,000.00		80,000.00	41,418.12	38,581.88	51.77
TOTAL BOOKS AND SUPPLIES :		86,000.00	305.00	86,305.00	46,113.88	40,191.12	53.43
SERVICES, OTHER OPER. EXPENSE:							
5200	TRAVEL & CONFERENCE	.00		.00	53.63	53.63-	NO BDGT
5800	PROFES'L/CONSULTG SVCS/OP EXP	500.00	430.00	930.00	689.50	240.50	74.13
5894	LICENSES AND PERMITS	300.00		300.00	.00	300.00	0.00
TOTAL SERVICES, OTHER OPER. EXPENSE:		800.00	430.00	1,230.00	743.13	486.87	60.41
CAPITAL OUTLAY :							
6400	EQUIPMENT	.00	40,950.00	40,950.00	.00	40,950.00	0.00
TOTAL CAPITAL OUTLAY :		.00	40,950.00	40,950.00	.00	40,950.00	0.00
* TOTAL YEAR TO DATE EXPENDITURES * *		251,806.00 *	56,744.00 *	308,550.00 *	141,148.19 *	167,401.81 *	45.74

UNRESTRICTED/RESTRICTED COMBINED FUND: 13 CAFETERIA FUND

FUND RECONCILIATION

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	40,950.00	61,065.97-	20,115.97-
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	38,017.87	38,017.87-	.00
9508	SALES TAX PAYABLE	37.42-	.00	37.42-
9510	ACCOUNTS PAYABLE(CURRENT LIAB)	88.16-	88.16	.00
9610	DUE TO OTHER FUNDS	13,147.25-	9,385.25	3,762.00-
9650	DEFERRED REVENUE	40,950.00-	40,950.00	.00
* NET YEAR TO DATE FUND BALANCE * *		24,745.04 *	48,660.43-*	23,915.39-*
9791	FUND BAL-BEGINNING BALANCE	24,745.04-	.00	24,745.04-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	48,660.43-*	48,660.43-*

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
A.	REVENUES	251,806.00	45,400.00	297,206.00	92,487.76	204,718.24	31.11
B.	EXPENDITURES	251,806.00	56,744.00	308,550.00	141,148.19	167,401.81	45.74
C.	EXCESS REVENUES (EXPENDITURES)	.00	11,344.00-	11,344.00-	48,660.43-	37,316.43	428.95
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	11,344.00-	11,344.00-	48,660.43-	37,316.43	428.95
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	24,745.04	.00	24,745.04	24,745.04	.00	100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	24,745.04	.00	24,745.04	24,745.04	.00	100.00
G.	ENDING BALANCE	24,745.04	11,344.00-	13,401.04	23,915.39-	37,316.43	0.00

UNRESTRICTED/RESTRICTED COMBINED FUND: 21 BUILDING FUND - BOND PROCEEDS

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
			REVENUE DETAIL				
OTHER LOCAL REVENUES :							
8660	INTEREST	.00	12,115.00	12,115.00	12,115.30	.30-	100.00
TOTAL OTHER LOCAL REVENUES :		.00	12,115.00	12,115.00	12,115.30	.30-	100.00
* TOTAL YEAR TO DATE REVENUES	* *	.00 *	12,115.00 *	12,115.00 *	12,115.30 *	.30-*	100.00
			EXPENDITURE DETAIL				
CLASSIFIED SALARIES :							
2250	CLASSIFIED SUPPORT EXTRA DUTY	.00	29,676.00	29,676.00	23,074.62	6,601.38	77.75
2270	CLASSIFIED SUPPORT OVERTIME	.00	176.00	176.00	175.68	.32	99.81
TOTAL CLASSIFIED SALARIES :		.00	29,852.00	29,852.00	23,250.30	6,601.70	77.88
EMPLOYEE BENEFITS :							
3202	PERS CLASSIFIED	.00	786.00	786.00	786.29	.29-	100.03
3302	SOCIAL SECURITY CLASSIFIED	.00	1,255.00	1,255.00	1,441.52	186.52-	114.86
3312	MEDICARE - CLASSIFIED	.00	293.00	293.00	337.14	44.14-	115.06
3502	UNEMPLOYMENT - CLASSIFIED	.00	10.00	10.00	11.63	1.63-	116.30
3602	WORKERS COMP - CLASSIFIED	.00	500.00	500.00	574.27	74.27-	114.85
TOTAL EMPLOYEE BENEFITS :		.00	2,844.00	2,844.00	3,150.85	306.85-	110.78
SERVICES, OTHER OPER. EXPENSE:							
5630	REPAIRS/MAINT - BUILDING	.00	2,430.00	2,430.00	2,430.04	.04-	100.00
5800	PROFES'L/CONSULTG SVCS/OP EXP	.00	10,000.00	10,000.00	3,075.00	6,925.00	30.75
5874	AUDIT FEES	.00	1,000.00	1,000.00	.00	1,000.00	0.00
TOTAL SERVICES, OTHER OPER. EXPENSE:		.00	13,430.00	13,430.00	5,505.04	7,924.96	40.99
CAPITAL OUTLAY :							
6170	LAND IMPROVEMENT	.00	173,059.00	173,059.00	131,968.53	41,090.47	76.25
6200	BUILDINGS & IMPROVEMNT OF BLDG	.00	2,011,446.00	2,011,446.00	571,461.32	1,439,984.68	28.41
6210	NEW BUILDINGS	.00	8,050.00	8,050.00	8,050.00	.00	100.00
6220	ARCHITECT FEES	.00	48,679.00	48,679.00	55,993.80	7,314.80-	115.02
6400	EQUIPMENT	.00	27,327.00	27,327.00	27,327.30	.30-	100.00
6423	Technology Equipment	.00	695,343.00	695,343.00	694,941.44	401.56	99.94
6500	EQUIPMENT REPLACEMENT	.00	135,953.00	135,953.00	136,080.03	127.03-	100.09
TOTAL CAPITAL OUTLAY :		.00	3,099,857.00	3,099,857.00	1,625,822.42	1,474,034.58	52.44
* TOTAL YEAR TO DATE EXPENDITURES	* *	.00 *	3,145,983.00 *	3,145,983.00 *	1,657,728.61 *	1,488,254.39 *	52.69

UNRESTRICTED/RESTRICTED COMBINED FUND: 21 BUILDING FUND - BOND PROCEEDS

FUND RECONCILIATION

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	3,148,853.41	1,649,483.95-	1,499,369.46
9510	ACCOUNTS PAYABLE(CURRENT LIAB)	3,870.64-	3,870.64	.00
* NET YEAR TO DATE FUND BALANCE * *		3,144,982.77 *	1,645,613.31-*	1,499,369.46 *
9791	FUND BAL-BEGINNING BALANCE	3,144,982.77-	.00	3,144,982.77-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	1,645,613.31-*	1,645,613.31-*

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
A.	REVENUES	.00	12,115.00	12,115.00	12,115.30	.30-	100.00
B.	EXPENDITURES	.00	3,145,983.00	3,145,983.00	1,657,728.61	1,488,254.39	52.69
C.	EXCESS REVENUES (EXPENDITURES)	.00	3,133,868.00-	3,133,868.00-	1,645,613.31-	1,488,254.69-	52.51
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	3,133,868.00-	3,133,868.00-	1,645,613.31-	1,488,254.69-	52.51
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	3,144,982.77	.00	3,144,982.77	3,144,982.77	.00	100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	3,144,982.77	.00	3,144,982.77	3,144,982.77	.00	100.00
G.	ENDING BALANCE	3,144,982.77	3,133,868.00-	11,114.77	1,499,369.46	1,488,254.69-	3489.88

UNRESTRICTED/RESTRICTED COMBINED FUND: 25 CAPITAL FACILITIES FUND

REVENUE DETAIL

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
OTHER LOCAL REVENUES :							
8660	INTEREST	.00	158.00	158.00	158.18	.18-	100.11
8681	MITIGATION/DEVELOPER FEES	.00	1,836.00	1,836.00	1,836.00	.00	100.00
TOTAL OTHER LOCAL REVENUES :		.00	1,994.00	1,994.00	1,994.18	.18-	100.00
* TOTAL YEAR TO DATE REVENUES	* *	.00 *	1,994.00 *	1,994.00 *	1,994.18 *	.18-*	100.00

UNRESTRICTED/RESTRICTED COMBINED FUND: 25 CAPITAL FACILITIES FUND

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
	FUND RECONCILIATION			
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	27,556.31	1,994.18	29,550.49
* NET YEAR TO DATE FUND BALANCE * *		27,556.31 *	1,994.18 *	29,550.49 *
9791	FUND BAL-BEGINNING BALANCE	27,556.31-	.00	27,556.31-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	1,994.18 *	1,994.18 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
	REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE						
A.	REVENUES	.00	1,994.00	1,994.00	1,994.18	.18-	100.00
B.	EXPENDITURES	.00	.00	.00	.00	.00	NO BDGT
C.	EXCESS REVENUES (EXPENDITURES)	.00	1,994.00	1,994.00	1,994.18	.18-	100.00
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	1,994.00	1,994.00	1,994.18	.18-	100.00
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	27,556.31	.00	27,556.31	27,556.31	.00	100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	27,556.31	.00	27,556.31	27,556.31	.00	100.00
G.	ENDING BALANCE	27,556.31	1,994.00	29,550.31	29,550.49	.18-	100.00

UNRESTRICTED/RESTRICTED COMBINED FUND: 40 SPECIAL RESERVE - CAP OUTLAY

REVENUE DETAIL

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
OTHER LOCAL REVENUES :							
8660	INTEREST	.00	7.00	7.00	7.09	.09-	101.28
TOTAL OTHER LOCAL REVENUES :		.00	7.00	7.00	7.09	.09-	101.28
* TOTAL YEAR TO DATE REVENUES	* *	.00 *	7.00 *	7.00 *	7.09 *	.09-*	101.28

UNRESTRICTED/RESTRICTED COMBINED FUND: 40 SPECIAL RESERVE - CAP OUTLAY

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
	FUND RECONCILIATION			
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	1,268.87	7.09	1,275.96
* NET YEAR TO DATE FUND BALANCE * *		1,268.87 *	7.09 *	1,275.96 *
9791	FUND BAL-BEGINNING BALANCE	1,268.87-	.00	1,268.87-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	7.09 *	7.09 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
	REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE						
A.	REVENUES	.00	7.00	7.00	7.09	.09-	101.28
B.	EXPENDITURES	.00	.00	.00	.00	.00	NO BDGT
C.	EXCESS REVENUES (EXPENDITURES)	.00	7.00	7.00	7.09	.09-	101.28
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	7.00	7.00	7.09	.09-	101.28
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	1,268.87	.00	1,268.87	1,268.87	.00	100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	1,268.87	.00	1,268.87	1,268.87	.00	100.00
G.	ENDING BALANCE	1,268.87	7.00	1,275.87	1,275.96	.09-	100.00

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Student Body Funds

PREPARED BY:
Sadie Howard

AGENDA SECTION:

_____ Reports ___X___ Consent _____ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

Attached for your review and approval are the Student Body Funds for Shandon Elementary School and Shandon High School for the month of December 2017.

RECOMMENDED ACTION:
Approve the Student Body Funds.

Shandon Elementary ASB Heritage Oaks Bank
December 1, 2017

CLASSES/CLUBS	BALANCE FORWARD 11/30/2017	CLUB XFERS	CASH RECEIVED	WITHDRAWALS	ENDING BALANCE 12/31/2017
SES ABS General	$ 13,670.92		$ 2,634.15	$ 7,320.29	$ 8,984.78
SES ASB Middle School	$ 650.78				$ 650.78
8th Grade	$ 1,074.04		$ 1,949.70		$ 3,023.74
Library	$ 154.85				$ 154.85
Parkfield	$ 88.45				$ 88.45
Gate	$ 207.70				$ 207.70
Cross County	$ -			$ 670.59	$ (670.59)
TOTAL	$ 15,846.74	$ -	***$ 4,583.85***	***$ 7,320.29***	***$ 12,439.71***

SHANDON UNIFIED SCHOOL DISTRICT
SHANDON HIGH SCHOOL STATEMENT OF STUDENT BODY FUNDS
December-2017

CLASSES CLUBS	*Authorized Advisor*	*ENDING BAL. 11/30/2017*	*BALANCE FORWARD*	*WITHDRAWLS*	*DEPOSITS*	*ENDING BAL. 12/31/2017*
High General	D.Sciocchetti	$ 588.94	$ 588.94	1,435.02	1,475.00	628.92
Seniors	Fuller/Morton	$ 2,952.72	$ 2,952.72	362.93	149.00	2,738.79
Junior	Cherry/Voorheis	$ 977.35	$ 977.35			977.35
Sophmore	Carroll/Acebo	$ 1,182.60	$ 1,182.60	10.66	60.00	1,231.94
Freshman	D.Sciocchetti/Stuart	$ 90.00	$ 90.00			90.00
Comm.Outreach Project	D.Sciocchetti	$ 867.13	$ 867.13			867.13
FNL	D.Sciocchetti	$ 110.15	$ 110.15	18.08		92.07
Gate/Officials	Taylor/BUS.OFFICE	$ (303.75)	$ (303.75)	264.00	800.00	232.25
Ag Mechanics Class	Fuller	$ 722.71	$ 722.71			722.71
Art Class	Acebo	$ 24.22	$ 24.22			24.22
Drama Class	Conforti	$ 452.24	$ 452.24		392.00	844.24
CTE Class	D.Sciocchetti	$ 87.48	$ 87.48			87.48
F.F.A. General	Morton/Fuller	$ 8,752.23	$ 8,752.23	293.82		8,458.41
F.F.A. Revolving	Morton/Fuller	$ 2,476.70	$ 2,476.70			2,476.70
Stadium Project	Taylor	$ 8,462.57	$ 8,462.57			8,462.57
YearBook Class	D.Sciocchetti	$ -	$ -			0.00
S-BLOCK	Taylor	$ 1,212.35	$ 1,212.35	120.00		1,092.35
*Football	Taylor	$ 178.44	$ 178.44			178.44
*H.S. Volleyball	Taylor	$ 141.90	$ 141.90			141.90
*Basketball	Taylor	$ 85.32	$ 85.32			85.32
*Softball	Taylor	$ -	$ -			0.00
*Baseball	Taylor	$ -	$ -			0.00
				$ -		0.00
TOTAL in Fund Balances/Ties to Bank Balance		***$ 29,061.30***	***$ 29,061.30***	***$ 2,504.51***	***$ 2,876.00***	***$ 29,432.79***

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Personnel Action Report

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports __X__ Consent _____ Action _____ First Reading ____ Information _____Resolution

PERSONNEL ACTION REPORT

NEW HIRES	CLASSIFICATION	EFFECTIVE DATE
Enrique Ramirez	Para Educator, 4 Hours	Feb. 6, 2018
SPORT COACHES		
Jennifer Brown	Volunteer Swim Coach	Jan. 10, 2018
RESIGNATIONS		
Marisa Sanders	4th Grade Teacher	June 14, 2018

RECOMMENDED ACTION:
Approval of the Personnel Action Report

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Application for San Luis Obispo County Community Project Grant Application

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports _____ Consent __X__ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

Jeanne Stuart applied for the San Luis Obispo County Community Project Grant Application and was approved and awarded $1,420. The funds will be used to purchase books, such as science, social science, technology, arts, literature and history, for use in the Accelerated Reading program.

RECOMMENDED ACTION:
Approval

APPLICATION FOR SAN LUIS OBISPO COUNTY
COMMUNITY PROJECT GRANT APPLICATION

Grant applications for events with specific dates must be submittedat least 30 days in advance of the date of the event. Per policy, County funds cannot be granted for events that have already occurred.

All questions are required to be answered. If not applicable, please indicate N/A.
Completed application (one copy only) should be sent to the Board of Supervisors, 1055 Monterey Street, D430, San Luis Obispo CA 93408. Applications can be e-mailed; however, original application is required prior to processing any subsequent agreement.

DATE OF EVENT: Upon funding: By summer of 2018

Amount of funding requested: $1420.00
(A project/program budget is required to be included with the grant application.)

1. Organization Information:

   Agency name: Shandon High School

   Address: PO Box 79, 101 S. first St., Shandon, CA 93461

   Phone number: (805) 238-0286

   Contact person: Jeanne Stuart

   E-mail address: jstuart@shandonschools.org

2. What is the mission/purpose of your organization?

   To providing a quality education in a safe environment, which empowers students with the skills, knowledge and attitudes necessary for success.

3. **Specifically** describe what County funds will be used for (in other words – what are the County funds paying for?). Describe the proposed project's goal(s) and objectives in **meaningful, measurable terms** (e.g. number of band performances, time and date of performances, number of children attending performances at no cost). Discuss the needs not met for which County funds will be used and include a description of the target population. A budget with a breakdown of expenses and income for the project is required.

   The Shandon High School Library relies almost entirely on grants and donations to keep library materials up-to-date and interesting. The Shandon Public Library has very limited hours; just two afternoons a week. Students in Shandon have a hard time getting to the Paso Library, so they depend on the high school to get materials for reports, research, and recreational reading. We

service approximately 85 high school students, 50 middle school student, 3 home school students, student families, and the staff at Shandon High School.

Shandon appreciates the county assisting us in 2016, but there is always a need for additional up-to-date books.

The library would like to beef up several nonfiction sections in the library. Core library books are needed to support our Accelerated Reading program. There is a need in social science, science, technology, arts, literature, and history. Specific titles can be seen on the budget breakdown.

4. List all communities that will be affected by the proposed project.

Shandon is a small rural area with a population of around 1,300. Shandon High School has an 83.3% Hispanic population and 80% of the students are considered socioeconomically disadvantaged. This funding would benefit approximately 137 high school and middle school students, parents of students, and school staff.

5. Is your organization a first-time applicant? No; if not, please list total amount of community project grant funds received for the past three years:

YEAR	AMOUNT
2016	$1,300

6. For this project request, if applicable, please list **all funding received from County sources other than community project grant funds**:

No other funding has been received!

7. How does the project contribute to the County's goals of a safe, healthy, livable, prosperous and well-governed community?

Research studies on school libraries have shown that they have a positive impact on student academic achievement. By empowering students with the

materials they need for a good education we are helping to nurture lifelong learners. The perceived goal is that our students will be capable of going to college or joining the workforce and become productive, helpful, and first rate citizens in our community.

8. Discuss the ways in which your agency works in coordination with other agencies in San Luis Obispo County and identify those "key" agencies.

The Shandon School District has strong ties with Cal Poly and Cuesta College. Teachers from Cal Poly help judge FFA competitions, mentor, and assist students. Cuesta College offers classes for a minimal cost to students that we are not able to offer them. Both of these colleges offer visitations to their campuses in which we participate. Friday Night Live works with Shandon students to educate and help reduce drug abuse, and they are usually here at least once a week. The Lion's Club has also been a staunch supporter for our students. These entities share their limited resources to enhance our community and school district. The Shandon High School staff is exceptional as well and is always willing to coach, do field trips, put on dances, and mentor these students.

9. Please include a copy of Articles of Incorporation for your organization, roster of Board members and Internal Revenue Service Tax Exempt Status Letter.

Shandon Joint Unified School District
PO Box 79 * 101 S. First Street
Shandon, CA 93461
(805) 238-0286

2017-2018 Shandon School Board Members

Marlene Thomason-President	(805) 463-2343
Kate Twisselman	(805) 238-2352
Van Parlet	(805) 712-4606
Jennifer Moe	(805) 286-1001
Holly Furness-Osorio	(503) 598-1293

APPLICANT'S STATEMENT

I have reviewed the foregoing application submitted by Shandon High School proposing a contractual project to the County of San Luis Obispo. I understand that the contract which the County will enter into with the organization requires that the organization be responsible for any damage claims or other liabilities arising out of the performance of the contract. Applicant is able to provide proof of insurance to the County of San Luis Obispo, with the County of San Luis Obispo named as an additional insured on the policy for the project. Additionally, the applicant understands that he/she is entering into a contract with the County of San Luis Obispo for the performance of service for the County and that the County is not making a charitable gift to the applicant. I have reviewed this application on behalf of the organization named hereinabove. I am informed and believe that the applicant organization can and will carry out the project as described.

I declare under penalty of perjury that the foregoing is true and correct. Executed at, Shandon, California, on this 10th day of January, 2018.

By (Signature): Jeanne Stuart

Print Name: Jeanne Stuart

Title: Library Tech

(Signature of Superintendent) Teresa Taylor

Print Name: Teresa Taylor

cpf application 12-26-17
community proj file

Shandon High School
Library Improvement
Budget 2018

# of Books	Book Titles	Price
300's--6 Social Sciences	Inside Biosphere 2 Same but different: teen life on the Autism express Being Jazz: my life as a transgender teen Blood brother: Jonathan Daniels and his sacrifice for the Civil War Blood, bullets, and bones: the story of forensic science It's getting hot in here: the past, present, and future of climate change	**$130**
500's--24 Science	Hidden figures: the American dream and the untold story of the Black women mathematicians who helped win the space race Radioactive! How Irene Curie & Lise Meitner revolutionized science and changed the world Eye of the storm: NASA, drones, and the race to crack the hurricane code Bioluminescence: nature and science at work Amazon adventure: How tiny fish are saving the world's largest rainforest Ninja plants: survival and adaptation in the plant world Masters of disguise: amazing animal tricksters When lunch fights back: wickedly clever animal defenses The animal mating game: the wacky, weird world of sex tin the animal kingdom De-extinction: the science of bringing lost species back to life Primates: the fearless science of Jane Godall, Dian Fossey, and Birute Galdikas Florence Nightingale: the courageous life of the legendary nurse Visual Exploration of Science Set of 12	**$545**
600's--8 Human Body Agriculture Technology	Human body theater The human microbiome: the germs that keep you healthy Terrible typhoid Mary: a true story of the deadliest cook in America 3-D printing: science, technology, engineering Auto Technician Space exploration: science technology, engineering The story of seeds: from Mendel's garden to your plate Sustainable agriculture	**$180**
700's--2 The Arts	Architecture & Construction Multimedia artist and animator	**$45**
800's--8 Literature	E. E. Cummings A girl called Vincent: the life of poet Edna St. Vincent Millay Jack London and the Klondike gold rush John Green Looking back: a book of memories This side of wild: mutts, mares, and laughing dinosaurs Edgar Alan Poe William Shakespeare	**$180**

900's—15 History	Magellan: over the edge of the world Death on the river of doubt: Theodore Roosevelt's Amazon adventure Pathfinders: the journeys of 16 extraordinary Black souls Every falling star: the true story of how I survived and escaped North Korea Vietnam: a history of a war Alexander Hamilton: the making of America Under siege! Three children at the Civil War battle for Vicksburg John F. Kennedy's presidency Big top burning: the true story of an arsonist, a missing girl, and the greatest show on earth Drowned city: Hurricane Katrina & New Orleans Sioux Captured Science History Set of 4	**$340**
	Total Including Tax & Shipping	**$1420**

APPLICANT'S STATEMENT

I have reviewed the foregoing application submitted by Shandon High School proposing a contractual project to the County of San Luis Obispo. I understand that the contract which the County will enter into with the organization requires that the organization be responsible for any damage claims or other liabilities arising out of the performance of the contract. Applicant is able to provide proof of insurance to the County of San Luis Obispo, with the County of San Luis Obispo named as an additional insured on the policy for the project. Additionally, the applicant understands that he/she is entering into a contract with the County of San Luis Obispo for the performance of service for the County and that the County is not making a charitable gift to the applicant. I have reviewed this application on behalf of the organization named hereinabove. I am informed and believe that the applicant organization can and will carry out the project as described.

I declare under penalty of perjury that the foregoing is true and correct. Executed at, Shandon, California, on this 10th day of January, 2018.

By (Signature): Jeanne Stuart

Print Name: Jeanne Stuart

Title: Library Tech

(Signature of Superintendent) Teresa Taylor

Print Name: Teresa Taylor

cpf application 12-26-17
community proj file

AGREEMENT FOR COUNTY GRANT

This Agreement is entered into this 13th day of February, 2018, by and between the County of San Luis Obispo, a body corporate and politic, hereinafter referred to as "County", and **Shandon High School**, hereinafter referred to as "Applicant".

WHEREAS, Applicant has applied to County for a grant of County funds for the following project detailed on Exhibit "A" attached hereto and by the descriptive title: **Purchase of books for the Accelerated Reading program**; and

WHEREAS, Applicant has applied to the County for a grant of County funds to offset the cost of **purchasing books, such as science, social science, technology, arts, literature and history, for use in the Accelerated Reading program**; and

WHEREAS, the County finds that the project is eligible for a County Grant of County funds as a local community project; and

WHEREAS, the Board of Supervisors has approved this project and has authorized a County contribution to Applicant.

NOW, THEREFORE, it is mutually agreed between the parties hereto, as follows:

1. County agrees to pay over, as a grant of County funds, the sum of **$1,400** from Fund Center #106 to Applicant for the purpose of funding the aforesaid project as a community project available for public use.

2. That the project which is the subject of this grant agreement is described with particularity on Exhibit "A" attached hereto, and incorporated herein by this reference.

3. Applicant agrees to apply the aforesaid grant funds solely to the project for which the funds have been granted, as a community project available for public use.

4. Applicant agrees to diligently pursue the completion of this project, and to complete this project within one year from the date of this agreement.

5. Applicant agrees to abide by all laws and regulations applicable to the expenditure of County Grant Funds, including, but not limited to, the audit of the expenditure of these funds for compliance with regulations, the inclusion of provisions guaranteeing compliance with all labor laws and regulations pertinent to public funds, and further, to assure compliance with the anti-discrimination provisions of the law, including County Ordinances.

6. If the project budget for this project includes purchase of any equipment which has a useful life extending beyond the termination date of this project, then Applicant agrees that said equipment will be transferred over to County at the conclusion of this project, unless the County consents to a renewal or extension of the same or some similar project by Applicant utilizing the same equipment.

7. Applicant agrees to allow the County Administrative Officer to inspect and audit all records pertaining in any way to this grant, and further, to submit to the County Administrative Office a written report, if requested, upon completion of this project detailing the record of expenditures under this grant.

8. Applicant agrees that all discretionary decisions related to the carrying out of the aforesaid project remain in the control of the San Luis Obispo County Board of Supervisors.

AGREED TO ON THE DAY AND YEAR SET FORTH ABOVE.

COUNTY OF SAN LUIS OBISPO

BY: _____

_____, 2018

APPROVED AS TO FORM AND LEGAL EFFECT
RITA L. NEAL
County Counsel

By: _____
Chief Deputy County Counsel

Date: _____

Applicant: Teresa Taylor
By: _____
Print Name: Teresa Taylor
Title: Principal/Superintendent

Applicant: Joanne Stuart
By: _____
Print Name: Joanne Stuart
Title: Library Tech

EXHIBIT "A"

Shandon High School
ATTN: Jeanne Stuart
PO Box 79
Shandon CA 93465

The Shandon High School Library continues to replace outdated health and social issue book. Currently, the Library does not have enough books to go around and there is zero dollars budgeted for the purchase of these types of books and/or DVDs. They are requesting funds to update the number of reference material that would support the Accelerated Reading program, e.g. such as social science, science, technology, arts, literature and history books.

The $1,400 in County funds will be used towards the purchase of updated reference materials.

COUNTY OF SAN LUIS OBISPO
ADMINISTRATIVE OFFICE
Wade Horton, *County Administrator*

January 31, 2018

Jeanne Stuart
Shandon High School
PO Box 79
Shandon CA 93465

Re: Agreement for County Funds

Dear Ms. Stuart:

Supervisor Peschong wishes to provide $1,400 from his District community project funds to be used to purchase material for the Shandon High School Library. To allow this to happen, please complete, sign and return the enclosed Applicant's Statement and Agreement. **Please note that TWO signatures are required on the agreement**. Please **do not fill in the date on the agreement.**

Please contact me if you have any questions. Thank you.

Sincerely,

NIKKI J. SCHMIDT
Administrative Analyst

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of Grant Agreement between SJUSD and SLO County Air Pollution Control District

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports _____ Consent __X__ Action _____ First Reading ____ Information _____Resolution

SUMMARY:

Karen Sawdey applied for a grant to purchase a new lower emission school bus. The District was awarded $165,000 by the San Luis Obispo County Air Pollution Control District. Approval of the grant agreement is requested.

RECOMMENDED ACTION:
Approval

GRANT AGREEMENT

between

San Luis Obispo County Air Pollution Control District

and

Shandon Joint Unified School District

This Agreement is made and entered into this 11 day of JANUARY, 2018, by and between the SAN LUIS OBISPO COUNTY AIR POLLUTION CONTROL DISTRICT (APCD), an air pollution control district formed pursuant to the laws of the State of California and Shandon Joint Unified School District (Contractor).

WITNESSETH

WHEREAS, AB 923 (Firebaugh), was passed during the 2004 legislative session and went into effect on January 1, 2005 and allows air districts to collect an additional $2 in motor vehicle registration fees to be used for emission reduction projects eligible under the California Air Resources Board (ARB) Lower Emission School Bus Programs; and,

WHEREAS, on March 23, 2005 the APCD Board authorized the collection of the additional $2 in registration fees to fund emission reduction projects in San Luis Obispo County; and,

WHEREAS, on January 25, 2017, the APCD Board authorized a total of $165,000 from AB 923 funds for projects that are consistent with the requirements of AB923 and the Lower Emission School Bus Program (LESBP); and,

WHEREAS, APCD staff evaluated grant proposals using established evaluation criteria from the ARB LESBP Guidelines (March 27, 2008) and applicable LESBP Advisories, Mail-Outs, and the APCD Board-approved Request for Proposals; and,

WHEREAS, Contractor has proposed a project that meets the established eligibility criteria and that has been approved by the APCD for funding; and,

WHEREAS, Contractor represents that it is willing and able to perform the activities set forth herein and that it will benefit by receiving funds to help purchase new, lower emission equipment.

NOW, THEREFORE, based on their mutual promises, covenants, and conditions, the parties hereby agree as follows:

1. PROJECT

Contractor shall perform all activities and work necessary to implement and complete the project set forth in the proposal which is incorporated herein as Exhibit A. Contractor agrees to furnish all labor, materials, equipment, licenses, permits, fees, and other incidentals necessary to perform and complete, per schedule, in a professional manner, the services described herein. Contractor represents that Contractor has the expertise necessary to adequately perform the project specified in Exhibit A.

In the event of any conflict between or among the terms and conditions of this Agreement, the exhibits incorporated herein, and the documents referred to and incorporated herein, such conflict shall be resolved by giving precedence in the following order of priority:

A. The text of this Agreement;

B. Exhibits A, B and B1 to this Agreement;

C. The APCD AB 923 School Bus Replacement and Retrofit Program Request for Proposals (September 2012, updated July 2015); and,

D. The ARB Lower Emission School Bus Program Guidelines (March 27, 2008), applicable LESBP Advisories and Mail-Outs (Program Guidelines).

Unless stricter compliance requirements are defined by Items A through C in the list above, then the project shall comply with the requirements established in Item D.

2. PERIOD OF PERFORMANCE/TIMETABLE

Contractor shall commence performance of work and produce all work products in accordance with the work schedule and deadlines for performance identified in Exhibit A (Statement of Grant Obligations) unless this Agreement is terminated sooner as provided for elsewhere in this Agreement.

3. ENGINE(S)/EQUIPMENT REQUIREMENTS

A. Installation: For repower projects or retrofit projects, Contractor warrants that the installation of the engine, retrofit, or other grant-funded equipment shall be performed in a manner consistent with the manufacturer's specifications and such that it does not void the warranty(ies) provided by the manufacturer of the engine, retrofit, or other grant-funded equipment, nor any remaining warranty(ies) provided by the manufacturer of the base equipment or vehicle into which the engine, retrofit, or other grant-funded equipment is installed.

B. Maintenance: Contractor will maintain the replacement grant-funded engine(s), emission control equipment, off-road equipment, or vehicle(s) (hereinafter referred to as "grant-funded equipment") per the manufacturer's written specifications. Prior to operating the grant-funded equipment, Contractor will provide the APCD with a copy of the manufacturer's written maintenance specifications. Contractor will keep a maintenance log containing records of all maintenance performed on the grant-funded equipment. Contractor will make these maintenance logs available for APCD review upon request by the APCD. To ensure accurate usage reporting of the grant-funded equipment, Contractor will maintain equipment (hour meters, odometers) necessary to determine usage. Contractor will document usage during a failure of such equipment and provide the APCD with that documentation with the Annual Usage Report. Failure to comply with these conditions will constitute a breach of this Agreement.

C. Operation: Contractor shall operate the replacement grant-funded equipment per the

manufacturer's written specifications. Prior to operating the grant-funded equipment, Contractor will provide the APCD with a copy of the manufacturer's written operating specifications. Failure to operate the grant-funded equipment within the manufacturer's specifications will constitute a breach of this Agreement.

D. Modification: Contractor must comply with California State law regarding anti-tampering of any ARB emission certified engine and or ARB verified emission reducing retrofit that is associated with this Agreement. Non-compliance of this requirement will constitute a breach of this Agreement. Contractor is required to conduct routine maintenance and repair as needed. All components replaced as part of routine maintenance and/or repair must comply with the original installed grant-funded equipment configuration and manufacturer's specifications.

Contractor shall not use fuel additives in the grant-funded equipment, unless the additive is specifically identified as allowable in the engine certification or retrofit device verification Executive Order.

4. PERFORMANCE

The emission reductions funded by this project must be real, surplus, quantifiable, and enforceable. This project will result in emission reductions because the replacement engine has lower emissions than the original engine. As required by the Program Guidelines, a minimum of 75 percent of the project's operation must be within California.

Historically Based Annual Usage: Annually, through the term of this Agreement or any amendments to it, and starting one year from the Project Implementation date as defined in Exhibit A, Contractor shall provide the APCD with Annual Engine/Equipment Usage Reports as outlined in Exhibit B, using the report form in Exhibit B1, or equivalent. Contractor agrees to use best efforts to use the grant-funded equipment in a manner consistent with the historical usage of the original equipment or vehicle being replaced by the grant-funded equipment. In the event that Contractor is

required to make a repayment pursuant to any other provision of this Agreement, the repayment amount shall be equal to the total amount specified in Paragraph 6 "Compensation", below (or the actual grant funding amount, if less), less an amount equal to the ratio of the number of months that the grant-funded equipment was operated since the Project Completion, to the specified Project Implementation term, in months (specified in Exhibit A), times the actual grant funding amount. This amount is also described in the following repayment equation:

Grant Repayment Amount = A – ((B / C) * A)

Where:

A = Actual grant funding amount

B = Number of months that the grant-funded equipment was operated since the Project Completion; and

C = Total number of months in the Project Implementation term.

5. RECORD KEEPING AND REPORTING

A. Records: Contractor shall keep, and provide to APCD, the ARB, the California Department of General Services (DGS), the California Department of Finance (DoF), the California State Auditor (CSA) or their designee(s), upon request, all records identified in Section B of Appendix E "Records Retention" of the Program Guidelines, including accurate financial records (including invoices and published price lists on which Agreement was based) necessary to enable the review of Contractor's performance of this Agreement. These records must demonstrate that the grant funding has been used for the purchase of engine(s)/equipment and/or provision of services as described in Exhibit A (Statement of Grant Obligations) to this Agreement. Contractor shall maintain all such records for at least three (3) years from the expiration of the term of this Agreement or three (3) years from the date of final payment under this Agreement or until all state and federal audits are completed for that fiscal year, whichever is later.

B. Reports: Contractor shall submit report(s) to the APCD in accordance with the schedule and format specified in Exhibit B (Annual Grant Status Report Format) to this Agreement.

6. COMPENSATION

The total obligation of APCD under this Agreement will not exceed one hundred sixty-five thousand dollars ($165,000), which is the maximum award amount allowed by the Program Guidelines for a school bus replacement project.

A. Payments: Only expenditures incurred by Contractor in the direct performance of this Agreement can be reimbursed by APCD. Contractor shall invoice the APCD in accordance with the schedule specified in Exhibit A.

Payments by APCD to Contractor for any services detailed in Exhibit A shall be permitted only after said services have been satisfactorily rendered, and after a written request and claim from Contractor for such payment has been received by APCD. Said written request shall set forth the work completed in the claim period and shall include copies of any and all invoices or financial records needed to verify that stated costs have been incurred by Contractor. Invoices and supporting records shall be submitted to APCD no more often than once every three months, unless prior approval for a greater frequency has been given by APCD. Claims and all supporting documentation shall be submitted to the San Luis Obispo County Air Pollution Control District, Planning Division, 3433 Roberto Court, San Luis Obispo, California 93401, Attention: Vince Kirkhuff.

APCD shall pay Contractor within thirty (30) calendar days after receiving a request for payment and verifying that services have been satisfactorily completed as cited in the invoice.

The amount eligible to be paid to Contractor under this Agreement shall include all sales and use taxes incurred pursuant to this Agreement, if any, including any such taxes due on grant-funded equipment purchased by Contractor.

B. Surplus Funds: Any part or all of a payment by APCD to Contractor, which is not utilized for any reason by Contractor to pay costs pursuant to the terms and conditions of this Agreement and as detailed in a claim by Contractor, shall be refunded to APCD within 30 days after the end of the Project Completion term as defined in Exhibit A to this Agreement.

C. Close-out Period: All final claims for repayment shall be submitted by Contractor to APCD within sixty (60) days following the final month of activities for which payment is claimed. No action will be taken by APCD on claims submitted beyond the 60-day close-out period.

D. Source of Funds: By signing this Agreement, Contractor affirms that they have disclosed to APCD all funding sources for the project proposed in Exhibit A to this Agreement, whether potential (funding applied for but not received) or actual (funding received); and that Contractor will notify the APCD of any additional sources of funding received for the project, including any sources that become available after execution of this Agreement. If the project is co-funded with another air district, ARB, or any other public agency, Contractor understands and agrees that they must comply with all rules and criteria associated with each funding source used, that the sum of project funding from all sources shall not exceed the total project cost, and that unless the Contractor is a public agency, no less than fifteen percent (15%) of the eligible expenses for the grant-funded equipment must be provided by non-public sources.

7. NON-ALLOCATION OF FUNDS

The terms of this Agreement and the services to be provided thereunder are contingent on the approval and appropriation of funds by the APCD Board. Should sufficient funds not be allocated, the services provided may be modified or this Agreement may be terminated at any time by APCD after giving Contractor thirty (30) days' notice in writing.

8. INDEPENDENT CONTRACTOR

In performance of the work, duties, and obligations assumed by Contractor under this Agreement, it is mutually understood and agreed that Contractor, including any and all of Contractor's officers, agents, and employees, will at all times be acting and performing as an independent contractor and shall act in an independent capacity and not as an officer, agent, servant, employee, joint venturer, partner, or associate of APCD. Furthermore, except for requirements specifically stated in this Agreement, APCD shall have no right to control, supervise or direct the manner or method by which Contractor shall perform its work and function. However, APCD shall retain the right to administer this Agreement to verify that Contractor is performing its obligations in accordance with the terms and conditions thereof. Contractor and APCD shall comply with all applicable provisions of law and the rules and regulations, if any, of governmental authorities having jurisdiction over matters the subject thereof, including but not limited to rules and regulations of the ARB and the APCD. Contractor warrants that they are currently in compliance with all federal, state and local air quality regulations and that they have no outstanding, unresolved or unpaid Notices of Violation or citations for violations of any such regulations.

Because of its status as an independent contractor, Contractor shall have absolutely no right to employment rights and benefits available to APCD employees. Contractor shall be solely liable and responsible for providing to, or on behalf of, itself all legally required employee benefits. In addition, Contractor shall be solely responsible and hold APCD harmless from all matters relating to payment of Contractor's employees, including compliance with social security, withholding, and all other regulations governing such matters. It is acknowledged that during the term of this Agreement, Contractor may be providing services to others unrelated to APCD or to this Agreement.

9. TERMINATION

A. Breach of Agreement: APCD may immediately suspend or terminate this Agreement, in whole or in part, if Contractor breaches any of the provisions herein, including but not limited to:

1. An illegal or improper use of funds;
2. A failure to comply with any term of this Agreement;
3. A substantially incorrect or incomplete report submitted to APCD;
4. Improperly performed services; or
5. Contractor breaches any requirements of the Program Guidelines.

In no event shall any payment by APCD constitute a waiver by APCD, the ARB or their designee(s) of any breach of this Agreement or any default which may then exist on the part of Contractor, nor shall such payment impair or prejudice any remedy available to APCD, the ARB or their designee(s) with respect to the breach or default. APCD, the ARB or their designee(s) shall have the right to demand of Contractor the repayment to APCD of any funds disbursed to Contractor under this Agreement which in the judgment of APCD, the ARB or their designee(s) were not expended in accordance with the terms of this Agreement. Contractor shall promptly refund any such funds upon demand.

In addition to immediate suspension or termination, APCD, the ARB or their designee(s) may impose any other remedies available at law, in equity, or otherwise specified in this Agreement.

B. Without Cause: Either party may terminate this Agreement at any time after giving the other party at least thirty (30) days advance written notice of intention to terminate. In such case, Contractor shall be paid the reasonable value of all services, if any, satisfactorily rendered and actual, reasonable costs incurred up to the time of the termination. Upon such termination, all the work, if any, produced by Contractor shall be promptly delivered to APCD. Additional terms and

conditions may apply in the event of termination by Contractor, as identified in Paragraph 29.C "Termination" of this Agreement.

10. MODIFICATION

Any matters of this Agreement may be modified from time to time by the written consent of all the parties without in any way affecting the remainder.

11. NON-ASSIGNMENT

Neither party shall assign, transfer, or subcontract this Agreement, nor their rights or duties under this Agreement, without the prior express, written consent of the other party.

12. INDEMNIFICATION

Contractor agrees to indemnify, save, hold harmless, and at APCD's request, defend APCD, its boards, committees, representatives, officers, agents, and employees from and against any and all costs and expenses (including reasonable attorneys' fees and litigation costs), damages, liabilities, claims, and losses (whether in contract, tort, or strict liability, including, but not limited to, personal injury, death, and property damage) occurring or resulting to APCD which arises from any negligent or wrongful acts or omissions of Contractor, its officers, agents, subcontractors, or employees in their performance of this Agreement.

13. INSURANCE

A. Policy Types: Without limiting APCD's right to obtain indemnification from Contractor or any third parties, Contractor, at its sole expense, shall maintain in full force and effect the following insurance policies throughout the term of this Agreement:

GENERAL LIABILITY: Commercial general liability insurance with minimum limits of coverage in the amount of one million dollars ($1,000,000) per occurrence;

AUTOMOTIVE LIABILITY, COMPREHENSIVE AND COLLISION: Commercial automobile liability insurance which covers bodily injury and property damage with a minimum combined single

limit of coverage in the amount of one million dollars ($1,000,000) per occurrence, and vehicle comprehensive and collision insurance to insure the replacement vehicle and engine purchased under this grant Agreement for replacement at actual cash value. The proceeds of a claim shall be used to repair or replace the engine/vehicle with an equivalent or lower emitting engine/vehicle or repay APCD's interest in the project. The policy must cover the grant-funded engine and vehicle against damage, destruction, loss, or similar event should the grant funded engine or vehicle be rendered inoperable, lost, damaged or destroyed. At any time during the term of this Agreement, the APCD's interest in the project can be computed using the repayment equation in Paragraph 4.

WORKER'S COMPENSATION: Worker's compensation insurance in accordance with California law. In the event Contractor is exempt from the requirement of maintaining worker's compensation insurance, Contractor shall provide to the APCD satisfactory evidence of such exemption.

B. Certificates and Endorsements: Prior to the execution of this Agreement, Contractor shall provide certifications of insurance on the foregoing policies, as required herein, to APCD, stating that such insurance coverage has been obtained and is in full force. Contractor's property loss insurance policy and general commercial liability insurance policy and automotive general liability shall endorse/name the APCD, its officers, agents and employees, individually and collectively, as additional insured and / or loss payee, but only insofar as the engine(s)/equipment provided under this Agreement. Such coverage for additional insured shall apply as primary insurance, and any other insurance maintained by APCD, its officers, agents, and employees, shall be excess only and not contributing with insurance provided under Contractor's policies herein. This insurance shall not be canceled or changed without a minimum of thirty (30) days advance, written notice given to APCD.

C. Repercussions for Lack of Coverage: In the event Contractor fails to keep in effect at all times insurance coverage as herein provided, APCD may, in addition to other remedies it may have, suspend or terminate this Agreement upon the occurrence of such event.

D. Self-Insurance: If Contractor is a government entity, then it may self-insure those risks identified in Paragraph 13.A of this Agreement, provided that such self-insurance plans are reasonably satisfactory to APCD, and subject to all of the terms and conditions of Paragraphs 13.A through 13.C of this Agreement.

14. AUDITS AND INSPECTIONS

A. Availability for Inspections: For the term of this Agreement plus three (3) years, Contractor shall at any time during regular business hours, and as often as APCD, the ARB, the DGS, the DoF, the CSA or their designee(s) may deem necessary, make available to and permit said agencies to inspect and audit all of Contractor's engine(s)/equipment and/or records necessary to determine Contractor's compliance with the terms of this Agreement.

B. Photographs: Contractor understands that auditors and inspectors may be required to take photographs/videos to document equipment during project inspections or audits. Contractor grants the APCD, the ARB, the DGS, the DoF, the CSA or their designee(s) the irrevocable and unrestricted right to photograph the grant-funded equipment, and to use and publish photos/videos for incentive program awareness efforts, editorials and similar purposes without compensation or restrictions.

APCD may request Contractor to be a subject in photos and/or videos with the grant-funded equipment. As the subject of these photos and/or videos, Contractor hereby grants the APCD, the ARB or their designee(s) the same irrevocable and unrestricted rights as stated in the previous paragraph, unless Contractor notifies APCD in writing, prior to the creation of such photos and/or videos, that they do not wish to be a subject in the photos and/or videos.

C. Audits: Contractor agrees that APCD, the ARB, the DGS, the DoF, the CSA or their designee(s) shall have the right to review and copy any records and supporting documents pertaining to the performance of this Grant Agreement and all state or local grant funds received, including but not limited to usage and maintenance logs for the grant-funded equipment, programmatic records, fiscal records, and supporting documentation, and the right to interview any employees who might reasonably be believed to have information related to such records or documentation. Contractor agrees to make said records, documents and employees available to auditors during normal business hours for the term of this Agreement plus three (3) years.

If, after audit, the auditors determine that funds provided to Contractor pursuant to this Agreement were not spent in conformance with this Agreement or any other applicable provisions of law, Contractor agrees to immediately reimburse to APCD all funds determined to have been spent not in said conformance.

D. Record Retention: Contractor shall retain all records and data for activities performed under this Agreement for at least three (3) years from the expiration of the term of this Agreement, or three (3) years from the date of final payment under this Agreement or until all state and federal audits are completed for that fiscal year, whichever is later.

E. Authority to Enforce: Contractor understands and agrees that the ARB has the authority and reserves the right to monitor and enforce the terms of this Agreement at any time during the term of this Agreement. The APCD, the ARB or their designee(s) may seek whatever legal, equitable and other remedies are available under state law for Contractor's failure to comply with the Program Guidelines or failure to fully perform under this Agreement.

15. NOTICES

The persons and their addresses having authority to give and receive notices under this Agreement are as follows:

CONTRACTOR

Ms. Karen Sawdey, Facilities Assistant
Shandon Joint Unified School District
101 South First Street
Shandon, CA 93461

APCD

Gary E. Willey
Air Pollution Control Officer
San Luis Obispo County Air Pollution Control District
3433 Roberto Court
San Luis Obispo, CA 93401

Any and all notices between APCD and Contractor provided for or permitted under this Agreement or by law shall be in writing and shall be deemed duly served when personally delivered to one of the parties, or in lieu of such personal service, when deposited in the United States mail, postage prepaid, addressed to such party.

Contractor shall notify the APCD in writing promptly, but in no event more than thirty days after the occurrence of any of the following changes:

A. Change in the contact name, address, city or state shown above;

B. Change in the form of the organization (such as from an individual to a corporation);

C. Change in Contractor's Chief Executive Officer, Chief Financial Officer, or other responsible parties;

D. Sale or merger of Contractor's business;

E. Governmental seizure of or levy upon the grant-funded equipment;

F. Cessation of Contractor's business operations;

G. A payment on any loan that is secured by the grant-funded equipment is more than 30 days past due;

H. Contractor receives notice that the grant-funded equipment will be repossessed; or

I. Bankruptcy of Contractor or any of its principals.

16. POLITICAL ACTIVITY PROHIBITED

None of the funds, materials, property, or services provided under this Agreement shall be used for any political activity, or to further the election or defeat of any candidate for public office.

17. LOBBYING PROHIBITED

None of the funds provided under this Agreement shall be used for publicity, lobbying, or propaganda purposes designed to support or defeat legislation before the Congress of the United States of America or the Legislature of the State of California.

18. CONFLICT OF INTEREST

No officer, employee, or agent of APCD who exercises any function or responsibility for planning and carrying out the services provided under this Agreement shall have any direct or indirect personal financial interest in this Agreement. Contractor shall comply with all federal and state conflict of interest laws, statutes, and regulations, which shall be applicable to all parties and beneficiaries under this Agreement and any officer, agent, or employee of APCD.

19. NONDISCRIMINATION

During the term of this Grant Agreement, Contractor shall not unlawfully discriminate against, harass, or allow harassment against any employee or applicant for employment because of sex, race, religious creed, color, national origin, ancestry, physical disability (including HIV and AIDS), mental disability, sexual orientation, medical condition, marital status, age (over 40) or allow denial of family-care leave, medical-care leave, or pregnancy-disability leave. Contractor shall ensure that the evaluation and treatment of their employees and applicants for employment are free of such discrimination and harassment. Contractor shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code section 12990 (a-f) et seq.) and the applicable regulations promulgated thereunder (California Code of Regulations, title 2, section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code section 12990 (a-

f), set forth in Chapter 5 of Division 4 of title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. Contractor shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other agreement.

20. GOVERNING LAW

This Agreement shall be governed in all respects by the laws of the State of California. Venue for any action arising out of this Agreement shall only be in San Luis Obispo County, California.

21. BINDING ON SUCCESSORS

This Agreement, including all covenants and conditions contained herein, shall be binding upon and inure to the benefit of the parties, including their respective successors-in-interest, assigns, and legal representatives.

22. TIME IS OF THE ESSENCE

It is understood that for Contractor's performance under this Agreement, time is of the essence. The parties reasonably anticipate that Contractor will, to the reasonable satisfaction of APCD, complete all activities provided herein within the time schedule outlined in the attachments to this Agreement, provided that Contractor is not caused unreasonable delay in such performance.

23. DATA OWNERSHIP

Upon termination or expiration of this Agreement, all data which is received, collected, produced, or developed by Contractor under this Agreement shall become the exclusive property of APCD, provided, however, Contractor shall be allowed to retain a copy of any non-confidential data received, collected, produced, or developed by Contractor under this Agreement, subject to APCD's exclusive ownership rights stated herein. Accordingly, Contractor shall, if requested, surrender to APCD all such data which is in its possession (including its subcontractors or agents), without any

reservation of right or title, not otherwise enumerated herein. APCD shall have the right at reasonable times during the term of this Agreement to inspect and reproduce any data received, collected, produced, or developed by Contractor under this Agreement. No reports, professional papers, information, inventions, improvements, discoveries, or data obtained, prepared, assembled, or developed by Contractor, pursuant to this Agreement, shall be released or made available (except to APCD) without prior, express written approval of APCD while this Agreement is in force.

24. NO THIRD-PARTY BENEFICIARIES

Notwithstanding anything else stated to the contrary herein, it is understood that Contractor's services and activities under this Agreement are being rendered only for the benefit of APCD, and no other person, firm, corporation, or entity shall be deemed an intended third-party beneficiary of this Agreement.

25. SEVERABILITY

In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable in any respect by a court of competent jurisdiction, such holding shall not affect any other provisions of this Agreement, and this Agreement shall then be construed as if such unenforceable provisions are not a part hereof.

26. TITLE TO EQUIPMENT

Title to and risk of loss of equipment purchased with funds received through this Agreement shall at all times vest in and with Contractor.

Contractor acknowledges that APCD did not supply, design or manufacture the equipment or any of its components. This equipment is commercially manufactured and sold by a manufacturer to be determined by Contractor. APCD specifically disclaims all warranties, express and implied, including the implied warranties of merchantability and fitness for the intended purpose, as to the purchased equipment, any test equipment or field tests. In no event shall APCD

be liable to Contractor or any third party for any direct, indirect, consequential, special, incidental, or punitive damages for the design, manufacture, operation, maintenance, performance, or demonstration of the purchased equipment under any theory, including but not limited to, tort, contract, breach of warranty, or strict liability.

27. SECURITY INTEREST

For the duration of the term of this Agreement, Contractor grants to APCD a security interest in the grant-funded equipment as identified in Exhibit A of this Agreement, and in all improvements, parts and accessories belonging to the equipment, and all substitutions, replacements, products, proceeds (such as insurance proceeds) and all accessions related to the equipment, to secure performance of all existing and future obligations of Contractor under this Agreement.

If Contractor obtains financing from a commercial lending company to finance Contractor's purchase of the grant-funded equipment, said commercial lending company shall, at their request, have a first-priority security interest in the equipment, and the security interest of the APCD shall be secondary and subordinate to that of the commercial lending company. In such case, if all obligations to the lending company are paid in full before the end of the term of this Agreement, then APCD will hold the first-priority security interest in the grant-funded equipment.

28. RIGHTS TO EMISSION REDUCTIONS

Contractor transfers and conveys to APCD or ARB under the ARB regulatory authority, for the term of this Agreement, all rights and claim to ownership of all emission reductions, including but not limited to ROG, NOx, PM, SOx, and GHGs, achieved through the project funded by this Agreement. Contractor hereby fully and completely relinquishes such rights for the term of this Agreement as specified in Exhibit A.

Throughout the term of this Agreement, Contractor shall not use or attempt to use any emission reductions, including but not limited to ROG, NOx, SOx, and GHGs, that are achieved by

this project to generate emission reduction credits or compliance extensions. If required by emission regulations, Contractor shall **exclude** the grant-funded equipment when determining fleet compliance with emission regulations and **include** the grant-funded equipment when defining the size of Contactor's fleet for determining regulatory requirements.

29. SPECIAL CONDITIONS

A. Agreement Completion: The entire proposed project must be completed according to the schedule presented in Exhibit A, Statement of Grant Obligations. The APCD, at its discretion, may instead elect to modify the said schedule to achieve the contracted usage or implement other performance compliance options as allowed by the Program Guidelines unless such options are not possible within the constraints of other applicable rules or regulations.

B. Disposal of Replaced Equipment: Contractor will be removing from service the existing equipment as outlined in Exhibit A of this Agreement.

C. Termination: Contractor may terminate its obligation to perform the services described in Exhibit A of this Agreement and operate the grant-funded equipment for good cause, provided that, if requested by APCD, Contractor shall reimburse the APCD based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement. Notice of termination shall be provided in writing and shall be effective upon completion of the terms of this paragraph. Such notice shall terminate Contractor's obligation under Paragraphs 1 "Project" and 2 "Period of Performance / Timetable" of this Agreement.

D. Replacement, Sale, Relocation or Damage to Grant-funded Equipment:

1. Replacement: If for any reason, the grant-funded equipment is replaced with different equipment during the term of this Agreement, Contractor shall notify in writing and gain written approval from the APCD prior to such replacement.

Contractor shall replace the grant-funded equipment with equipment that is functionally equivalent and has equal or cleaner air emissions, as determined by the APCD. Once the replacement equipment is determined, the APCD will amend this Agreement to specify the replacement equipment. All the terms and conditions of this Agreement shall carry over to the replacement equipment. The APCD will determine if it is necessary for the amendment to also extend the term of this Agreement to account for the time that the grant-funded equipment was out of service. In the event that the APCD determines that such an amendment is necessary but is not possible within the constraints of the Program Guidelines or other applicable rules or regulations, this Agreement's performance requirements shall be addressed by Contractor repaying the APCD a portion of the grant amount based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement.

2. Transfer of Ownership: If ownership of the grant-funded equipment is to be transferred by Contractor (for example, by sale or gift) during the term of this Agreement, Contractor shall notify the APCD of this fact in writing at least 15 days prior to listing or otherwise preparing for the transfer of the grant-funded equipment and begin working with the APCD to promptly complete one of the following two available options:

a. Contractor shall make compliance with this Agreement a written condition of the transfer and a new Agreement between the APCD and the new owner must be executed as part of the transfer. Under this option, transfer of the grant-funded equipment can only occur within California. Copies of all forms pertaining to the transfer of the grant-funded equipment shall be provided to the APCD within 30 days of the transfer and the forms shall refer to the existence of this Agreement and the new Agreement in the space provided for Warranties / Appurtenances / Limitations / Exceptions.

b. If Contractor elects to transfer the grant-funded equipment before completion of the

obligations of this Agreement and the new owner does not enter into an Agreement with the APCD, or if the grant-funded equipment is transferred outside of California, Contractor shall repay the APCD based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement.

3. **Relocation:** If for any reason during the life of this Agreement Contractor wants to relocate and continue to use the grant-funded equipment inside of California, but outside of San Luis Obispo County, Contractor shall notify the APCD of the specifics of the relocation in writing 15 days prior to the relocation and begin working with the APCD to determine the possibility of modifying the Grant Agreement. If during the term of this Agreement Contractor is to relocate and continue to use the grant-funded equipment outside of California, Contractor shall notify the APCD of the specifics of the relocation in writing at least 15 days prior to the relocation and shall repay the APCD based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement.

4. **Damage:** If the grant-funded equipment is unable to operate due to damage during the term of this Agreement, Contractor shall notify the APCD of this fact in writing within 15 days and begin working with the APCD to promptly complete one of the two options listed below:

a. Contractor shall have the damaged grant-funded equipment repaired by an agent that is authorized by the manufacturer to complete the repairs. Use of an unauthorized agent for the repair constitutes a breach of this Agreement. Depending on the needed repair time, the APCD will determine if an amendment to this Agreement is necessary to extend the term of this Agreement to account for the time that the grant-funded equipment is out of service. In the event that such an amendment would be necessary but is not possible within the constraints of the Program Guidelines or other applicable rules or regulations, this Agreement's performance requirements shall be addressed by Contractor repaying the APCD a portion of the grant amount based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement.

b. If Contractor elects not to have the damaged grant-funded equipment repaired, then

Contractor shall repay the APCD based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement.

5. **Motor Vehicle Collision:** In the event that the grant-funded equipment is involved in a motor vehicle collision which is required by law to be reported to the Department of Motor Vehicles, Contractor shall notify the APCD of this fact in writing within 10 business days and provide to the APCD a copy of the DMV report and any Highway Patrol or police report prepared regarding the collision. In all other respects, Paragraphs 29.D.1. "Replacement" and 29.D.4. "Damage", above, shall apply.

E. **Equipment Financing:** Contractor may obtain financing via a conventional loan for the cost of the grant-funded equipment through a commercial lender or other third party (Financer). Contractor must be the owner of record of the grant-funded equipment and shall not rent or lease (including lease-to-buy) the grant-funded equipment from any third party. If the grant-funded equipment is used to secure loans for an amount in excess of an amount equal to the purchase price of the equipment less the amount funded by the APCD under this Agreement, or if the grant award payment is to be used in any way as a deposit, front money, earnest money, down payment, deferred down payment or similar on any loan, Contractor agrees, upon receipt of the award payment, to promptly make payment to Financer in the full amount of the grant award, to be applied against the loan on the grant-funded equipment, and submit to APCD a receipt from Financer as evidence of this payment. Upon securing said financing, Contractor agrees to provide a copy of the final, signed financing agreement to the APCD, including the name, address, and contact information for the Financer, the terms of the loan and the amount financed. Contractor authorizes the APCD to request, and authorizes Financer to release the following to the APCD:

1. **Contact Information:** All information possessed or within the control of Financer pertaining to the past, current or possible future address or location of Contractor, and any

information (including phone numbers and email addresses) that could lead to information concerning the past, current or possible future address or location of Contractor or its business.

2. **Loan Payment Status:** For the term of this Grant Agreement, financial information regarding Contractor's payment status with regard to the loan for the grant-funded equipment.

30. ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between Contractor and APCD with respect to the subject matter hereof and supersedes all previous negotiations, proposals, commitments, writings, advertisements, publications, and understandings of any nature whatsoever unless expressly included in this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the day and year first hereinabove written.

CONTRACTOR
Shandon Joint Unified School District

Teresa Taylor, Superintendent

Tax I. D. Number: 48-1295680

APCD
SAN LUIS OBISPO COUNTY
AIR POLLUTION CONTROL DISTRICT

Gary E. Willey, Air Pollution Control Officer

Approved as to legal form:

Raymond A. Biering, APCD Counsel

EXHIBIT A

STATEMENT OF GRANT OBLIGATIONS

General

The APCD promotes voluntary diesel engine emission reduction programs under cooperative agreements with eligible applicants to reduce public exposure to ozone precursors and toxic diesel particulate matter. The objective of this Grant Agreement is to reduce the emissions of smog forming and diesel particulate matter air pollution from a public school bus owned by Contractor which is operated in San Luis Obispo County.

Project Description

This project involves replacement of bus #5, a 1990 84-passenger Thomas Saf-T-Liner, with a new 84-passenger Thomas Saf-T-Liner. The following **baseline (old)** equipment, currently owned by Contractor, will be permanently removed from service as a result of this project:

OLD VEHICLE/EQUIPMENT: 1990 Model Year, Thomas Saf-T-Liner; VIN: 1T7M4V877L1461668.
OLD ENGINE: 1989 Model Year, 240 Horsepower Cummins, Model 6CTA240; Serial Number: 44430343; NOx Emission Factor: 14.31 g/mi; ROG Emission Factor: 0.59 g/mi; PM Emission Factor: 0.113 g/mi.

The following **replacement** equipment or equipment with equivalent or cleaner emissions (grant-funded equipment) will be purchased by Contractor and placed into service as a result of this project. The specifications, emission certifications and average annual usage, if required (see Paragraph 4 "Performance" of this Agreement) over the term of this Agreement for the grant-funded equipment shall be as follows:

REPLACEMENT VEHICLE/EQUIPMENT: 2018 Model Year, Thomas HDX 141YS; VIN: to be determined.
REPLACEMENT ENGINE: 2017 Model Year, 300 Horsepower Cummins, Model ISL9 300; Serial Number: to be determined; NOx Emission Factor: 0.74 g/mi; ROG Emission Factor: 0.09 g/mi; PM Emission Factor: 0.017 g/mi; Engine Family Number: HCEXH0540LAX or equivalent or cleaner.

Project Expenses

Contractor is responsible to pay for all project expenses, including payment in full for the grant-funded equipment, and all future repair, maintenance and operation costs for the grant-funded equipment. The grant award will be paid to Contractor per the terms of this Agreement, as a reimbursement after the grant-funded equipment is purchased. Contractor is relying solely on Contractor's own investigation and decision for the selection of the grant-funded equipment and parts, and their installation.

Matching Funds

The funding award for this project will not exceed one hundred sixty-five thousand dollars ($165,000), which is the maximum award amount allowed by the Program Guidelines for a school bus replacement project. Costs incurred in excess of $165,000, or the actual award amount, if less, will be borne by Contractor and shall constitute their matching and/or in-kind contribution for the project.

Eligible Expenses

The eligible expenses include:

- The purchase price of the grant-funded equipment
- The purchase price and installation cost of the VDECS (if installed)
- Sales tax
- Reasonable delivery charges
- Minimum attachments normally sold with the original equipment or vehicle, as determined by the APCD

The eligible expenses **do not** include:

- Extra-cost options.

Incentive funding shall only be used to pay for items essential to the operation of the grant-funded equipment.

Reimbursable Expenses

The reimbursable expenses are a portion of the Eligible Expenses which are defined by the program funding constraints.

STATEMENT OF WORK AND PROJECT TIMELINE

Project Completion: Tasks 1 to 4 below should be completed as rapidly as possible but must be completed before 07/31/2018. Should these tasks not be completed by this date, the APCD, at their option, may immediately terminate this Agreement, in which case Contractor shall forfeit the funding award and the APCD shall apply the funds to another project.

Task 1: Agreement and Insurance Documentation: Contractor shall submit insurance documents (see Paragraph 13 "Insurance" of this Agreement) and signed Agreement to the APCD. Contractor shall not commence the project or purchase or put money down on the grant-funded equipment until they have received their copy of the executed Agreement from the APCD.

Task 2: Purchase, Delivery and Post-Inspection of Grant-Funded Equipment: After Contractor receives their copy of the fully executed Grant Agreement, Contractor shall order, purchase and arrange for the delivery and/or installation of the grant-funded equipment described above.

A) **For repower projects or retrofit projects:**

1) Contractor must ensure that the installation of the engine, retrofit, or other grant-funded equipment is performed in a manner consistent with the manufacturer's specifications and such that it does not void the warranty(ies) provided by the manufacturer of the engine, retrofit, or other grant-funded equipment, nor any remaining warranty(ies) provided by the manufacturer of the base equipment or vehicle into which the engine, retrofit, or other grant-funded equipment is installed.
2) Contractor shall contact the APCD within 7 days after the installation is complete to schedule the post-installation inspection.

B) **For Off-Road Equipment Replacement or On-Road Vehicle Replacement projects:** When the grant-funded equipment is ready and available for delivery, the following will occur:
   1) APCD will send the Grant Award Payment Checklist to Contractor. Contractor shall indicate on the Checklist form when and to which APCD-approved salvage yard the old equipment will be delivered, then sign and return the Checklist form to APCD within two working days. Contractor shall not take delivery of the new equipment unless APCD has received the completed Checklist form.
   2) The Replacement Transaction will be scheduled at a time and place convenient to Contractor, the APCD and the Dealership. At the Replacement Transaction, the following will occur:
      a) Contractor shall make the old equipment available for the pre-salvage verification by the APCD. The old equipment must be in substantially the same condition at the pre-salvage verification as it was at the APCD pre-inspection. Contractor shall not dismantle, disassemble or strip the old equipment in any way;
      b) APCD shall perform a post-inspection of the grant-funded equipment;
      c) Contractor shall make full payment to the Dealership for the grant funded equipment, or arrange for such payment in terms satisfactory to the Dealership; and
      d) Upon verification of program eligibility by the APCD and approval by the Dealership, Contractor may take delivery of the grant-funded equipment.

Task 3: Disposal of Old Engine(s) and Equipment: The requirement of this task is to ensure that the old engines(s) and/or equipment is (are) never put back into service. Within fourteen (14) calendar days of receipt of the grant-funded equipment, or the APCD post-inspection verifying that the grant-funded equipment is operational, whichever is later, Contractor shall deliver, or cause to be delivered, the old engine and vehicle/equipment (if any) identified above to the APCD-approved salvage yard specified by Contractor on the APCD Grant Award Payment Checklist. The old equipment shall be delivered in the same condition as it was at the pre-inspection or pre-salvage verification. Contractor shall not dismantle, disassemble or alter the old equipment in any way, nor shall Contractor sell the equipment in part or in whole, except to dispose of it to the APCD-approved salvage yard. Contractor shall obtain the following documentation from the dismantler, forward a copy to the APCD and retain a copy for (at least) the term of this Agreement plus three (3) years:

- A copy of the Department of Motor Vehicles Dismantlers Notice of Acquisition / Report of Vehicle to be Dismantled (Reg. 42) for the vehicle with a DMV line date stamp indicating receipt;
- A letter signed and dated by a representative of the entity that dismantled the vehicle, stating that the vehicle and engine were dismantled in accordance with the definition of "dismantle" set forth in the LESB Program Guidelines in Appendix A: Glossary of Administrative Terminology, and including the following information for each dismantled vehicle:
    - Vehicle Identification Number
    - Method used to dismantle the non-engine portion of the vehicle
    - Date the non-engine portion of the vehicle was dismantled
    - Engine serial number
    - Method used to dismantle the engine
    - Date the engine was dismantled.

  Exhibit C to this Agreement contains a form letter that can be used by the dismantler for this purpose.

Task 4: Invoicing Requirements: Within thirty (30) days of taking delivery of the grant-funded equipment, Contractor shall provide the APCD with the following documentation to facilitate processing the grant award payment:

- An invoice from Contractor to the APCD requesting payment in an amount not to exceed the amount of the grant award.
- A copy of the sales invoice or bill of sale from the dealership for the grant-funded equipment showing the VIN number. If Contractor's purchase of the grant-funded equipment was not financed, the sales invoice must be marked "paid in full" or similar and signed by the dealership, or Contractor must provide a copy of a cancelled check showing payment of the invoice.
- Insurance certificates, as outlined in this Grant Agreement, showing the APCD as additionally insured, a loss payee and a certificate holder, where applicable.
- A copy of completed DMV Report of Sale (DMV form Reg. 397) from the Dealership or other documentation for each new bus (vehicle title, registration or DMV printout), confirming that the new vehicle has been registered with the DMV.
- A copy of the completed CHP Inspection Approval Certificate (CHP form 292) **and** the Inspection Report Form 343 or 343A for each new vehicle.
- A completed APCD "School Bus Replacement Grant Award Payment Checklist" form (if not provided earlier), identifying the new vehicle delivery date, the salvage yard to be used for this project, bus fueling facilities and match funding source, if applicable.
- In the case of Equipment Replacement or Vehicle Replacement projects where the Contractor's purchase of the grant-funded equipment was financed, Contractor will provide a copy of the signed financing contract. If the finance company cannot provide a copy of the financing contract at the time of delivery, Contractor shall provide documentation from the finance company that Contractor has been approved for the loan, and then provide said copy of contract within five business days after the grant award payment.

Task 5: Destruction of Old Equipment: Per their written agreement with the APCD, the salvage yard shall process and destroy the old equipment within thirty (30) days of receipt. Within sixty (60) days of the post-inspection of the new equipment, the APCD shall conduct a salvage inspection of the old equipment at the salvage yard.

Task 6: Grant Award Payment: Within thirty (30) days of receipt of the documentation outlined in Task 4 and satisfactory completion of the salvage inspection by the APCD, the APCD shall process payment of the grant award. Payment shall be made to Contractor, who shall be responsible for any outstanding debt owed on the grant-funded equipment.

Task 7: Usage and Maintenance Logs: A usage and maintenance log for the grant-funded equipment shall be maintained by Contractor and made available to APCD staff upon request.

Task 8: Annual Usage Reports: Annually, through the term of this Agreement or any amendments to it, and starting one year from the beginning of the Project Implementation (defined below), Contractor shall provide the APCD with Annual Usage Reports as outlined in Exhibit B of this Agreement using the report form in that Exhibit, or equivalent. To ensure accurate usage reporting, Contractor is required to maintain equipment (hour meters, odometers) necessary to determine usage. Contractor must document usage during a failure of such equipment and provide the APCD with that documentation with the Annual Usage Report.

Task 9: Annual Insurance Certificates: Annually through the term of this Agreement or its amendments, after the grant-funded equipment is in operation, Contractor shall send the APCD updated insurance certificates that list the APCD as additionally insured with respect to the policies listed in Paragraph 13 "Insurance" of this Agreement.

Term of Agreement

For the purposes of this Agreement, the term of this Agreement is comprised of two time frames: "Project Completion" and "Project Implementation."

A. **Project Completion** is defined herein to be the period of time starting with the date of execution of this Agreement and ending on the date when the Contractor makes the final invoice payment on the grant-funded equipment.
B. **Project Implementation** is defined herein to be the period of time starting on the date when the Contractor makes the final invoice payment on the grant-funded equipment, and ending five (5) years from that date.

EXHIBIT B

ANNUAL GRANT STATUS REPORT

Annual Monitoring Report: Annually, for the Project Implementation term (defined in Exhibit A) of this Agreement, and for each piece of equipment funded under this Agreement, Contractor shall complete and submit the "Annual Engine/Equipment Usage Report" form (Exhibit B1), or equivalent to the APCD on the anniversary date of the beginning of the Project Implementation. The first report is due one year from the beginning of the Project Implementation, and it is Contractor's responsibility to provide the completed form to the APCD annually for five (5) years.

The purpose of this report is to provide the APCD with feedback as to Contractor's experience with the grant-funded equipment and to provide a record of the actual annual usage.

Repercussions for Non-compliance: Failure by Contractor to provide the "Annual Engine / Equipment Usage Report", or equivalent, within 14 days from the anniversary date(s) of the beginning of the Project Implementation shall constitute a breach of this Agreement, and may result in any or all of the following actions:

- **Compliance Audit:** APCD or their designee(s) may, at their discretion and at Contractor's expense, conduct a compliance audit of the grant-funded equipment. Contractor agrees to pay the then-current APCD billing rates for the inspector's time and mileage for any compliance audits so conducted.
- **Agreement Termination:** APCD or their designee(s) may suspend or terminate this Agreement (per Paragraph 9 "Termination" of this Agreement) and demand that Contractor immediately repay the grant funds based on the repayment equation specified in Paragraph 4 "Performance" of this Agreement.
- **No Payments to Non-Compliant Contractors:** APCD shall not make grant award payments for this or any other grant project to a Contractor who is in breach of a Grant Agreement. Repeated Grant Agreement breaches may jeopardize Contractor's eligibility for future grant funding.
- **In addition** to the above options, APCD or their designee(s) may impose any other remedies available at law, in equity, or otherwise specified in this Agreement.

SLO COUNTY apcd | Air Pollution Control District
San Luis Obispo County

Exhibit B-1a: Annual Engine Usage Report (__ of 5)
(Agreement#: AB923-Bus-16-01)

INSTRUCTIONS: Complete this Annual Engine Usage Report every year for 5 year(s) after the APCD completes this project's post inspection. The report shall be sent to the APCD within 2 weeks of the post inspection anniversary date. **Failure to provide complete information in a timely manner may lead to an immediate engine inspection and audit.**

SECTION 1. GRANTEE INFORMATION

Karen Sawdey

101 S First Street
P.O. Box 79
Shandon, CA 93461
805-239-2326

SECTION 2. NEW ENGINE INFORMATION: Please verify the information below and provide any missing information:

1. Location of Engine:
   2018 Thomas Saf-T-Liner On-Road Vehicle,
   VIN: _____
2. Model Year, Make and Model of Engine:
   2017 Cummins – ISL9 300
3. Engine Serial #: _____
4. Power Rating: 300 HP

SECTION 3. ANNUAL USAGE INFORMATION: Please provide the following engine usage information annually based on the anniversary date of the post inspection/installation date:

1. Complete the following usage table:

	DATE	ODOMETER READING	
REPORT PERIOD BEGIN			
REPORT PERIOD END			
TOTAL ENGINE USAGE WITHIN THIS PERIOD			MILES

2. Percentage of operation within California over the reporting period: _____

3. Has the grant-funded engine or equipment functioned effectively over this period? ☐ Yes ☐ No

   If No, please attach description of issue(s) & steps taken to resolve issue(s).

Signature _____ **Date** _____

Mail to: APCD, 3433 Roberto Court
San Luis Obispo, CA 93401
Fax to: (805) 781-1002
Questions: (805) 781-5912

APCD USE ONLY
_____ Reviewer Initials
_____ Review Date
☐ Usage within 30%
☐ APCD Database Updated

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the ASES Universal Grant Application

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

____ Reports ____ Consent __X__ Action ____ First Reading ____ Information ____Resolution

SUMMARY:

Shannon Kepins will be applying for the ASES Universal Grant. Provided for your approval is the current application. The total requested is $117,936 and the application due date is February 28, 2018. If the grant is awarded, the District will be able to continue to provide after-school care for our students. The current grant through 21st Century grant will expire after this school year.

RECOMMENDED ACTION:
Approval

Universal Grant Application Checklist

The ASES Universal Applications must be received at the CDE by **5:00 p.m. on February 28, 2018. Postmarks will not be accepted.**

Mail or deliver to:

Expanded Learning Division
ASES Universal Grant Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

COPIES: Provide the CDE with one ASES Universal Grant Application with **original** Authorized Signatures. Once funded, applicants will be required to send **one copy** of the Universal Grant Application to your respective Regional Lead (the contact list of Regional Leads is posted on the CDE ASES Program Web page at https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp).

Please submit these forms and documents in the following order:

- [x] Cover Page (An original Authorized Signature or signature of the Designee and original signatures of ALL Co-applicants on the Cover Page are required. Each signature on the Cover Page represents a certification that all of the forms listed below have been reviewed, acknowledged, and submitted, and that all grant compliance will be equally shared by the signing entities)
- [x] Signature and Approvals (all original signatures are required at the time of application submission; multiple copies of the form may be submitted as long as the signatures are original)
- [x] Grant Requests Page
- [x] Disqualifications and California *Education Code* Certified Assurances
- [ ] Authorized Designee Form (this form must be signed by the Designee [if applicable] and include a copy of a recent governing board resolution or minutes specifically authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents) NA
- [ ] Off-site Program Information (if planning to operate a program at a site other than that of the regular school day activity) NA
- [x] Program Narrative (with two required program elements)
- [ ] Estimated FRPM Worksheet (if applicable) NA
- [ ] EXLD FRPM Approval E-mail (if applicable) NA
- [x] This Checklist

After School Education and Safety Program - Universal
Grant Application

Application ID: 18-08-40-18-ASES-28

Cover Page

Mail or hand deliver signed original to:

Expanded Learning Division
ASES Grant Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

Email questions to:
expandedlearning@cde.ca.gov

Agency Name	Shandon Joint Unified
County-District Code/Federal Employer Identification Number	40688330000000
County Name	San Luis Obispo
Agency Type	LEA
Superintendent Name	Teresa Taylor
Superintendent Professional Title	Superintendent
Superintendent Address	101 South First Street
Superintendent City, State, Zip Code	Shandon, CA, 93461-0079
Superintendent Telephone Number	(805) 238-0286
Superintendent E-mail Address	ttaylor@shandonschools.org
Co-Applicant Name	
Co-Applicant Professional Title	
Co-Applicant FEIN	
Co-Applicant Agency	
Co-Applicant Address	
Co-Applicant City, State, Zip Code	
Co-Applicant Telephone Number	
Co-Applicant E-mail Address	
Total Core Amount Requested	$117,936.00

I hereby certify that I have read, acknowledge, and agree to the terms as stated on the Certified Assurances, as well as on all forms contained herein not requiring individual signature. I also certify (if applicable) that I will share equal decision-making and grant compliance with the signing co-applicant(s), including all assurances and fiscal reporting requirements.

Superintendent Signature	Superintendent Signature: Teresa Taylor Date: 2-5-18
Co-Applicant Signature	Co-Applicant Signature: Date:

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

Signatures and Approvals

School Principal or Executive Director Approval

The school principal or executive director of a direct-funded charter school of each school to be served by the proposed program must approve this program application.

County-District-School Code	School Name	Name of School Principal or Executive Director	Signature of School Principal or Executive Director
40688336043343	Shandon Elementary	Mrs. Shannon Kepins, Principal	Shannon Kepins

School District Approval

The local educational agency (LEA) superintendent must be in agreement with the intent of this application. The LEA superintendent assures that all schools in this application meet eligibility requirements for funding pursuant to the terms and conditions described in the request for application.

If the LEA superintendent is already a signatory on this application, then signature below is not required.

Direct funded charter schools applying for grant funding are not required to obtain the superintendent's signature for approval.

County-District-School Code	School District Name	Name of Superintendent	Signature of Superintendent
40688330000000	Shandon Joint Unified	Teresa Taylor, Superintendent	Teresa Taylor

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

Award Calculator

County-District-School Code	School Name	School Type (E/M)	Program Type	Days of Operation	Students Served	Amount Requested
40688336043343	Shandon Elementary	M	After School Base	180	80	$117,936.00
					Total	**$117,936.00**

Reimbursement Rate: $8.19 for After School Base

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

California *Education Code* Certified Assurances

39	The program may provide three days of staff development during regular program hours using funds from the total grant award (EC Section 8483.7[a][1][C]).
40	The program will provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant from the school district, governmental agencies, community organizations, or the private sector. Facilities or space usage may fulfill not more than 25 percent of the required local contribution (EC Section 8483.7[a][7]).
41	The program acknowledges that State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (EC Section 8483.7[b]).
42	The program may provide three days of staff development during regular program hours using funds from the total grant award (*EC* Section 8483.7[a][1][C]).
43	The program will provide an amount of cash or in-kind local funds equal to not less than one-third of the total grant from the school district, governmental agencies, community organizations, or the private sector. Facilities or space usage may fulfill not more than 25 percent of the required local contribution (*EC* Section 8483.7[a][7]).
44	The program acknowledges that State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (*EC* Section 8483.7[b]).
45	A program may expend on indirect costs no more than the lesser the school district's indirect cost rate, as approved by the CDE for the appropriate fiscal year or five percent of the state program funding received (*EC* Section 8483.9[a]).
46	The program will not expend no more than 15 percent of that funding on administrative costs, which include indirect costs (*EC* Section 8483.9[b]).
47	A program will ensure that no less than 85 percent of that funding is allocated to school sites for direct services to pupils. The cost of a program site supervisor may be included as direct services, provided that at least 85 percent of the site supervisor's time is spent at the program site (*EC* Section 8483.9[c]).
48	The program shall submit evidence of a data-driven program quality improvement process that is based on CDE's guidance on program quality standards (*EC* Section 8484[a][2]).
49	Programs may be conducted upon the grounds of a community park, recreational facility, or other site as approved by the State Department of Education in the grant application process (*EC* Section 8484.6[a]).
50	An offsite program shall comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site (*EC* Section 8484.6[b]).
51	If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the CDE in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (*EC* Section 48985[a]).

California *Education Code* Certified Assurances

22	Elementary school and middle school or junior high pupils should participate in the full day of the program every day during which pupils participate (*EC* Section 8483[a][2]).
23	For middle school or junior high school, programs may implement a flexible attendance schedule for those pupils (*EC* Section 8483[a][3]).
24	First priority for enrollment of pupils in an after school program shall be given to homeless youth and pupils identified by the program as being in foster care (*EC* Section 8483[c][1][a]) and second priority shall be given to middle school and junior high pupils who attend program daily (*EC* Section 8483(c][1][b]).
25	The program will provide a safe physical and emotional environment, opportunities for relationship building, and promote active pupil engagement (*EC* Section 8483.3[c][3]).
26	The program will provide staff training and development (*EC* Section 8483.3[c][4]).
27	The program will integrate with the regular school day and other expanded learning opportunities (*EC* Section 8483.3[c][5]).
28	The program will engage in community collaboration, including, but not limited to, demonstrated support of the school site principal and staff (*EC* Section 8483.3[c][6]).
29	The program will provide opportunities for physical activity (*EC* Section 8483.3[c][7]).
30	The program will assume fiscal accountability (*EC* Section 8483.3[c][9]).
31	The program will meet all of the evaluation requirements (*EC* Section 8483.3[c][11]) and any such data required by the CDE.
32	The program will engage in the collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes (*EC* Section 8483.3[c][12]).
33	The program will ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1 (*EC* Section 8483.4).
34	The program will establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district (*EC* Section 8483.4).
35	Selection of the program site supervisors shall be subject to the approval of the school site principal (*EC* Section 8483.4).
36	All program staff and volunteers will be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district (*EC* Section 8483.4).
37	The program will provide staff training and development (*EC* Section 8483.3[c][11]).
38	All funds expended will supplement, but not supplant, existing funding for after school programs. State categorical funds for remedial education activities shall not be used to make the required contribution of local funds for those after school programs (*EC* sections 8483.5[e] and 8483.7[b]).

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

California *Education Code* Certified Assurances

These Certified Assurances, per California *Education Code* (*EC*), are required as part of the After School Education and Safety (ASES) Universal application.

Note: All grantees are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances on the California Department of Education (CDE) Funding Forms Web page at https://www.cde.ca.gov/fg/fo/fm/ff.asp. Grantees should not submit General Assurances to the CDE.

	CERTIFIED ASSURANCES
1	On behalf of the applicant agency, the Authorized Executive is to sign at the bottom of each page acknowledging understanding of and in agreement with **each** Certified Assurance.
2	The program will include an educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science (*EC* section 8482.3[c][1][A], 8482.3[f][6], and 8483.3[c][1]).
3	The program will have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (*EC* sections 8482.3[c][1][B], 8482.3[f][6], and 8483.3[c][2]). Such activities might involve Science, Technology, Engineering, and Mathematics, The arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
4	The program will agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with *EC* Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2. The program will agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (*EC* sections 8482.3[d][1], 8482.3[d][2], and 8483.3[c][8]).
5	Each partner in the application agrees to share responsibility for the quality of the program (*EC* Section 8482.3[f][3]).
6	The program agrees to follow all fiscal reporting and auditing standards required by the CDE (*EC* Section 8482.3[f][5]).
7	Program agrees to provide information to the department for the purpose of program evaluation and will certify that program evaluations will be based upon any requirements recommended by the Advisory Committee on Before and After School Programs and adopted by the state board, including the annual outcome-based data for evaluation (*EC* sections 8482.3[f][7], 8482.3[f][8], 8483.3[c][11], and 8484[a]).
8	The program will provide school day attendance rates on participating pupils to the CDE on an annual basis (*EC* sections 8482.3[f][10][A] and 8484[a][1][A]).
9	As required by the CDE, programs will submit program attendance on a semiannual basis (*EC* sections 8482.3[f][10][B] and 8484[a][1][B]).

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

California *Education Code* Certified Assurances

10	The program will review their after school program plans every three years. The review is to include, but not limited to program goals (a program may specify any new program goals that will apply to the following three years during the grant renewal process), program content, outcome measures that the program will use for the next three years, and any other information requested by the CDE. If the program goals or outcome measures change as a result of this review, the program shall notify the CDE. The grantee shall maintain documentation of the after school program plan for a minimum of five years (*EC* sections 8482.3[g][1][A] and 8482.3[g][1][F]).
11	The program acknowledges that the CDE shall monitor this review as part of its onsite monitoring process (*EC* Section 8482.3[g][2]).
12	Every program established pursuant to this article shall be planned through a collaborative process that includes parents, youth, and representatives of participating public schools, governmental agencies, such as city and county parks and recreation departments, local law enforcement, community organizations, and the private sector (*EC* Section 8482.5[b]).
13	Every pupil attending a school operating a program is eligible to participate in the program, subject to program capacity (*EC* Section 8482.6).
14	A program is not required to charge family fees or conduct individual eligibility determination based on need or income (*EC* Section 8482.6).
15	Offsite programs shall align the educational and literacy component of the program with participating pupils' regular school programs (*EC* sections 8482.8[a][2] and 8484.6[a]).
16	Offsite programs will ensure communication among teachers in the regular school program, after school staff and parents of students. Offsite programs will ensure communication among teachers in the regular school program, staff in the before school and after school components of the program, and parents of pupils (*EC* Section 8482.8[a][2]).
17	A program that requests approval shall describe the manner in which the applicant intends to provide safe, supervised transportation between school sites; ensure communication among teachers in the regular school program, staff in the before school and after school components of the program, and parents of pupils; and coordinate the educational and literacy component of the before and after school components of the program with the regular school programs of participating pupils. (*EC* Section 8482.8[a][2]). No program located off school grounds shall be approved unless safe transportation is provided to the pupils enrolled in the program (*EC* Section 8484.6[a]).
18	The program will commence immediately upon the conclusion of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.) (*EC* Section 8483[a][1]).
19	The program will operate for a minimum of 15 hours per week (*EC* Section 8483[a][1]).
20	The program will operate until at least 6:00 p.m., on every regular school day (*EC* Section 8483[a][1]).
21	The program will establish a policy regarding reasonable early daily release of pupils from the program (*EC* Section 8483[a][1]).

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

Disqualifications

The following conditions must be met for an application to be considered for ASES funding. If an applicant does not comply with these items, the application will be disqualified.

- An individual school without a valid or pending CDS code or charter school number will be disqualified.
- An individual school without valid FRPM data will be disqualified. If an applicant submits valid FRPM data using the Estimated FRPM Worksheet without also submitting documentation of advanced approval of use of the Worksheet from the EXLD, the school will be disqualified.
- An application without an original Authorized Signature on the Cover Page will be disqualified. Signatures submitted after the application deadline will not be accepted. If an application is submitted by more than one Applicant, all Co-applicants must sign the application. If a Co-applicant fails to sign the form, the Co-applicant will be dropped from the application. However, at least one Authorized Agent/Superintendent must always sign the Cover Page of the application.
- An application without a Program Narrative will be disqualified. The Applicant must submit, as an attachment, a Program Narrative that describes the two ASES program elements.
- If the applicant's school is not in Good Standing at the time the application is submitted to the CDE on February 28, 2018 the school will be disqualified (EC Section 8484.8[b][3]).
- Applications submitted after the application due date will be disqualified. Applications may be mailed or hand-delivered; all applications must be received by 5:00 p.m. on February 28, 2018. Postmarks will not be accepted.

After School Education and Safety Program - Universal Grant Application

Application ID: 18-08-40-18-ASES-28

Authorized Designee

An **Authorized Signature** refers to a person who is eligible to authorize and sign on behalf of an agency or organization in recognition that a grant application has been submitted. In the absence of the Authorized Signature, a Designee is able to sign the 21st Century Community Learning Centers grant application. Signatures from Designees will only be accepted with a copy of a recent governing board resolution or minutes authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents.

Signature authority is the permission to execute transactions up to limits established by relevant applicant agency's policies and permission to approve transactions for execution. This approval attests to the appropriateness of the transaction within the applicant's program objectives and budgetary authorizations. Individuals who receive delegated authority shall have active involvement with the activity being conducted; and have sufficient knowledge of the applicant agency's policies, rules, laws, regulations, and procedures to ensure compliance.

Will an Authorized Designee sign this application? If yes, a copy of a recent governing board resolution or minutes specifically authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents must be included with the application materials.	No

Agency Name	
Designee Name	NA
Designee Title	
Designee Signature	
Signature Date	

After School Education and Safety Program - Universal
Grant Application

Application ID: 18-08-40-18-ASES-28

Offsite Program Information

Grant recipients proposing to operate an after school program at a site other than that of the regular school day activity must complete this form. Please identify each off-campus program site below and indicate from which schools the pupils will be drawn.

The program site is the physical location where the after school program activities and services will be provided. One program site may serve students from more than one school. The program site must be a safe and easily accessible facility.

Offsite Program Name: NA		
Offsite Program Site Address:		
City:	CA	Zip Code:
Telephone Number:	E-mail:	
Program Site Contact Person:		

County-District-School Code	School Name	Number of pupils attending this offsite program

Offsite Program Name:		
Offsite Program Site Address:		
City:	CA	Zip Code:
Telephone Number:	E-mail:	
Program Site Contact Person:		

County-District-School Code	School Name	Number of pupils attending this offsite program

SHANDON JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 79, 101 South First Street, Shandon, CA 93461

Board of Trustees: Holly Furness-Osorio, Jennifer Moe, Van Parlet, Marlene Thomason, Kate Twisselman

Teresa Taylor, Superintendent/Principal TELEPHONE: (805) 238-0286 FAX: (805) 238-0777

AESES APPLICATION NARRATIVE

Shandon Joint Unified School District, (SJUSD) is submitting this application for an elementary and middle school after school program at Shandon Elementary School. In collaboration with the San Luis Obispo County YMCA, Shandon Elementary has been providing an after school program funded by a 21st Century Learning Center Program; however, this grant will expire in June 2018.

Shandon Joint Unified School District encompasses roughly 600 square miles and has a total enrollment of 321 students in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 87, Shandon Elementary School for grades TK-8 with a current enrollment of 224, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 10.

The student population of the district is primarily Hispanic making up 73% of the student body. 18.94% of the students are Caucasian, .88% are African American, .88% are Pacific Islander, and 2.64% are multiple ethnicities or declined to state. In addition, 77% of our families are considered socioeconomically disadvantaged and qualify for the free and reduced lunch program. 49% of our students are learning English as their second language, and 23% receive special education services. Our homeless student population is 22% and 4% are unaccompanied minors.

Parkfield Elementary School is located in a rural and isolated section of Monterey County. The community of Parkfield is socioeconomically diverse and consists of approximately 200 people. The town is a predominantly agricultural area and continues to support cattle ranches and farms. The school is an essential part of the community and has been identified as a "Necessary Small School".

Shandon High School and Shandon Elementary are both located in the town of Shandon, a small, rural, agricultural community. Shandon resides in an unincorporated area of San Luis Obispo County with a population of approximately 2,000. Farmers, ranchers, vineyard keepers, and farm laborers characterize the labor force for the jobs available in the surrounding agricultural lands. The town's service establishments are limited to two family owned convenience stores; therefore, residents must travel 20 miles to the nearest town to shop for food, clothing and fuel. There are no movie theaters or recreational sports programs. Two small churches have Sunday services and 4-H sporadically has agriculture clubs. The small County Library is opened only 2 days a week for a total of 9 hours. There is no licensed child care center and only 2 home based providers. The schools serve as valuable resources for the community by providing access and information about state agencies, assistance programs, and counseling services.

A large percentage of our students' parents are illiterate and struggle to support their students academically. 26% of Shandon parents did not graduate from high school and only 10% have a college degree. Therefore, many families are not equipped to assist their children in meeting the demands of California's academic standards and school expectations.

The effects of limited exposure to literature and early childhood education experiences can be seen throughout the district. 67% of k-2 students are reading below grade level and 42% are below grade level in math. CAASPP scores indicate that 61% of students in grades 3-8 are performing below standard in ELA and 70% are below standard in Mathematics.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 79, 101 South First Street, Shandon, CA 93461

Board of Trustees: Holly Furness-Osorio, Jennifer Moe, Van Parlet, Marlene Thomason, Kate Twisselman

Teresa Taylor, Superintendent/Principal TELEPHONE: (805) 238-0286 FAX: (805) 238-0777

Academic Assistance

SJUSD is committed to closing the achievement gap through focused academic programming responsive to the personal needs of the student. ASES funds will help the district in achieving student academic success by providing homework and tutoring support for a minimum of one hour a day, five days a week. Homework support will be designed to build student competencies in core academic standards. Two certified classroom teachers would serve as the homework club leaders and curriculum consultants. In small groups, they will mentor and share different ways to build skills in the core subjects. As curriculum consultants, they will align academics and enrichment with classroom instruction. Classroom teachers will advise homework leaders if a child needs individualized attention. Additionally, classroom teachers, on a volunteer basis may use homework time to provide targeted interventions to academically at-risk students.

The Accelerated Reader program is an excellent example of the seamless school to after school program (ASP) alignment. At the beginning of each year the school determines students' independent reading level through the Renaissance Accelerator Learning program. Teachers and students then set individualized reading practice goals which are shared with the ASP staff. During the ASP students select appropriate books within their reading level and engage in focused reading for at least 20 minutes. Students are then asked questions in regards to comprehension and are mentored by ASP staff before taking the required Accelerated Reader test. Another form of continued curriculum is the online instrument ALEKS. Assessment and Learning in Knowledge Spaces is an online learning tool that offers differentiated assignments based on a student's assessed knowledge of mathematic standards and skills. The ALEKS program monitors student progress on assigned math topics and reassess to assure concept retention and mastery. Students are encouraged to utilize ALEKS outside of school hours to stay on target for reaching goals or learning milestones.

The ASP can also assist students by providing extension activities that build critical thinking and collaborative skills. These can be available as an extension to regularly assigned homework and would include grade level reading, writing and math materials along with performance task based inquiry projects. In addition, student would have access to brain teasers that test the students' knowledge of the world around them, with riddles, crossword puzzles, word searches, or team building activities that require deductive reasoning.

The ASP will support English learner students through collaboration and articulation of needs with general education teachers and bilingual ASP staff. Books on learning fundamental English as well as, fiction and non-fiction Spanish books will be available in the ASP library. Older bilingual students will also be paired with younger counterparts to serve as peer tutors and primary language support. The ASP room will be build dual literacy by providing materials in English and Spanish and labeling items in the room in both languages.

Collaboration with the ASP and classroom instructors on interventions, student progress, behavioral changes, or new routines that can increase academic success is revisited weekly either through the ASP or the teacher parent relationship, thus aligning the classroom and ASP expectations of students and their academia.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 79, 101 South First Street, Shandon, CA 93461

Board of Trustees: Holly Furness-Osorio, Jennifer Moe, Van Parlet, Marlene Thomason, Kate Twisselman

Teresa Taylor, Superintendent/Principal TELEPHONE: (805) 238-0286 FAX: (805) 238-0777

Enrichment

Shandon Elementary and the ASP have been fortunate in obtaining unique enrichment opportunities. Enrichment activities are aligned with California content standards using standard aligned instructional materials. Through the ASES grant we hope to continue to provide these opportunities for our students.

The technology portion of the ASP is an integral mechanism for promoting positive youth development and developing pathways to post-secondary education and career readiness. Technological activities will be designed to further critical thinking, collaboration, communication and creativity, as well as, build important developmental assets. The ASP will utilize stop motion software and iPads to engage students in youth-directed digital arts projects such as movie making, graphic design, web design, publishing, 3D animation, special effects, photography, and internet research. These activities promote cross-curricular learning and development in leadership, public speaking, teamwork, and life skills. In addition, students will become more literate in ways that technology can be utilized to assist them with their daily responsibilities.

The ASP integrates the evidence-based "Spark" approach to youth engagement. Spark is what a child is passionate about; his/her own special interest and how it relates to them in their everyday life. Research has shown that children who have been supported in finding and developing their Spark have better academic outcomes, better social-emotional outcomes and engage in fewer risk-taking behaviors. Recognition of clues of a youth's special interest is inherent in staff's interaction with every student. Once identified the student is supported in pursuing Spark-related activities. Additionally, every month staff identify one youth to target for purposeful Spark identification. Weekly they review their interaction with the youth to aid in ferreting out his or her special passion. Thereafter as a team they can reinforce the value in his or her Spark. The ASP finds this approach valuable in igniting student engagement.

Promoting youth social-emotional learning (SEL) is also a shared commitment of the ASP and SJUSD. SEL is always at the forefront of after school programming whether engaged in academic or enrichment activities. Best practices that help students develop skills to address challenging behaviors, build relationships, and make safe choices have been utilized during the ASP. Students learn how their actions play a major role in their future and increase self-awareness thereby, holding themselves accountable for choices and actions. Students are also encouraged to take risks in a safe, encouraging environment, while building self-reliance through the values of caring, honesty, respect and responsibility.

Health, safety, physical fitness, and nutritional standards all play a major role in enrichment activities. Education about physical activity and health is addressed through H.E.P.A (Healthy Living Physical Activity). H.E.P.A incorporates the principals of positive competition, leadership development, collaboration amongst grade levels, conflict resolution, and self-esteem skill building. As part of H.E.P.A, students learn new outside games every week where they practice team building, problem solving and communication skills, as well as, getting in an hour a day of physical fitness. In addition, students learn about healthy food choices and cooking. Under staff supervision, students prepare and cook a snack based on a vegetable or fruit of study. Students are guided through food and kitchen safety and sanitation of their work area. Students are also educated in nutrition by comparing healthy and unhealthy food and drink choices, learning about beneficial fats, and what substitutions can be made to build a healthier meal.

H.E.P.A has been instrumental in offering nutrition education classes that ensure materials presented to children are evidenced based, do not support a particular industry or food sector agenda, and are delivered by qualified staff. The social support or enrichment piece of this curriculum creates a social environment, including positive relationships, that encourages children to enjoy healthy foods, and to feel comfortable and

SHANDON JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 79, 101 South First Street, Shandon, CA 93461

Board of Trustees: Holly Furness-Osorio, Jennifer Moe, Van Parlet, Marlene Thomason, Kate Twisselman

Teresa Taylor, Superintendent/Principal TELEPHONE: (805) 238-0286 FAX: (805) 238-0777

confident in a kitchen setting making a healthy snack for themselves, siblings or parents. Parents are encouraged to join the students every Friday and sample what the students have made. This opportunity offers the parents an inside look at how their child is flourishing within the after school program and includes a large part of community self-awareness.

Another component of the after school program is building community involvement and career awareness. Presentations from local and county organizations are utilized to provide information on a variety of educational and social programs. For example, during the emergency preparedness month three different speakers came out to demonstrate how to pack an emergency bag, what to do in case of a fire, and what needs to be done if we have an earthquake. Public speakers from the County Health Department present on a variety of different topics such as, bike and helmet safety, healthy eating, personal hygiene, and exercise routines. Our ASP also collaborates with local fire and police departments to give personal tours of the stations and the trucks/cars. Cal Poly multi-cultural performing arts has visited and performed their version of folkloric, tap, and hip hop dancing. Animal services continually educate our students on care and health of animals and in return 3 of our service learning projects have benefitted them directly. Our students take pride in themselves during these presentations and hold themselves to higher standards for our special speakers. Presentations directly affect student behavior in a positive reinforcing manner, where they get a first-hand look at different opportunities within the community and are asked to broaden their horizon's which lead to higher self-esteem and creates productive members of society.

Arts and crafts are also reinforced within the after school program. Arts and crafts are used as extension activities to reinforce themes of study. For example, Thank you cards are created for guest speakers, center pieces and thankful chains are created for Thanksgiving, and picture ornaments are made as gifts for parents. We understand that all cultures and religions have a safe place within our ASP and every precaution is taken to aid in the understanding and the acceptance of student's differences.

Music in Motion is another excellent way we incorporate education and physical activity within the ASP enrichment element. Students celebrate all different music from various countries around the world and are taught traditional dances to accompany the music. Students then develop questions about the country of study and work together to research information that is then presented to the class. These activities are essential to mastering public speaking, comprehension, and cognitive development.

Our ASP also incorporates outdoor education through a hands-on seed to plant program. One Cool Earth, a local organization, provides weekly instruction on growing organic foods, healthy living, and caring for the environment. In addition, students learn about the life cycle of plants, taking care of the soil, and water conservation.

The after school program supplements the school's adopted curriculum and emphasizes enrichment activities that benefit the whole student. It develops the SPARK in every child and helps them to take pride in themselves and their education. These students are making more and more positive choices every day and taking responsibility for their actions. Without the after school program the majority of our students who attend would be home unsupervised and left to their own devices. The after school program is a vital part of the Shandon community and is essential to providing a safe and healthy learning environment that empowers every child to grow to their full potential both socially and academically.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the 2017-18 Instructional Calendar

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports _____ Consent __X__ Action _____ First Reading ____ Information _____Resolution

SUMMARY:

Provided for your consideration are three drafts of the instructional calendar for the 2017-18 school year.

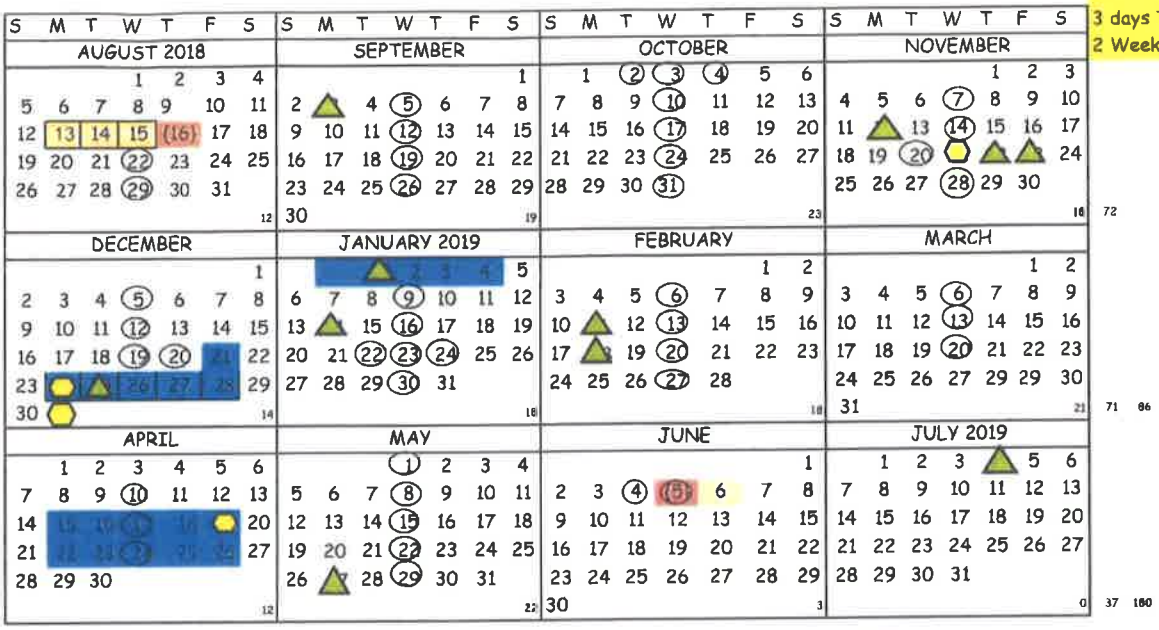
RECOMMENDED ACTION:

Shandon Joint Unified School District

2018/2019 INSTRUCTIONAL CALENDAR

DRAFT-1

3 days Thanksgiving
2 Weeks Spring Break



{ } = Start/End School 11 = Legal Holidays 21 = Local Recess 4 Staff Work Day
44 = Minimum Day 4 = Local Holiday

IMPORTANT DATES

AUGUST
- 13 All Teachers Report - Staff Development
- 16 First Day of School

SEPTEMBER
- 3 Labor Day

OCTOBER
- 2-4 Elementary (Only) Min Day - Elem Conferences
- 19 End of 1st Quarter for High School

NOVEMBER
- 12 Veterans Day Holiday
- 16 End of 1st Trimester for Elementary
- 22 Legal Holiday - In lieu of Admission Day
- 21-23 Thanksgiving Holiday & Local Holiday

DECEMBER
- 20 End of 1st Semester
- 19-20 Minimum Days
- 12/21-1/4 **Winter Break**
- 24 Local Holiday
- 25 Christmas Day Observed
- 31 Local Holiday

TOTAL STUDENT DAYS: 180
TOTAL TEACHER WORKDAYS: 184

Draft 1

JANUARY
- 1 New Year's Day Observed
- 7 School Resumes - Students Report
- 14 Martin Luther King, Jr. Day Observed
- 22-24 Elem (Only) Min. Day - Elem. Conferences

FEBRUARY
- 11 Lincoln's Day Observed
- 18 Washington's Day Observed

MARCH
- 1 End of 2nd Trimester for Elementary
- 15 End of 3rd Quarter for High School

APRIL
- 4/15-4/26 Spring Break
- 19 Local Holiday

MAY
- 27 Memorial Day Observed

JUNE
- 5 End of 3rd Trimester & 2 Semester
- Last Day of School (Minimum Day)
- 6 Teacher Work Day

JULY
- 4 Independence Day Observed

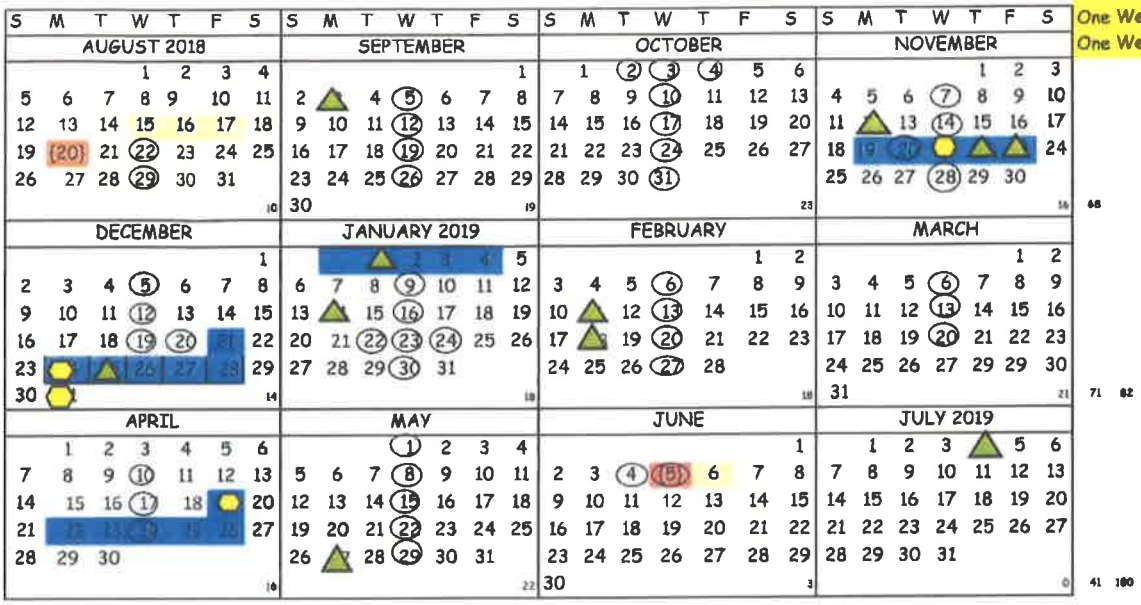
Revised Jan. 7.2018

Shandon Joint Unified School District

2018/2019 INSTRUCTIONAL CALENDAR

DRAFT-2

One Week Thanksgiving
One Week Spring Break



{ } = Start/End School
44 = Minimum Day
11 = Legal Holidays
21 = Local Recess
4 = Local Holiday
4 = Staff Work Day

IMPORTANT DATES

AUGUST
- 15 All Teachers Report - Staff Development
- 20 First Day of School

SEPTEMBER
- 3 Labor Day

OCTOBER
- 2-4 Elementary (Only) Min Day - Elem Conferences
- 19 End of 1st Quarter for High School

NOVEMBER
- 12 Veterans Day Holiday
- 9 End of 1st Trimester for Elementary
- 11/19-11/23 **Thanksgiving Break**
- 22 Legal Holiday - In lieu of Admission Day
- 21-23 Thanksgiving Holiday & Local Holiday

DECEMBER
- 20 End of 1st Semester
- 19-20 Minimum Days
- 12/21-1/4 **Winter Break**
- 24 Local Holiday
- 25 Christmas Day Observed
- 31 Local Holiday

JANUARY
- 1 New Year's Day Observed
- 7 School Resumes - Students Report
- 14 Martin Luther King, Jr. Day Observed
- 22-24 Elem (Only) Min. Day - Elem. Conferences

FEBRUARY
- 11 Lincoln's Day Observed
- 18 Washington's Day Observed

MARCH
- 1 End of 2nd Trimester for Elementary
- 15 End of 3rd Quarter for High School

APRIL
- 4/19- 4/26 Spring Break
- 19 Local Holiday

MAY
- 27 Memorial Day Observed

JUNE
- 5 End of 3rd Trimester & 2 Semester
- 5 Last Day of School (Minimum Day)
- 6 Teacher Work Day

JULY
- 4 Independence Day Observed

TOTAL STUDENT DAYS: 180
TOTAL TEACHER WORKDAYS: 184

DRAFT-2

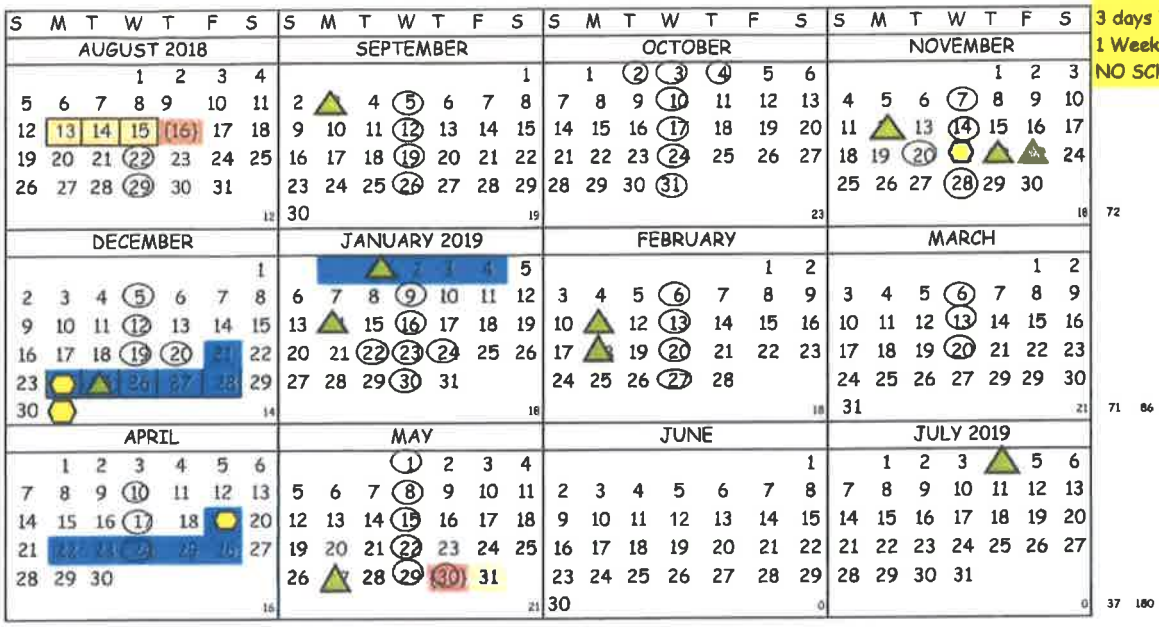
Revised Jan. 7.2018

Shandon Joint Unified School District

2018/2019 INSTRUCTIONAL CALENDAR

DRAFT-3

3 days Thanksgiving
1 Week Spring Break
NO SCHOOL IN JUNE



{ } = Start/End School 11 = Legal Holidays 21 = Local Recess 4 Staff Work Day
44 = Minimum Day 4 = Local Holiday

IMPORTANT DATES

AUGUST
- 13 All Teachers Report - Staff Development
- 16 First Day of School

SEPTEMBER
- 3 Labor Day

OCTOBER
- 2-4 Elementary (Only) Min Day - Elem Conferences
- 12 End of 1st Quarter for High School

NOVEMBER
- 12 Veterans Day Holiday
- 9 End of 1st Trimester for Elementary
- 21 Legal Holiday - In lieu of Admission Day
- 21-23 Thanksgiving Holiday & Local Holiday

DECEMBER
- 20 End of 1st Semester
- 19-20 Minimum Days
- 12/21-1/4 **Winter Break**
- 24 Local Holiday
- 25 Christmas Day Observed
- 31 Local Holiday

JANUARY
- 1 New Year's Day Observed
- 7 School Resumes - Students Report
- 14 Martin Luther King, Jr. Day Observed
- 22-24 Elem (Only) Min. Day - Elem. Conferences

FEBRUARY
- 11 Lincoln's Day Observed
- 18 Washington's Day Observed

MARCH
- 1 End of 2nd Trimester for Elementary
- 15 End of 3rd Quarter for High School

APRIL
- 4/19-4/26 Spring Break
- 19 Local Holiday

MAY
- 27 Memorial Day Observed
- 30 Last Day of School (Minimum Day)
- 30 End of 3rd Trimester & 2 Semester
- 31 Teacher work day

JUNE

JULY
- 4 Independence Day Observed

TOTAL STUDENT DAYS: 180
TOTAL TEACHER WORKDAYS: 184

Draft 3

Revised Jan. 7.2018

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Amended 2017-18 Athletic Packet

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

____ Reports _____ Consent __X__ Action _____ First Reading ____ Information _____Resolution

SUMMARY:

The following action item replaces the current drug testing policy with the Alcohol and Drug Policy for Athletes in the Athletic Handbook. The main changes to the policy are as follows:

- Testing will be mandatory for 6-12. The previous policy had grades 6-8 only testing randomly.
- Testing can be conducted using a urine drug test or an oral drug test. The previous policy had only urine drug testing.
- First offense suspends athlete for half of scheduled season, regardless of time the offense occurs. Previous policy stated half of remaining season.
- The marijuana exception has been made more clear.
- The second offense policy has many changes including:
    - Students who fail second test will be removed from the season in which they failed the test, regardless of when first test was failed. Previous policy had the student removed for rest of the school year.
    - Students can become eligible if they pass a test at the beginning of the following season of play. The marijuana exception applies to the transition between seasons, meaning a student could fail a drug test at the end of the fall, join a winter sport, continue to participate until the 45 days, or a clean testing occurs, before being subject to a second offense.
- Language about adulteration and refusal have been added to make the consequences of each action more clear.

RECOMMENDED ACTION:

The following is a summary of the Alcohol and Drug Policy for Athletes.

The purpose of the Alcohol and Drug Policy for Athletes is to identify student athletes who are using or abusing drugs in order that assistance can be provided to them through counseling, education, and treatment. The student is not subject to disciplinary action for failing a test, with the exception of what is listed below.

Student athletes may be tested for: cocaine, marijuana, PCP, opiates, amphetamines, steroids, and alcohol. The tests may either be a urine drug test or oral drug test.

All student athletes in grades 6-12 are subject to a mandatory drug test at the beginning of their first season of sport for the school year. For example, football players will be tested at the beginning of the fall sports season. A student only playing softball will be tested at the beginning of the softball season.

Students who pass the mandatory drug test will only be subject to future screenings during lottery drug testing. Lottery drug testing may occur once every two weeks throughout the school year. Tickets will be distributed to all athletes actively participating in sports during the time of testing. A random drawing will select two athletes from each team. For example, if there is a JV boys basketball team, a Varsity boys basketball team, and a Varsity girls basketball team; six athletes will be randomly selected during these screenings.

If a student fails any drug test during a school year, the following will occur:

First Offense:

- The student will not be allowed to participate in any games for a minimum of half of the scheduled season. For example, if there are 20 games scheduled for the season, the athlete will not be allowed to participate for at least 10 of these games. This means that the student may not be able to participate for the rest of the season.
- The student will be expected to continue to practice with the team during the suspension. The purpose of this policy is to keep the student active, which reduces the likelihood of a second offense.
- Marijuana could remain in the system for 45 days. Therefor, an exception for failing a test for marijuana will be made as follows:
    - A second offense can not occur during the 45 day period, unless the student test clean at any time during the 45 days.
    - The student must test clean before participating in any games. This may take longer than the initial suspension.
    - The student may be tested up to two times a week during this 45 day period, until the student tests clean.
- **Any student who fails a test during the school year will be subject to mandatory drug testing up to two times a week for the rest of the school year.**

Second Offense: When a student fails a second drug test at any time during the school year, with the exception for marijuana as listed above, the following will occur:

- The student will not be allowed to participate in games or practices for the remainder of the season in which they failed their second test.
    - For example, if a student fails a test in the fall sport season and serves out their suspension, and later fails again, they will not be able to participate for the rest of the season. This means that a failure in a winter sport season will result in suspension for the rest of the winter sport, regardless of when the first offense occurred.
- The athlete could pass a drug test at the beginning of a new season of sport and be eligible. The marijuana exception still applies here.
    - For example, if a student fails a test at the end of the fall sports season, they can join a winter team. However, they are ineligible to compete in any contests until they test clean. Any failed test after the 45 day period, or after the student tests clean, will result in a second offense.
- Students who fail a second time are still subject to the mandatory testing as described above under the first offense section.

Adulteration and Refusal

- Any attempt to adulterate a testing sample will result in an immediate failure of the test and suspension from the athletic program for the entire school year.
    - Adulteration includes use of products to mask drug use, using another person's urine, or adding water to a sample.
- Refusal to take a test will be considered as if the student failed the test. Refusal follows the same protocol as listed above.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Shandon High School New Courses

PREPARED BY:
Amanda Dobberpuhl

AGENDA SECTION:

_____ Reports _____ Consent __X__ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

Three new courses have been added for the 2018-2019 school year.

The first addition is Art 3: Advanced Graphic Design. This is the capstone course to complete the Career Technical Pathway in Design, Visual and Media Arts.
The second course is Advanced Music. This course is designed for students who have completed Music: Guitar Plus or have been recommended by the teacher.
The third course is EAP Senior Math. This course if designed to strength mathematical foundation and to prepare students to be successful in college level math. Utilizing practical life applications this course serves both college and career bound High School Seniors.

RECOMMENDED ACTION:

9th Grade Registration: 2018-2019

Shandon High School

Student: First Name Last Name

Parent Signature (Required)

Deliver to Mr. Martin by March 2.

Dear Parent: Use this form to mark your student's **EIGHT (8) full-year course requests** for next school year plus alternate course requests. Your student received a ***Registration booklet*** to assist in making course requests. Some courses may not be available due to scheduling problems. Courses for admission requirements to four-year college are entitled **CP**. **Sign** indicates students must get the teacher's signature. Student class schedules will be available on the first day of school. If you have concerns please contact the counselor, Mrs. Dobberpuhl, at 238-0286. **Your signature is required above to accept these requests. Deliver this form by the date above. Thank you.**

ENGLISH: Select one.
- ☐ **501** English 1 **CP**
- ☐ **523** English 1 Honors **CP**

MATHEMATICS: Select one.
- ☐ **705** Pre-Algebra
- ☐ **710** Algebra 1 **CP**
- ☐ **730** Geometry **CP**

SCIENCE: Required.
- ■ **401** Ag Science 1

REQUIRED
- ■ **245** Success 101

PHYSICAL EDUCATION: Required.
- ■ **800** Coed PE

Name any school sports planned for next year:

_____

FINE ART/LANGUAGE/CAREER TECH ED.:
Select Spanish 1 if planning to start at four-year college after graduation, and also recommend either Art 1 or Theatre Arts 1.
- ☐ **200** Art 1 **CP**
- ☐ **205** Music: Guitar Plus
- ☐ **208** Theatre Arts 1 **CP**
- ☐ **231** Spanish 1 **CP**
- ☐ **238** Beginning Ag Mechanics

ELECTIVES
- ☐ **925** Learning Center
- ☐ **959** Culinary Asst.

Cherry Sign: _____

Taylor Sign: _____

PROVIDE ALTERNATE COURSE REQUESTS.

_____

_____

_____

_____

9 Grado Registración 2018-2019

Escuela Secundaria de Shandon

Estudiante: Primer Nombre y Apellido

Firma del Padre (Requerido)

Entregar a Sr. Martin por el 2 de Marzo.

Querido Padre: Utilizar esta forma para marcar las **OCHO (8) peticiones de cursos del lleno-año** además escriba las solicitudes de cursos alternativos de su estudiante para el año escolar próximo. Su estudiante recibió un ***librete del registro*** a asistir a hacer peticiones de los cursos. Algunos cursos no se pueden disponibles debido a los problemas del horario. Los cursos para los requisitos de la admisión a las universidades de cuatro años son marcado **CP**. ***Firma*** indica que el estudiante debe conseguir la firma del maestro en la línea. Los horarios de las clases estarán disponibles en el primer día de escuela. Si tiene preocupaciónes por favor hablarle con consejera, Mrs. Dobberpuhl, al 238-0286. **Su firma se requiere alto para aceptar estas peticiones. Entregar esta forma por la fecha sobre. Gracias.**

INGLÉS: Seleccione uno.

- ☐ **501** English **1 CP**
- ☐ **523** English **1** Honors **CP**

MATEMÁTICAS: Seleccione uno si se necesita.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**

CIENCIAS: Requerido.

- ■ **401** Ag Science **1**

ARTE/LENGUAJE/EXTRANJERO: Seleccione Spanish 1 si planeamiento para comenzar en una universidad de cuatro años desupués de la graduación, y también se recomienda Art 1 o Theatre Arts 1.

- ☐ **200** Art **1 CP**
- ☐ **205** Music: Guitar Plus
- ☐ **208** Theatre Arts **1 CP**
- ☐ **231** Spanish **1 CP**
- ☐ **238** Beginning Ag Mechanics

ELECTIVOS

- ☐ **925** Learning Center ***Cherry Firma:***_____
- ☐ **959** Culinary Asst. ***Taylor Firma:***_____

REQUERIDO

- ■ **245** Success 101

ESCRIBE CURSOS ALTERNATIVOS.

_____

_____

_____

_____

EDUCACIÓN FÍSICA: Requerido.

- ■ **800** Coed PE

Enumerará deportes escuela para año próximo:

_____

10th Grade Registration: 2018-2019

Shandon High School

Student: First Name Last Name

Parent Signature (Required)

Deliver to School Office by March 2.

Dear Parent: Use this form to mark your student's **EIGHT (8) full-year course requests** for next school year plus alternate course requests. Your student received a ***Registration booklet*** and ***Transcript*** to assist in making course requests. Some courses may not be available due to scheduling problems. Courses for admission requirements to four-year college are entitled **CP**. **Sign** indicates students must get the teacher's signature. Students class schedules will be available a few days before the first day of school. If you have concerns please contact the counselor, Mrs. Dobberpuhl, at 238-0286. **Your signature is required above to accept these requests. Deliver this form by the date above. Thank you.**

ENGLISH: Select one.

- ☐ **502** English **2 CP** 10-12
- ☐ **524** English **2** Honors **CP** 10-12

MATHEMATICS: Select one.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**
- ☐ **740** Algebra **2 CP** 10-12

SCIENCES: Select as needed.

- ☐ **410** Ag Biology **CP** 10-12 ***Needed if planning to start at four-year college after graduation.***

SOCIAL SCIENCE: World History required.

- ■ 600 World History **CP** 10-12

PHYSICAL EDUCATION: Select if needed.

- ☐ **800** Coed PE

Name any school sports planned for next year:

_____

FINE ART/LANGUAGE/CAREER TECH ED.

- ☐ **200** Art **1 CP**
- ☐ **213** Art **2**: Graphic Design 10-12
- ☐ **205** Music: Guitar Plus
- ☐ **206** Adv Music: **Voorheis Sign:**_____
- ☐ **208** Theatre Arts **1 CP**
- ☐ **209** Theatre Arts **2** 10-12 **Barthauer *Sign:***_____
- ☐ **231** Spanish **1 CP**
- ☐ **232** Spanish **2 CP** 10-12
- ☐ **239** Beginning Ag Welding 10-12
- ☐ **241** Ag Leadership 10-12 ***Morton Sign:***_____

ELECTIVES

- ☐ **925** Learning Center ***Cherry Sign:***_____
- ☐ **959** Culinary Asst. ***Taylor Sign:***_____

PROVIDE ALTERNATE COURSE REQUESTS.

_____

_____

_____

_____

10 Grado Registración 2018-2019

Escuela Secundaria de Shandon

Estudiante: Primer Nombre y Apellido

Firma del Padre (Requerido)

Entregar a la oficina por el 2 de Marzo.

Querido Padre: Utilizar esta forma para marcar las OCHO (8) peticiones de cursos del lleno-año además escriba las solicitudes de cursos alternativos de su estudiante para el año escolar próximo. Su estudiante recibió un *librete del registro* y un transcripta a asistir a hacer peticiones de los cursos. Algunos cursos no se pueden disponibles debido a los problemas del horario. Los cursos para los requisitos de la admisión a las universidades de cuatro años son marcado CP. *Firma* indica que el estudiante debe conseguir la firma del maestro en la línea. Las Necesidades de la Remuneración al corriente están listadas abajo, pero otras necesidades podrían ocurrir. Los horarios de las clases estarán disponibles en el primer día de escuela. Si tiene preocupaciónes por favor hablarle con consejera, Mrs.Dobberpuhl, al 238-0286. Su firma se requiere alto para aceptar estas peticiones. Entregar esta forma por la fecha sobre. Gracias.

INGLÉS: Seleccione uno.

- ☐ **502** English **2 CP** 10-12
- ☐ **524** English **2** Honors **CP** 10-12

MATEMÁTICAS: Seleccione uno.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**
- ☐ **740** Algebra **2 CP** 10-12

CIENCIAS: Seleccione uno si se necesita.

- ☐ **410** Ag Biology **CP** 10-12 ***Necesita si planeamiento para comenzar en una universidad de cuatro años desupués de la graduación.***

CIENCIA SOCIAL: Historia del Mundo.

- ■ **600** World History **CP** 10-12

EDUCACIÓN FÍSICA: Seleccione si se necesita.

- ☐ **800** Coed PE

Enumerará deportes escuela para año próximo:

_____

ARTE/LENGUAJE/EXTRANJERO

- ☐ **200** Art **1 CP**
- ☐ **213** Art **2**: Graphic Design 10-12
- ☐ **205** Music: Guitar Plus
- ☐ **206** Advanced Music ***Voorheis Firma:*** _____
- ☐ **208** Theatre Arts **1 CP**
- ☐ **209** Theatre Arts **2** 10-12 ***Barthauer Firma:*** _____
- ☐ **231** Spanish **1 CP**
- ☐ **232** Spanish **2 CP** 10-12
- ☐ **239** Beginning Ag Welding 10-12
- ☐ **241** Ag Leadership 10-12 ***Morton Firma:*** _____

ELECTIVOS

- ☐ **925** Learning Center ***Cherry Firma:*** _____
- ☐ **959** Culinary Asst. ***Taylor Firma:*** _____

ESCRIBE CURSOS ALTERNATIVOS.

_____

_____

_____

_____

11th Grade Registration: 2018-2019

Shandon High School

Student: First Name Last Name

Parent Signature (Required)

Deliver to School Office by March 2.

Dear Parent: Use this form to mark your student's **EIGHT (8) full-year course requests** for next school year plus alternate course requests. Your student received a ***Registration booklet*** and ***Transcript*** to assist in making course requests. Some courses may not be available due to scheduling problems. Courses for admission requirements to four-year college are entitled **CP**. **Sign** indicates students must get the teacher's signature. Student class schedules will be available a few days before the first day of school. If you have concerns please contact the counselor, Mrs. Dobberpuhl, at 238-0286. **Your signature is required above to accept these requests. Deliver this form by the date above. Thank you.**

ENGLISH: Select one.

- ☐ **503** English **3 CP** 11-12
- ☐ **506 AP** Eng. Language **CP** 11-12 *By Application*
- ☐ **505 AP** Eng. Literature **CP** 11-12 *By Application*

MATHEMATICS: Select one if needed.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**
- ☐ **740** Algebra **2 CP** 10-12
- ☐ **753** Pre-Calculus **CP** 11-12
- ☐ **745 AP** Statistics **CP** 11-12 *By Application*

SCIENCES: Select as needed.

- ☐ **410** Ag Biology **CP** 10-12
- ☐ **415** Ag Chemistry **CP** 10-12
- ☐ **402** Greenhouse **CP** 11-12
- ☐ **404** Ag Science **3-4** 11-12

SOCIAL SCIENCE: US History required.

- ☐ **610** US History **CP** 11-12
- ☐ **615 AP** US History **CP** 11-12 *By Application*

PHYSICAL EDUCATION: Select if needed.

- ☐ **800** Coed PE

Name any school sports planned for next year:

_____

FINE ART/LANGUAGE/CAREER TECH ED.

- ☐ **200** Art **1 CP**
- ☐ **213** Art **2**: Graphic Design 10-12
- ☐ **214** Art **3**: Adv Graphic Design 11-12
- ☐ **205** Music: Guitar Plus
- ☐ **206** Adv Music 10-12 ***Voorheis Sign:*** _____
- ☐ **208** Theatre Arts **1 CP**
- ☐ **209** Theatre Arts **2** 10-12 ***Barthauer Sign:*** _____
- ☐ **231** Spanish **1 CP**
- ☐ **232** Spanish **2 CP** 10-12
- ☐ **233** Spanish **3 CP** 11-12
- ☐ **239** Beginning Ag Welding 10-12
- ☐ **240** Ag Construction 11-12
- ☐ **247** Advanced Welding 101 11-12 ***Fuller Sign:*** _____
- ☐ **241** Ag Leadership 10-12 ***Morton Sign:*** _____

ELECTIVES

- ☐ **925** Learning Center ***Cherry Sign:*** _____
- ☐ **959** Culinary Asst. ***Taylor Sign:*** _____
- ☐ **945** Library Asst. 11-12 ***Stuart Sign:*** _____
- ☐ **946** Office Asst. 11-12 ***Taylor Sign:*** _____

PROVIDE ALTERNATE COURSE REQUESTS.

_____

_____

_____

_____

11 Grado Registración 2018-2019

Escuela Secundaria de Shandon Estudiante: Primer Nombre y Apellido

Firma del Padre (Requerido)

Entregar a la oficina por el 2 de Marzo.

Querido Padre: Utilizar esta forma para marcar las OCHO (8) peticiones de cursos del lleno-año además escriba las solicitudes de cursos alternativos de su estudiante para el año escolar próximo. Su estudiante recibió un *librete del registro* y un *transcripta* a asistir a hacer peticiones de los cursos. Algunos cursos no se pueden disponibles debido a los problemas del horario. Los cursos para los requisitos de la admisión a las universidades de cuatro años son marcado CP. *Firma* indica que el estudiante debe conseguir la firma del maestro en la línea. Las Necesidades de la Remuneración al corriente están listadas abajo, pero otras necesidades podrían ocurrir. Los horarios de las clases estarán disponibles en el primer día de escuela. Si tiene preocupaciónes por favor hablarle con consejero, Mrs. Dobberpuhl, al 238-0286. Su firma se requiere alto para aceptar estas peticiones. Entregar esta forma por la fecha sobre. Gracias.

INGLÉS: Seleccione uno.

- ☐ **503** English **3 CP** 11-12
- ☐ **506** AP Eng. Language **CP** 11-12 *Por Aplicación*
- ☐ **505** AP Eng. Literature **CP** 11-12 *Por Aplicación*

MATEMÁTICAS: Seleccione uno si se necesita.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**
- ☐ **740** Algebra **2 CP** 10-12
- ☐ **753** Pre-Calculus **CP** 11-12
- ☐ **745** AP Statistics **CP** 11-12 *Por Aplicación*

CIENCIAS: Seleccione si se necesita.

- ☐ **410** Ag Biology **CP** 10-12
- ☐ **415** Ag Chemistry **CP** 10-12
- ☐ **402** Greenhouse 11-12
- ☐ **404** Ag Science **3-4** 11-12

CIENCIA SOCIAL: Historia Estados Unidos requerida.

- ☐ **610** US History **CP** 11-12
- ☐ **615 AP** US History **CP** 11-12 *Por Aplicación*

EDUCACIÓN FÍSICA: Seleccione si se necesita.

- ☐ **800** Coed PE

Enumerará deportes escuela para año próximo:

_____

ARTE/LENGUAJE/EXTRANJERO

- ☐ **200** Art **1 CP**
- ☐ **213** Art **2**: Graphic Design 10-12
- ☐ **214** Art **3**: Adv Graphic Design 11-12
- ☐ **205** Music: Guitar Plus
- ☐ **206** Adv Music ***Voorheis Firma:***_____
- ☐ **208** Theatre Arts **1 CP**
- ☐ **209** Theatre Arts **2** 10-12 ***Barthauer Firma:***_____
- ☐ **231** Spanish **1 CP**
- ☐ **232** Spanish **2 CP** 10-12
- ☐ **233** Spanish **3 CP** 11-12
- ☐ **239** Beginning Ag Welding 10-12
- ☐ **240** Ag Construction 11-12
- ☐ **247** Advanced Welding 101 11-12 ***Fuller Firma:***_____
- ☐ **241** Ag Leadership 10-12 ***Morton Firma:***_____

ELECTIVOS

- ☐ **925** Learning Center ***Cherry Firma:***_____
- ☐ **959** Culinary Asst. ***Taylor Firma:***_____
- ☐ **945** Library Asst. 11-12 ***Stuart Firma:***_____
- ☐ **946** Office Asst. 11-12 ***Taylor Firma:***_____

ESCRIBE CURSOS ALTERNATIVOS.

_____

_____

_____

_____

12th Grade Registration: 2018-2019

Shandon High School

Student: First Name Last Name

Parent Signature (Required)

Deliver to School Office by March 2.

Dear Parent: Use this form to mark your student's **EIGHT (8) full-year course requests** for next school year plus alternate course requests. Your student received a ***Registration booklet*** and ***Transcript*** to assist in making course requests. Some courses may not be available due to scheduling problems. Courses for admission requirements to four-year college are entitled **CP**. **Sign** indicates students must get the teacher's signature. Student class schedules will be available a few days before the first day of school. If you have concerns please contact the counselor, Mrs. Dobberpuhl, at 238-0286. **Your signature is required above to accept these requests. Deliver this form by the date above. Thank you.**

ENGLISH: Select one.

- ☐ **525** Expository Reading Writing **CP** 12
- ☐ **506 AP** Eng. Language **CP** 11-12 *By Application*
- ☐ **505 AP** Eng. Literature **CP** 11-12 *By Application*

MATHEMATICS: Select if needed.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**
- ☐ **740** Algebra **2 CP** 10-12
- ☐ **741** Senior Math **CP** 12
- ☐ **753** Pre-Calculus **CP** 11-12
- ☐ **745 AP** Statistics **CP** 11-12 *By Application*
- ☐ **761 AP** Calculus **CP** 11-12 *By Application*

SCIENCES: Select as needed.

- ☐ **410** Ag Biology **CP** 10-12
- ☐ **415** Ag Chemistry **CP** 10-12
- ☐ **402** Greenhouse 11-12
- ☐ **404** Ag Science **3-4** 11-12
- ☐ Interested in a science course at Cuesta College

SOCIAL SCIENCE: Government & Econ. required

- ☐ **627** Government-Cybersecurity **CP** 12
- ☐ **630** Economics **CP** 12
- ☐ **615 AP** US History **CP** 11-12 *By Application*
- ☐ **625/635 AP** Govt/Econ **CP** 12 *By Application*

PHYSICAL EDUCATION: Select if needed.

- ☐ **800** Coed PE

Name any school sports planned for next year:

_____

FINE ART/LANGUAGE/CAREER: Select as needed.

- ☐ **200** Art **1 CP**
- ☐ **213** Art **2**: Graphic Design 10-12
- ☐ **214** Art **3**: Adv Graphic Design 11-12
- ☐ **205** Music: Guitar Plus
- ☐ **206** Adv Music ***Voorheis Firma:*** _____
- ☐ **208** Theatre Arts **1 CP**
- ☐ **209** Theatre Arts **2** 10-12 ***Barthauer Sign:*** _____
- ☐ **231** Spanish **1 CP**
- ☐ **232** Spanish **2 CP** 10-12
- ☐ **233** Spanish **3 CP** 11-12
- ☐ **239** Beginning Ag Welding 10-12
- ☐ **240** Ag Construction 11-12:
- ☐ **247** Advanced Welding 101 11-12 ***Fuller Sign:*** _____
- ☐ **241** Ag Leadership 10-12 ***Morton Sign:*** _____

ELECTIVES

- ☐ **925** Learning Center ***Cherry Sign:*** _____
- ☐ **959** Culinary Asst. ***Taylor Sign:*** _____
- ☐ **945** Library Asst. 11-12 ***Stuart Sign:*** _____
- ☐ **946** Office Asst. 11-12 ***Taylor Sign:*** _____

PROVIDE ALTERNATE COURSE REQUESTS.

_____

_____

_____

_____

12 Grado Registración 2018-20198

Escuela Secundaria de Shandon

Estudiante: Primer Nombre y Apellido

Firma del Padre (Requerido)

Entregar a la oficina por el 2 de Marzo.

Querido Padre: Utilizar esta forma para marcar las OCHO (8) peticiones de cursos del lleno-año además escriba las solicitudes de cursos alternativos de su estudiante para el año escolar próximo. Su estudiante recibió un *librete del registro* y un *Transcript* a asistir a hacer peticiones de los cursos. Algunos cursos no se pueden disponibles debido a los problemas del horario. Los cursos para los requisitos de la admisión a las universidades de cuatro años son marcado CP. *Firma* indica que el estudiante debe conseguir la firma del maestro en la línea. Las Necesidades de la Remuneración al corriente están listadas abajo, pero otras necesidades podrían ocurrir. Los horarios de las clases estarán disponibles en el primer día de escuela. Si tiene preocupaciónes por favor hablarle al consejero, Mrs. Dobberpuhl, al 238-0286. Su firma se requiere alto para aceptar estas peticiones. Entregar esta forma por la fecha sobre. Gracias.

INGLÉS: Seleccione uno.

- ☐ **525** Expository Reading Writing **CP** 12
- ☐ **506** AP Eng. Language **CP** 11-12 *Por Aplicación*
- ☐ **505** AP Eng. Literature **CP** 11-12 *Por Aplicación*

MATEMÁTICAS: Seleccione uno si se necesita.

- ☐ **705** Pre-Algebra
- ☐ **710** Algebra **1 CP**
- ☐ **730** Geometry **CP**
- ☐ **740** Algebra **2 CP** 10-12
- ☐ **741** Senior Math **CP** 12
- ☐ **753** Pre-Calculus **CP** 11-12
- ☐ **745** AP Statistics **CP** 11-12 *Por Aplicación*
- ☐ **761** AP Calculus **CP** 11-12 *Por Aplicación*

CIENCIAS: Seleccione uno o más si se necesita.

- ☐ **410** Ag Biology **CP** 10-12
- ☐ **415** Ag Chemistry **CP** 10-12
- ☐ **402** Greenhouse 11-12
- ☐ **404** Ag Science **3-4** 11-12
- ☐ Interested in a science course at Cuesta College

CIENCIA SOCIAL: Gobierno y Economía requerido

- ☐ **627** Government-Cybersecurity **CP** 12
- ☐ **630** Economics **CP** 12
- ☐ **615 AP** US History **CP** 11-12 *Por Aplicación*
- ☐ **625/635 AP** Govt/**AP** Econ **CP** 12 *Por Aplicación*

EDUCACIÓN FÍSICA: Seleccione si se necesita.

- ☐ **800** Coed PE

Enumerará deportes escuela para año próximo:

_____

ARTE/LENGUAJE/EXTRANJERO

- ☐ **200** Art **1 CP**
- ☐ **213** Art **2**: Graphic Design 10-12
- ☐ **214** Art **3**: Adv Graphic Design 11-12
- ☐ **205** Music: Guitar Plus
- ☐ **206** Adv Music ***Voorheis Firma:***_____
- ☐ **208** Theatre Arts **1 CP**
- ☐ **209** Theatre Arts **2** 10-12 ***Barthauer Firma:***_____
- ☐ **231** Spanish **1 CP**
- ☐ **232** Spanish **2 CP** 10-12
- ☐ **233** Spanish **3 CP** 11-12
- ☐ **239** Beginning Ag Welding 10-12
- ☐ **240** Ag Construction 11-12:
- ☐ **247** Advanced Welding 101 11-12 ***Fuller Firma:***_____
- ☐ **241** Ag Leadership 10-12 ***Morton Firma:***_____

ELECTIVOS

- ☐ **925** Learning Center ***Cherry Firma:***_____
- ☐ **959** Culinary Asst. ***Taylor Firma:***_____
- ☐ **945** Library Asst. 11-12 ***Stuart Firma:***_____
- ☐ **946** Office Asst. 11-12 ***Taylor Firma:***_____

ESCRIBE CURSOS ALTERNATIVOS.

_____

_____

_____

_____

Discuss this information with your parents!

Shandon High School
REGISTRATION
2018-2019

Use this information with your *Registration* form (and your transcript if you will be in grades 10-12) to request courses for next school year. This information will help you choose courses to complete graduation requirements and pursue goals after high school. Carefully follow the directions on your *Registration* form.

CONTENTS **PAGE**

GUIDELINES FOR CHOOSING COURSES..... 1

GRADUATION REQUIREMENTS..... 3

COURSES FULFILLING GRADUATION REQUIREMENTS..... 4

AGRICULTURE COURSES..... 5

UC & CSU "a - g" REQUIREMENTS & SHS COLLEGE PREP COURSES.... 6

MODEL COURSE SCHEDULES..... 7

COURSE DESCRIPTIONS..... 8-18

GRADUATION REQUIREMENTS

Revised: 2/6/2018

Five (5) credits are earned in one semester of a course.
Class of 2019 total course credits required = 290
Class of 2020 and later, total course credits required = 300

ENGLISH (40 credits): One 10-credit course is required each year in grades 9-12.

MATHEMATICS (30 credits): At least one 10-credit course is required each year in grades 9-11. The curriculum passed must include Algebra 1 (Ca.Ed.Code 51224.5). Students who pass Algebra I prior to entering high school will have met this state requirement, but must still pass 30 credits of mathematics during high school.

SCIENCE (30 credits): At least 10 credits must be a laboratory science; the remaining credits may be from additional laboratory sciences or other science courses.

SOCIAL SCIENCE (40 credits): World History (10 credits, Grade 10), U.S. History (10 credits, Grade 11), and Government (10 credits, Grade 12), Economics (10 credits, Grade 12).

PHYSICAL EDUCATION (20 credits): Completion of one season of a school-sponsored athletic sport or one semester of cheer squad will earn 5 credits of Physical Education until this requirement is completed.

FINE ARTS/FOREIGN LANGUAGE/CAREER TECHNICAL EDUCATION (10 credits): Completed from courses in art, music, drama, a language other than English, or career technical education.

ELECTIVES: Courses not used for other graduation subject requirements.
Class of 2019 = 120 credits
Class of 2020 and later = 130 credits

SERVICE HOURS: Twenty (20) hours of service to the community is required for each year at Shandon High School through activities pre-approved by the school counselor. Participation in the graduation ceremony requires this requirement to be completed by the first Friday in May in grade 12, while if completed afterward a graduate may acquire the diploma on the first business day following the graduation ceremony.

<u>All</u> graduation requirements must be completed to participate in the graduation ceremony.

Courses Fulfilling Graduation Requirements

Key for Symbols

* = College Prep course accepted for UC and CSU four-year college admission
AP = Advanced Placement, online college-level courses; available by application
(H) = Honors level course
(T) = Teacher approval required

Some courses are not offered every year due to a lack of enrollment and scheduling availability.

ENGLISH (40 credits): One 10-credit course is required each year in grades 9-12.

*English 1	*English 2	*English 3	*Expository Reading & Writing
*English 1 Honors(H,T)	*English 2 Honors(H,T)	*AP English Lang.(H,T)	*AP English Lit.(H,T)

MATHEMATICS (30 credits): A math course is required in grades 9-11. Algebra 1 must be passed.

Pre-Algebra	*Geometry	*Senior Math	*AP Statistics (H,T)
*Algebra 1	*Algebra 2	*Pre-Calculus	*AP Calculus (H,T)

SCIENCE (30 credits): At least 10 credits from Lab Science.

Lab:	*Ag Science 1	*Ag Biology	*Ag Chemistry
Other:	Ag Science 3-4	*Nursery Greenhouse	Landscape Maintenance

---

SOCIAL SCIENCE (35 credits): World History (10), U.S. History (10), Government (10), Economics (10)

*World History	*Government & Cyber Security
*US History	*Economics
*AP US History(H,T)	*AP Government (H,T)/*AP Microeconomics (H,T)

PHYSICAL EDUCATION (20 credits) Coed PE SHS Athletics SHS Cheerleading

---

FINE ARTS, FOREIGN LANGUAGE, CAREER TECHNICAL EDUCATION (10 credits)

*Art 1	*Spanish 1	*Ag Science 1	Landscape Maint.	Ag Leadership (T)
Art 2: Graphic Design	*Spanish 2	*Ag Biology	Beg. Ag Welding	*Success 101
Art 3: Adv Graphic Design	*Spanish 3	*Ag Chemistry	Beg. Ag Mechanics	
*Theatre Arts 1	Music: Guitar+	*Nursery/Greenhouse	Ag Construction	
Theatre Arts 2(T)	Adv Music	Ag Science 3-4	Ag Const. Dual Enroll(T)	

ELECTIVES: Courses not used for other graduation requirements, including those below.
(Class of 2019 = 125 credits, Class of 2020 and later = 135 credits)

ASB Leadership(T) Culinary Assist.(T) Library Assist.(T) Office Assist.(T) STEM Exploration Tutor(T)

Revised 2/6/2018

AGRICULTURE COURSES

The following courses are provided by the Shandon High School Agriculture Department and are listed with their subject area, prerequisites, and any college preparatory (A-G) qualifications. Students wishing to be in FFA must be enrolled in one of these courses during each semester of FFA participation. While enrollment in these courses does not require a student to be a member of FFA, part of all agriculture courses is FFA curriculum and participation. Some of the courses below may not be offered in a given school year due to scheduling issues. For information about these courses or the FFA component, see the course description in this booklet or talk to one of our agriculture teachers: **Mrs. Deanna Morton and Mr. Jon Fuller.**

Science and Leadership Courses:

- **Agriculture Science 1:** Laboratory Science or Career Technical Education; grades 9-12; required for grade 9; College Preparatory Elective (G)
- **Agricultural Biology:** Laboratory Science or Career Technical Education; grades 10-12; completion of or taking Algebra 1; College Preparatory Laboratory Science (D)
- **Agriculture Chemistry:** Laboratory Science or Career Technical Education; grades 10-12, completion of Geometry and Biology with a grade of C- or higher; College Preparatory Laboratory Science (D)
- **Agriculture Science 3-4:** Science or Career Technical Education; grades 11-12; completion of Agricultural Biology is recommended
- **Nursery Greenhouse Management:** Science or Career Technical Education; grades 11-12; College Preparatory Elective (G)
- **Landscape Maintenance:** Science or Career Technical Education; grades 11-12
- **Agriculture Leadership:** Career Technical Education, grades 10-12, agriculture student, teacher permission

Workshop Courses

- **Beginning Agriculture Mechanics:** Career Technical Education; grade 9
- **Beginning Agriculture Welding:** Career Technical Education; grades 10-12, completion of Beginning Ag Mechanics recommended
- **Agriculture Construction:** Career Technical Education; grades 11-12, completion of Beginning Ag Welding required. Two periods may be taken in one school year
- **Agriculture Construction/Dual Enrollment Cuesta College:** Career Technical Education; grades 11-12, completion of Beginning Ag Welding required, teacher permission

Updated: 2/06/2018

UC & CSU "A - G" College Admission Requirements
Shandon High College Prep Courses

Websites: Admission.UniversityOfCalifornia.edu CSUMentor.edu

The admission requirements to the University of California (UC) and the California State University (CSU) are listed below and are used by Shandon High School (SHS) as the guide for admission to four-year colleges. Semester grades in college preparatory courses generally must be at least **C** in grades 9-12. These courses from grades 10-12 are used to calculate the college admission grade point average that must be at least 3.0 for UC and 2.0 for CSU. Advanced Placement (AP) courses at SHS are college-level and completed through an online provider.

a. **HISTORY/SOCIAL SCIENCE (20 credits):** **UC:** World History 10 credits and US History 10 credits (or US History 5 credits & US Government 5 credits). **CSU:** Any college preparatory Social Science course 10 credits **and** US History 10 credits (or US History 5 credits & US Government 5 credits)
SHS Courses: World History, US History, Government & Cyber Security, AP US History, AP US Government

b. **ENGLISH (40 credits):** **UC:** Only one course will be accepted from grade 9.
SHS Courses: English 1, 2, 3, 4; English 1 Honors, English 2 Honors, Expository Reading & Writing, AP English Literature, AP English Language

c. **MATHEMATICS (30 credits):** Courses covering Algebra 1, Geometry, Algebra 2. **UC** recommends a fourth course beyond Algebra 2.
SHS Courses: Algebra 1, Geometry, Algebra 2, Senior Math, Pre-Calculus, AP Statistics, AP Calculus

d. **LABORATORY SCIENCE (20 credits):** Two year-long courses. **UC:** Any two in biology, chemistry, or physics; recommends taking all three subjects. **CSU:** Ten credits must be a biological science and 10 credits must be a physical science.
SHS Courses: biological science = Ag Biology; physical sciences = Ag Chemistry, Physics

e. **LANGUAGE OTHER THAN ENGLISH (20 credits):** Two year-long courses in the same language. **UC** recommends three year-long courses.
SHS Courses: Spanish 1, 2, 3

f. **VISUAL & PERFORMING ARTS (10 credits):** Two semesters from the same year-long course in subjects such as music, dance, visual arts, drama.
SHS Courses: Art 1, Theatre Arts 1

g. **ELECTIVE (10 credits):** Two semesters of any "a-g" courses not used to fulfill other college admission requirements, including the courses below.
SHS Courses: US Government, Economics, Spanish 3, Pre-Calculus, Calculus, Ag Science 1, Nursery Greenhouse, Success 101

ADDITIONAL ADMISSION REQUIREMENTS

- **UC:** Complete 11 "A-G" courses by the end of grade 11. Take admission tests by December of senior year (SAT Reasoning Test **or** ACT+Writing Test).
- **CSU:** SAT Reasoning Test **or** ACT taken by December of senior year (by November for impacted schools). The writing portion of these tests is not required. Revised: 2/06/2018

MODEL COURSE SCHEDULES

* = College Preparatory course accepted for UC and CSU admission requirements

These schedules are guidelines. Your four-year schedule may vary and be a combination of those below.

University of California & most prestigious universities: 4-Year College Prep
Most challenging schedule! Algebra 1 completed in Grade 8.

Grade 9	Grade 10	Grade 11	Grade 12
1. *English 1 or *Honors	*English 2 or *Honors	*English 3 or *AP English	*ExposRdgWrtg or *AP Engl
2. *Geometry	*Algebra 2	*PreCalculus or *AP Stats	*AP Calculus or *AP Statistics
3. *Ag Science 1	*Ag Biology	*Ag Chemistry	*Greenhouse
4. *Art 1 or *Theatre 1	*World History	*US History or *AP US Hist	*Govt or AP Govt
5. *Spanish 1	*Spanish 2	*Spanish 3	*Econ or AP Econ
6. *Success 101	PE	elective	AP Spanish
7. elective	elective	elective	elective
8. PE	elective	elective	elective

California State University: 4-Year College Prep

1. *English 1 or *Honors	*English 2 or *Honors	*English 3 or *AP English	* ExposRdgWrtg or *AP Engl
2. *Algebra 1	*Geometry	*Algebra 2	*PreCalculus or *AP Statistics
3. *Ag Science 1	*Ag Biology	*Ag Chemistry	*Greenhouse
4. *Art 1 or *Theatre 1	*World History	*US History or *AP US Hist	*Govt or AP Govt
5. *Spanish 1	*Spanish 2	*Spanish 3	*Econ or AP Econ
6. *Success 101	PE	elective	AP Spanish
7. elective	elective	elective	elective
8. PE	elective	elective	elective

Community College Transfer to 4-Year College or Career Technical School Preparation

1. *English 1	*English 2	*English 3	* Expository Reading Writing
2. *Algebra 1	*Geometry	*Algebra 2	*PreCalculus or Cons Math
3. *Ag Science 1	*Ag Biology	*Ag Chemistry	*Government
4. *Success 101	*World History	*U.S. History	*Economics
5. Beg Ag Mechanics	Beg Ag Welding	Ag Construction	Ag Construction
6. PE	PE	Landscape	* Greenhouse
7. Art1	Art 2	Art 3	Ag 3-4
8. elective	elective	elective	elective/college course

Revised: 2/06/2018

SHANDON HIGH SCHOOL

COURSE DESCRIPTIONS

Check prerequisites. Some courses may not be offered due to scheduling circumstances.

****

NEW OR CHANGED COURSES

ART 3: ADVANCED GRAPHIC DESIGN- Fine Arts/Foreign Language/Career Technical Education

ADVANCED MUSIC: - Fine Arts/Foreign Language/Career Technical Education

SENIOR MATH: Mathematics

****

ENGLISH

ENGLISH 9-12
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grade 9-12, teacher approval
Graduation Requirement: English
College Entrance: No UC/CSU admission requirement
Description: This is a remedial, non-college preparatory English course that provides students instruction in the fundamental English curriculum, which includes reading comprehension and writing skills.

ENGLISH 1
Duration: 2 semesters, 10 credits
Prerequisites: Grade 9
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher
Description: English 1 consists of concentrated review and reinforcement of basic grammar skills designed to complete student competency in this area. A more intense emphasis is initiated toward literature and writing skills during the second semester.

ENGLISH 1 HONORS
Duration: 2 semesters, 10 credits
Prerequisites: Grade 9
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher
Description: This is an advanced 9th grade English course enriched to prepare the academically motivated college-bound student for 10th grade English Honors and ultimately junior and senior level Advanced Placement English courses. It will provide a faster pace, deeper depth, more breadth, and more complexity than the core English class. The skills require close reading and analysis of texts, a heavy emphasis on writing, and oral presentations. Writing will focus on the development and multiple revisions of paragraphs, essays, and research topics. In addition, vocabulary, grammar, and spelling will be an integral part of this course as well as an introduction to and analysis of the various genres of literature including short stories, novels, drama, and nonfiction. Honors course: Grading is weighted for the GPA to award one additional grade point for earning a C- or higher.

ENGLISH 2
Duration: 2 semesters, 10 credits
Prerequisites: Grade 10
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher
Description: English 2 is a literature-based, exploratory English course in which students will study various authors, countries, and styles. It consists of a basic grammar assessment, review during the first 2-4 weeks, and continues with a study of the classic works of modern literature with a reflection back to the medieval and Renaissance periods, combined with constant grammar reinforcement and creative writing exercises.

ENGLISH 2 HONORS
Duration: 2 semesters, 10 credits
Prerequisites: Grade 10, completion of English 1 Honors or English 1
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher
Description: This is an advanced English course enriched to prepare the academically motivated college-bound student for junior and senior level Advanced Placement English courses. It will provide valuable language-based instruction at a faster pace, deeper depth, more breadth, and more complexity than the core English class. The skills require close reading and analysis of texts, a heavy emphasis on writing, and oral presentations. Writing will focus on the development and multiple revisions of essays and research papers and will be utilized for analysis, argumentative and expository writing. The research process will utilize primary and secondary sources. In addition, the following will be an integral part of this course: oral communication, vocabulary, and spelling. The course also includes an introduction to and analysis of the various genres of literature including short stories, novels, drama, and nonfiction. Honors course: Grading is weighted for the GPA to award one additional grade point for earning a C- or higher.

ENGLISH 3
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher
Description: English 3 is a literature-based course primarily for college-bound students in the junior year or other juniors of demonstrated ability. It consists of a basic grammar assessment and review during the first 2-4 weeks, and continues with a study of classic works of American literature, combined with constant grammar reinforcement and creative writing exercises.

EXPOSITORY READING AND WRITING
Duration: 2 semesters, 10 credits
Prerequisites: Grade 12
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher
Description: The goal of Expository Reading and Writing is to prepare seniors for the literacy demands of higher education. Through a sequence of eight to ten instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The course Assignment Template presents a scaffold process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11-12; B or higher in last college preparatory English course; strong reading and writing ability; approval of application
Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher; Honors
Description: This college-level course explores the relationship between what authors say and how they are trying to say it. The literary component incorporates a range of genres, including nonfiction, fiction, drama, and poetry, as well as the study and analysis of both style and rhetoric. In terms of style, students will explore how elements of language such as tone, diction, and syntax influence the overall meaning. In terms of rhetoric, students will examine various aspects of writers' credibility, irony and the overall use of logic to explore how effectively an author presents her/his position. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11-12; B or higher in last year's college preparatory English course; strong reading and writing ability; approval of application

Graduation Requirement: English
College Entrance: UC/CSU English (b) one year if each semester earns a C- or higher; Honors
Description: This is college-level course that teaches students to acquire the reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning and applying what they have learned to our world. Students will read and analyze classic works of literature and look at modern and contemporary works as they examine all genres: plays, short stories, poetry, essays, and novels. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

****

MATHEMATICS

PRE-ALGEBRA
Duration: 2 semesters, 10 credits, repeatable by teacher permission
Prerequisites: Grades 9-11
Graduation Requirement: Mathematics; does not fulfill the state diploma requirement for Algebra 1
College Entrance: No UC/CSU admission requirement
Description: This course prepares students for a rigorous Algebra 1 course. It includes basic skills, including addition and subtraction, which are needed before attempting Algebra 1, as well as Algebra skills required in the Common Core standards.

ALGEBRA 1
Duration: 2 semesters, 10 credits, repeatable by teacher permission
Prerequisites: Grades 9-12
Graduation Requirement: Mathematics; required for high school diploma in the state of California
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher
Description: Algebra 1 is the first course in a five-course sequence of college preparatory mathematics. Cooperative groups are used and problem-solving skills are stressed. The units include the following topics: Data Organization; Patterns and Exponents; Patterns and Graphs; Writing and Solving Equations; Numerical, Geometric, and Algebraic Ratios; Factoring Quadratics, Graphing, and Systems of Linear Equations; Systems of Linear and Nonlinear Equations; Pythagorean Theorem; Area and Subproblems; More Ratios and Slopes; More About Quadratic and Linear Equations.

GEOMETRY
Duration: 2 semesters, 10 credits, repeatable by teacher permission
Prerequisites: Grades 9-12, C or better in Algebra 1, or teacher approval
Graduation Requirement: Mathematics
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher
Description: This course emphasizes major concepts in an integrated algebra/geometry context. Key ideas include algebra review, graphing, ratios, plane figures, problem solving, spatial visualization, conjecture, explanation, and convincing argumentation (proof).

ALGEBRA 2
Duration: 2 semesters, 10 credits, repeatable by teacher permission
Prerequisites: C or better in Geometry, or teacher approval
Graduation Requirement: Mathematics
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher
Description: This is the third in a five-course sequence of college preparatory mathematics. Units include: how to use a graphing calculator; advanced problem-solving strategies; functions; variables relationships; equations of three or more variables; ratio, proportion and direct variation; manipulating algebraic expressions; sines, cosines, right triangles and trigonometric functions; advanced proofs; applications in economics, biology, chemistry and physics; elementary probability and statistics.

SENIOR MATH
Duration: 2 semesters, 10 credits
Prerequisites: TBA
Graduation Requirement: Mathematics
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher
Description: TBA

PRE-CALCULUS
Duration: 2 semesters, 10 credits, repeatable by teacher permission
Prerequisites: C or better in Algebra 2 or teacher approval
Graduation Requirement: Mathematics
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher
Description: The course topics include advanced algebra, advanced trigonometry, and analytic geometry of two and three dimensions. Students analyze elementary functions and curve sketching. Selected discrete mathematics topics including normal probability distributions and non-linear regression are explored. Theorems are proved using mathematical induction, and graphing calculators are used throughout the course. **This is usually offered as an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

ADVANCED PLACEMENT STATISTICS
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11-12; B or better in Algebra 2 or Pre-Calculus; approval of application
Graduation Requirement: Mathematics
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher; Honors
Description: AP Statistics is a college-level course that gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

ADVANCED PLACEMENT CALCULUS AB
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11-12; B or better in Pre-Calculus or Calculus; approval of application
Graduation Requirement: Mathematics
College Entrance: UC/CSU Mathematics (c) one year if 2nd semester earns a C- or higher; Honors
Description: This is a college-level course in which students will learn to represent functions in a variety of ways: graphical, numerical, analytical, and verbal. They will learn the meaning of the derivative in terms of a rate of change and local approximation and the integral both as a limit of Riemann sums and as the net accumulation of change. Students will understand the Fundamental Theorem of Calculus as the relationship between the derivative and the definite integral and will solve a variety of problems that apply the core concepts of calculus. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

****

SCIENCES: LAB

AGRICULTURE SCIENCE 1
Duration: 2 semesters, 10 credits
Prerequisites: Grades 9-12
Graduation Requirement: Lab Science or Fine Arts/Foreign Language/Career Technical Education; required in grade 9
College Entrance: UC/CSU Elective (g) one year if both semesters earn C- or higher
Description: This course is designed as an introduction to agriculture in the hope that the students will obtain an overview of what FFA projects and classroom activities can do to help the student make a career choice. The curriculum contains FFA instruction and assignments.

AGRICULTURAL BIOLOGY
Duration: 2 semesters, 10 credits
Prerequisites: Grades 10-12; completion or taking Algebra 1

Graduation Requirement: Lab Science or Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC Lab Science (d)/CSU "biological" Lab Science (d) one year if both semesters earn a C- or higher
Description: Agricultural Biology is a laboratory science course designed for the college-bound student. The course emphasizes detailed knowledge biological principles in the following areas: molecular and cellular aspects of living things, structure, and function of agricultural plants and animals, genetics, physiology, plant and animal diversity and principles of classification, ecological relationships, and animal behavior. The curriculum contains FFA instruction and assignments.

AGRICULTURE CHEMISTRY
Duration: 2 semesters, 10 credits, alternates with Physics in school years offered
Prerequisites: Grades 10-12, completion of Geometry with grade of C- or higher
Graduation Requirement: Lab Science or Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC Lab Science (d)/CSU "physical" Lab Science (d) one year if both semesters earn a C- or higher
Description: This college preparatory lab science covers AGRICULTURE concepts in depth, including the relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gases, and gas laws. Student will also explore current agricultural industry topics and how chemistry is involved. The curriculum contains FFA instruction and assignments.

SCIENCES: OTHER

AGRICULTURE SCIENCE 3-4
Duration: 2 semesters, 10 credits
Prerequisites: Grades 11-12; completion of Agricultural Biology recommended or teacher approval
Graduation Requirement: Science (non-lab), Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This course is divided into the following major areas: California Agricultural Cooperatives and Marketing; Sales and Service of Agriculture Products; Advanced Beef, Sheep, and Swine Production; FFA Record Books; and FFA Projects. The curriculum contains FFA instruction and assignments.

LANDSCAPE MAINTENANCE
Duration: 2 semesters, 10 credits
Prerequisites: Grades 11-12
Graduation Requirement: Science (non-lab), Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This is an ornamental horticulture course for students desiring to perfect vocational landscaping maintenance skills, to develop vocational skills and techniques in home landscaping, to practice landscape design and layout, and to gain minimum employment entry proficiency in the field of ornamental horticulture. The curriculum contains FFA instruction and assignments. This course may be scheduled to rotate in place of Ag Chemistry.

NURSERY/GREENHOUSE MANAGEMENT
Duration: 2 semesters, 10 credits
Prerequisites: Grades 11-12
Graduation Requirement: Science (non-lab), Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Elective (g) admission requirement one year if each semester earns C- or higher
Description: This course provides training with applications in plant nursery/greenhouse management in the hope that students will obtain an overview of the horticulture industry and jobs available in the field so that a career choice can be made. The curriculum contains FFA instruction and assignments.

****

SOCIAL SCIENCE

WORLD HISTORY
Duration: 2 semesters, 10 credits
Prerequisites: Grade 10
Graduation Requirement: Social Sciences
College Entrance: UC/CSU History/Social Science (a) one year if each semester earns a C- or higher

Description: This course is a study of world history, culture, and geography with an emphasis on the major turning points shaping the modern world from the late eighteenth century to the present. The course includes the study of major political trends and schools of thought, with an emphasis on the democratic ideals of individual liberty, human rights, and citizen participation in the formation and regulation of governments.

UNITED STATES HISTORY
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11
Graduation Requirement: Social Sciences
College Entrance: UC UC/CSU History/Social Science (a) one year if each semester earns a C- or higher
Description: US History is a study of people, events, and ideas that make up the history of the United States of America with particular focus on the twentieth century.

ADVANCED PLACEMENT US HISTORY
Duration: 2 semesters, 10 credits
Prerequisites: Grade 11-12; B or higher in last Social Studies course; strong reading and writing ability; summer assignments; approval of application
Graduation Requirement: Social Sciences
College Entrance: UC UC/CSU History/Social Science (a) one year if each semester earns a C- or higher
Description: This college-level course is a survey of American History from the age of exploration and discovery to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

AMERICAN GOVERNMENT & CYBERSECURITY
Duration: 2 semesters, 10 credits
Prerequisites: Grade 12
Graduation Requirement: Social Sciences or Career Technical Education
College Entrance: UC/CSU History/Social Science (a) one year if each semester earns C- or higher; Honors
Description: American Government and Cybersecurity is a history/social science course integrated with the four pathways of the Information and Communication Technologies (ICT) sector and the National Initiative for Cybersecurity Education (NICE) standards. The course prepares students to see where the field of cybersecurity intersects with the American Constitution and political system. To accomplish this goal, the course content explores the relationship between cybersecurity and government through five dimensions: historical, technological, legal, administrative, and ethical, and explores how those dimensions affect U.S. policy in regards to citizen privacy as well as Homeland Security issues. The content of government includes eight big ideas of units: 1) Our system of government and cyber security, 2) Executive branch, 3) Legislative branch, 4) Judicial branch, 5) Election process, 6) State government, 7) Civil responsibilities v. government responsibilities, and 8) Evolution of Democracy. Throughout the eight units, students conduct research, closely read and analyze complex texts, participate in policy debates, and compose research papers in which they synthesize their knowledge to design a government policy that addresses a critical cybersecurity issue. At the same time, students are provided a rigorous pathway to learn government and technical knowledge, communication, critical thinking, and problem solving skills that prepare them for further college, career, and civic readiness in the field of Information and Communication Technologies and American Government. Honors course: Grading is weighted for the GPA to award one additional grade point for earning a C- or higher.

ECONOMICS
Duration: 2 semester, 10 credits
Prerequisites: Grade 12
Graduation Requirement: Social Sciences
College Entrance: UC/CSU Elective (g) **one semester** if earn C- or higher
Description: This course is designed to provide the student with a deeper understanding of the institutions of American economics. This course provides instruction in the economic problems and institutions operating in America today.

ADVANCED PLACEMENT US GOVERNMENT & POLITICS
Duration: 1 semester, 5 credits
Prerequisites: Grade 12; B or higher in US History; strong reading and writing ability; approval of application
Graduation Requirement: Social Sciences
College Entrance: UC/CSU History/Social Science (a) one semester if earn C- or higher; Honors

Description: This is a college-level survey course covering the Constitution, political beliefs, political parties, interest groups, institutions of government, public policy, and civil rights. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

ADVANCED PLACEMENT MICROECONOMICS
Duration: 1 semester, 5 credits
Prerequisites: Grade 12; B or higher in US History; strong reading and writing ability; approval of application
Graduation Requirement: Social Sciences
College Entrance: UC/CSU Elective (g) one semester if earn C- or higher; Honors
Description: This college-level course studies how individuals make choices with limited resources. Students examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision-making processes. Students study the stock market as an investment option and trace various stocks through the semester using the Wall Street Journal and the Internet as resources. College credit and course exemptions are awarded to students who score a 3, 4, or 5 on the Advanced Placement Examination given in May. Grades in AP courses are determined by performance in the course and are not linked to performance on the AP Exam. AP Exams are provided **free** and scored by the College Board. Grading is weighted for the GPA to award one additional grade point for earning a C- or higher. **This is an Internet course** using an independent format of computer instruction, an online teacher, and supervision by a SHS "mentor" teacher.

****

PHYSICAL EDUCATION

COED PHYSICAL EDUCATION
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 9-12
Graduation Requirement: Physical Education
College Entrance: No UC/CSU admission requirement
Description: This is a coed physical education class. Students will learn and perform the proper skills and rules for a variety of sports. Physical fitness is emphasized. Students will improve both fine and gross motor skills through activity in each P.E. session. In addition, students will demonstrate cooperation, participation, dress in appropriate clothing, and play each sport to the best of their ability.

ATHLETIC SPORT PARTICIPATION
Duration: 1 sport season, worth 5 credits, repeatable for up to 15 credits of the P.E. requirement
Prerequisites: Grades 9-12, participation in school-sponsored athletic program
Graduation Requirement: Physical Education
College Entrance: No UC/CSU admission requirement
Description: Each completed season of a Shandon High athletic program, or for each semester of Cheer, is worth 5 credits of P.E., for up to 15 credits of P.E. or until the Physical Education graduation requirement is completed.

FINE ARTS / FOREIGN LANGUAGE / CAREER TECHNICAL EDUCATION

ART 1
Duration: 2 semesters, 10 credits
Prerequisites: Grades 9-12
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Visual/Performing Art (f) one year if both semesters earn C- or higher
Description: This is a beginning course in art that includes art and design principles, basic color theory, art history and analysis, drawing, painting, graphic design, learning to use media and technique tips in drawing, painting, and displaying.

ART 2: GRAPHIC DESIGN
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 10-12, completion of Art 1; or teacher approval
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: Art 2 is a computer-oriented art class that will cover different types of graphic design using industry standard computer software, basic photography, illustration styles, web design, and yearbook creation.

ART 3: ADVANCED GRAPHIC DESIGN
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 10-12, completion of Art 2; or teacher approval
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: Advanced Graphic Design builds on and expands the concepts learned in Art 2. Using the industry standard Adobe Suite software, students will create various graphic design, website design, photography, video, and animation projects. They will also take a leadership role in the creation of the school yearbook, acting as chief editors, managing and working alongside the Art 2 students.

MUSIC: GUITAR PLUS
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 9-12
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: Students will gain an understanding of music theory as they learn to play guitar, ukulele, mandolin, and/or bass guitar. First semester will be spent laying a firm foundation of musical knowledge and fundamentals of playing the instrument(s) (i.e., learning to play chords). Second semester will focus more on performance.

ADVANCED MUSIC:
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 10-12; or teacher approval
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: Advanced Music students will build on the skills that they learned in Music: Guitar Plus. They will learn more complicated music, learn to play Bass and Drums, and create original music. Students will learn the different roles of the various band members so that they can play together as a group of three or more different instruments (ie Bass, Drums, Acoustic Guitar, and Electric Guitar). Toward the end of this class, students will use industry standard software and hardware to record original music.

THEATRE ARTS 1
Duration: 2 semesters, 10 credits
Prerequisites: Grades 9-12
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Visual/Performing Art (f) one year if both semesters earn C- or higher
Description: Theater Arts 1 is an introduction to theater, including performance and history. Students learn the fundamentals of acting through scene study and required theater games. Students study scenes from a variety of writers and subject material from various historical periods. Students will develop an appreciation of theater through the various genres and historical eras, resulting in a research project. Students are expected to participate in a back-stage capacity for school productions.

THEATRE ARTS 2
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 10-12 and teacher approval, successful completion of Theater Arts 1 with a grade of C; willing to risk and learn to perform theatrical roles in staged performances
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This is a production class. Students will use the skills and experience from the prerequisite course of Theater Arts 1 for the production of a school play, including performing roles in the play. Students must possess the desire to perform and learn new theater techniques through performance and study. Students who do not wish to perform or to study theater should not take this class. Students who wish to develop self-confidence, poise, and an appreciation of theater are welcome.

SPANISH 1
Duration: 2 semesters, 10 credits
Prerequisites: Grades 9-12
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Foreign Language (e) one year if 2nd semester earns a C- or higher
Description: Spanish 1 is a beginning course in learning to read, write, and speak Spanish. The content includes basic vocabulary, beginning reading, grammar, basic sounds, and culture.

SPANISH 2
Duration: 2 semesters, 10 credits
Prerequisites: Grades 10-12, C- or higher in Spanish 1 or teacher approval
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Foreign Language (e) two years if 2nd semester earns C- or higher
Description: Spanish 2 is an advanced course in learning to read, write, and speak Spanish. The content includes advanced levels of vocabulary, reading, grammar, and culture.

SPANISH 3
Duration: 2 semesters, 10 credits
Prerequisites: Grades 11-12, C- or higher in Spanish 2 or teacher approval
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Foreign Language (e) two years and Elective (G) if 2nd semester earns C- or higher
Description: Spanish 3 is an advanced, third-year course in learning to read, write, and speak Spanish. Students in this course are taught on an individualized basis, during which the students are responsible for mastering the course content through independent learning with teacher supervision.

AGRICULTURE SCIENCE 1: See description in Sciences

AGRICULTURAL BIOLOGY: See description in Sciences

AGRICULTURE CHEMISTRY: See description in Sciences

AGRICULTURE SCIENCE 3-4: See description in Sciences

LANDSCAPE MAINTENANCE: See description in Sciences

NURSERY/GREENHOUSE MANAGEMENT: See description in Sciences

SUCCESS 101
Duration: 2 semesters, 5 credits
Prerequisites: Grades 9-12
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: UC/CSU Elective (g) admission requirement one semester if earn C- or higher
Description: This is a dual enrollment course with Cuesta College that is designed to help students understand the importance of academics and to build solid foundational skills such as self analysis, time management, goal setting, decision making, career research, financial literacy, and planning for the future. Every student will leave this class having completed a 10-Year Plan that includes their high school plans along with post-secondary options. Students who complete this course will also earn 3 elective credits from Cuesta College. This course is taught in combination with Health Education and Driver Education.

BEGINNING AGRICULTURE MECHANICS
Duration: 2 semesters, 10 credits
Prerequisites: Grade 9 cannot take Ag Woodworking at the same time.
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This course gives the beginning shop student the skills required for everyday maintenance of home, landscape, shop, and farm. It is further gives students an opportunity to explore various areas of mechanized agriculture. Emphasis is on hand tools, shop safety, shop drawings, materials, plumbing, woodworking, rope work, metals, electricity, introduction to welding, and exploration of careers and opportunities in the field of agricultural mechanics. The curriculum contains FFA instruction and assignments. Class size is limited to 15.

BEGINNING AGRICULTURE WELDING
Duration: 2 semesters, 10 credits
Prerequisites: Grades 10-12; completion of Beginning Ag Mechanics strongly recommended
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This course is devoted to the development of welding skills and techniques used in industry. Topics include oxygen-acetylene welding, flame cutting, electric arc welding, and MIG and TIG welding. Construction of projects is permissible and encouraged, but only after completion of required test welds. The curriculum contains FFA instruction and assignments. Class size is limited to 15.

AGRICULTURE CONSTRUCTION
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 11-12, Beginning Ag Welding, completion of Beginning Ag Mechanics recommended
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This course provides advanced training in the skills required for construction of structures and equipment used in agriculture. This training supplements the basic skills training acquired in other agricultural programs. Students will select, design and construct projects which will be an agricultural application of the construction skills in areas such as wood, metal, concrete, water and electrical. ***Two periods of this course may be taken during a semester.*** The curriculum contains FFA instruction and assignments. Class size is limited to 15.

ADVANCED WELDING / DUAL ENROLLMENT
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 11-12, teacher approval, Beginning Ag Welding; recommended completion of Beginning Ag Mechanics
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This class permits students to enroll in and complete a Cuesta College welding curriculum instead of a project for show or sale at the California Mid-State Fair. Successful students will additionally earn 2 credits in welding at Cuesta College. This course provides instruction in Shielded Metal Arc Welding (SMAW), Oxy Acetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), Flux Core Arc Welding (FCAW), Oxy Fuel Cutting (UFC) and Plasma Arc Cutting (PAC). FFA instruction and assignments are included. Class size is limited to 15.

AGRICULTURE LEADERSHIP
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 10-12, agriculture student, teacher approval
Graduation Requirement: Fine Arts/Foreign Language/Career Technical Education
College Entrance: Does not fulfill UC/CSU admission requirements
Description: This course is provided for students who are elected officers in FFA and other students in agriculture leadership to plan and organize FFA and other agriculture activities.

****

ELECTIVES

ASSOCIATED STUDENT BODY LEADERSHIP
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 9-12, elected class officer, teacher approval
Graduation Requirement: Elective
College Entrance: No UC/CSU admission requirement
Description: The Associated Student Body Leadership Class is designed to provide an environment in which students can develop and implement personal leadership skills, and increase their ability to work as team members. ASB is composed of elected Associated Student Body Officers and Representatives, as well as other students who are dedicated to improving their school. Students in ASB learn valuable, real-life skills such as budgeting, teamwork, planning, goal-setting, human relations, conflict resolution, public speaking, time management, money management, problem solving, communication skills, parliamentary procedure, and community service. Class size is limited in terms of number and grade level.

CULINARY ASSISTANT
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 9-12, approval Food Service Manager, completion of Culinary Assistant Agreement

Graduation Requirement: Elective/ Career Technical Education
College Entrance: No UC/CSU admission requirement
Description: This assistant position provides practical training and experience in culinary skills while assisting in the cafeteria at Shandon Elementary School. Activities include food handling, food preparation, and serving skills. Only one period of this aide-type position is usually allowed in the student's schedule, unless approved by the principal. Grading is Credit/No Credit.

LEARNING CENTER
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 9-12, possess IEP or 504 Plan, approval of RSP teacher
Graduation Requirement: Elective
College Entrance: No UC/CSU admission requirement
Description: This class provides approved students with assistance that includes study skills, completing assignments from other classes, and tutoring in various academic subjects. Only one period of this class is usually allowed in the student's schedule, unless approved by the principal. Grading is Credit/No Credit.

LIBRARY ASSISTANT
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 11-12, librarian approval
Graduation Requirement: Elective
College Entrance: No UC/CSU admission requirement
Description: Students conduct practical library duties including labeling and shelving books, assisting students, answering the telephone, filing, and photocopying. Students are instructed and supervised by the librarian. Library Assistants will benefit from this experience by learning employment skills, including library skills, organization, punctuality, individual responsibility, and attention to detail. Attendance and reliability are a must. Students are responsible for bringing other course work to study quietly when their assistance is not required. Only one period of this assistant-type position is usually allowed in the student's schedule, unless approved by the principal. Grading is Credit/No Credit.

OFFICE ASSISTANT
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 11-12, clerical staff/administration approval.
Graduation Requirement: Elective
College Entrance: No UC/CSU admission requirement
Description: This assistant position provides practical office experience including telephone answering, filing, and use of office equipment while working with other students, clerical staff, administration, and the general public. Students are instructed and supervised by a staff person and perform duties of the assigned office area. Confidentiality of information must be maintained. Only one period of this aide-type position is usually allowed in the student's schedule, unless approved by the principal. Grading is Credit/No Credit.

STEM EXPLORATION (Science Technology Engineering Mathematics)
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 9-12
Graduation Requirement: Elective
College Entrance: No UC/CSU admission requirement
Description: This course will explore various applications in our world that involves STEM (Science, Technology, Engineering, Mathematics). The course will focus on the importance of STEM for our society and the world, and includes Internet research.

TUTOR
Duration: 2 semesters, 10 credits, repeatable
Prerequisites: Grades 11-12, teacher approval
Graduation Requirement: Elective
College Entrance: No UC/CSU admission requirement
Description: Tutors assist students with learning course material. This may include individual tutoring, small-group tutoring, and assisting with a lesson. Tutors are instructed and supervised by the classroom teacher. Tutors will benefit from this experience by learning employment skills, including organization, punctuality, individual responsibility, attention to detail, and individual and/or small-group instructional techniques. Attendance and reliability are a must. Students are responsible for bringing other course work to study quietly when their assistance is not required. Only one period of this assistant-type position is usually allowed in the student's schedule, unless approved by the principal. Grading is Credit/No Credit.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Ballot for 2018 CSBA Delegate Assembly Election

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports _____ Consent __X__ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

Provided for your consideration is the Ballot for 2018 CSBA Delegate Assembly Election. A list of candidates along with resumes have also been provided.

RECOMMENDED ACTION:

REQUIRES BOARD ACTION

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **THURSDAY, MARCH 15, 2018**. Only ONE Ballot per Board. Be sure to mark your vote "✕" in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2018 DELEGATE ASSEMBLY BALLOT
SUBREGION 9-C
(San Luis Obispo County)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2018 – March 31, 2020

**denotes incumbent*

☐ Mark Buchman (San Luis Coastal USD)*

☐ Field Gibson (Paso Robles Joint USD)

☐ Samuel Shalhoub (Coast USD)

COPY

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District *Date of Board Action*

See reverse side for a current list of all Delegates in your Region.

REGION 9 – 8 Delegates (8 elected)

Director: Tami Gunther (Atascadero USD)

Below is a list of all the current Delegates with expired terms from this Region.

Subregion 9-A (San Benito, Santa Cruz)
Phil Rodriguez (Soquel Union ESD), term expires 2018
Deborah Tracy-Proulx (Santa Cruz City Schools), term expires 2018
George Wylie (San Lorenzo Valley USD), term expires 2019

Subregion 9-B (Monterey)
Lila Cann (Salinas Union HSD), term expires 2019
Rita Patel (Carmel USD), term expires 2018

Subregion 9-C (San Luis Obispo)
Mark Buchman (San Luis Coastal USD), term expires 2018
Vicki Meagher (Lucia Mar USD), term expires 2019

County Delegate:
Janet Wohlgemuth (Monterey COE), term expires 2019

Counties

San Benito, Santa Cruz (Subregion A)
Monterey (Subregion B)
San Luis Obispo (Subregion C)

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Approval of the Second Reading of Board Policies, Administrative Regulations, and Exhibits

PREPARED BY:
Teresa Taylor

AGENDA SECTION:

_____ Reports _____ Consent __X__ Action _____ First Reading _____ Information _____Resolution

SUMMARY:

The following Board Policies, Administrative Regulations, and Exhibits have been provided for approval:

BP 1330 Use of School Facilities
AR 1330 Use of School Facilitie
E 1330 Use of School Facilities
AR 3515.6 Criminal Background Checks for Contractors
BP 3515.7 Firearms on School Grounds
BP 3516 Emergencies and Disaster Preparedness Plan
AR 3516 Emergencies and Disaster Preparedness Plan
AR 3516.1 Fire Drills and Fires
AR 3516.2 Bomb Threats
AR 3516.3 Earthquake Emergency Procedure System
BP 3516.5 Emergency Schedules
AR 3517 Facilities Inspection
BP 3530 Risk Management/ Insurance
AR 3530 Risk Management/ Insurance

RECOMMENDED ACTION:
Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Use Of School Facilities

BP 1330
Community Relations

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

(cf. 6145.5 - Student Organizations and Equal Access)

The Board may authorize the use of school facilities without charge by nonprofit organizations, clubs. Or associations organized to promote youth and school activities. These groups include, but are not limited to, 4H, Girl Scouts, Boy Scouts, Camp Fire Inc., Parent-Teacher associations, and school-community advisory councils.

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities

2. Preserve order in school facilities and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

The Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

(cf. 6115 - Ceremonies and Observances)

There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.

(cf. 1325 - Advertising and Promotion)

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

(cf. 1330.1 - Joint Use Agreements)

Fees

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

(cf. 9320 - Meetings and Notices)

The Board believes that the use of school facilities or grounds should not result in costs to the district. The Superintendent or designee shall charge all groups granted the use of school facilities or grounds under the Civic Center Act an amount not exceeding direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)

The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. As specified in Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, and school-community advisory councils. Other groups that request the use of school facilities under the Civic Center Act, including nonprofit groups not organized to promote youth and school activities and for-profit groups, shall be charged an amount not exceeding direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)

Additionally, when any use of school facilities or grounds is for religious services, the district shall charge an amount at least equal to the district's direct costs. (Education Code 38134)

In determining direct costs to be charged for community use of each, or each type of, school facility or grounds, the Superintendent or designee shall calculate, in accordance with 5 CCR 14038, the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds

However, capital direct costs shall not be charged to organizations retained by the district or school to provide instruction or instructional activities to students during school hours or for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs. (5 CCR 14037)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services of district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Expending Funds Collected as Capital Direct Costs

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042)

Legal Reference:
EDUCATION CODE
10900-10914.5 Community recreation programs
32282 School safety plan
37220 School holidays
38130-38138 Civic Center Act, use of school property for public purposes
BUSINESS AND PROFESSIONS CODE
25608 Alcoholic beverage on school premises
GOVERNMENT CODE
54950-54963 The Ralph M. Brown Act
MILITARY AND VETERANS CODE
1800 Definitions
CODE OF REGULATIONS, TITLE 5
14037-14042 Proportionate direct costs for use of school facilities and grounds
UNITED STATES CODE, TITLE 20
7905 Equal access to public school facilities
COURT DECISIONS
Good News Club v. Milford Central School, (2001) 533 U.S. 98
Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384
Cole v. Richardson, (1972) 405 U.S. 676
Connell v. Higgenbotham, (1971) 403 U.S. 207
ACLU v. Board of Education of Los Angeles, (1961) 55 Cal .2d 167
Ellis v. Board of Education, (1945) 27 Cal.2d 322
ATTORNEY GENERAL OPINIONS
82 Ops.Cal.Atty.Gen. 90 (1999)

79 Ops.Cal.Atty.Gen. 248 (1996)

Management Resources:
CSBA PUBLICATIONS
Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010
Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

(11/06 4/13) 8/14

Policy adopted by the Shandon Board of Education: December 14, 1999
Revised: May 14, 2002

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Use of School Facilities

AR 1330
Community Relations

Application for Use of Facilities

Any person applying for the use of any school facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a facilities use statement indicating that they uphold the state and federal constitutions and do not intend to use school premises or facilities to commit unlawful acts.

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings

2. The discussion of matters of general or public interest

3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization

4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies

6. Supervised recreational activities, including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination

7. A community youth center

(cf. 1020 - Youth Services)

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A veterans' organization means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

10. Other purposes deemed appropriate by the Governing Board

Restrictions

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law

2. Any use which is inconsistent with the use of the school facilities for school purposes or which interferes with the regular conduct of school or school work

3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances, including tobacco, marijuana, and vaping.

(cf. 3513.3 - Tobacco-Free Schools)

Any such use of school facilities shall be subject to any limitations that may be necessary to reduce risks to the district and ensure the safety of participants, as determined by the Superintendent or designee. Applicable limitations shall be clearly stated in the facility use agreement to be signed by the user's representative.

The district may exclude certain school facilities from nonschool use for safety or security reasons.

Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damage caused by the activity. The district may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds. (Education Code 38134)

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its

negligence during ~~such~~ the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence when using school facilities. (Education Code 38134)

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facilities being used.

(11/06 4/13) 4/15

Policy adopted by Shandon Board of Education: December 14, 1999
Revised: May 14, 2002

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Exhibit
Use Of School Facilities

E 1330
Community Relations

SHANDON JOINT UNIFIED SCHOOL DISTRICT

FACILITIES USE STATEMENT

The undersigned, _____, is duly authorized by _____(name of organization)_____, to act on its behalf in requesting the use of school facilities, including, but not limited to, executing any agreement or undertaking required by law and district policy and regulations governing the use of the facilities.

The organization shall comply with all restrictions placed on the use of the school facilities by law or district policy or regulations.

The organization recognizes that, in accordance with Education Code 38134, it is liable for any damage to the school facilities or for any injury to any person due to the organization's negligence in using the school facilities.

_____ _____
(Signed) (Date)

_____
(Organization)

(9/87 6/89) 4/13

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation

AR 3515.6
Business and Noninstructional Operations

Criminal Background Checks For Contractors

When the employees of any entity contracting with the district to provide specified services will have contact with students, the entity shall certify in writing to the Superintendent or designee that none of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1. In the case of a sole proprietor, the Superintendent or designee shall prepare and submit the employee's fingerprints to the Department of Justice. If any contracting employee who may have contact with students has been convicted of a violent or serious felony as defined, a certificate of rehabilitation and a pardon as required pursuant to Education Code 45125.1 shall be submitted to the Superintendent or designee before the contracting employee is authorized to perform the work for the district. (Education Code 45125.1)

These requirements shall apply to a sole proprietor or entity contracting with the district to provide any of the following services: (Education Code 45125.1, 45125.2)

1. School and classroom janitorial services

2. School site administrative services

3. School site grounds and landscape maintenance services

4. Student transportation services

5. School site food-related services

6. Construction, reconstruction, rehabilitation, or repair of a school facility

(cf. 3540 - Transportation)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3600 - Consultants)
(cf. 7140 - Architectural and Engineering Services)

On a case-by-case basis, the Superintendent or designee may require a contracting entity providing school site services other than those listed above to comply with these requirements. (Education Code 45125.1)

The Superintendent or designee may determine that criminal background checks will not be required if:

1. The contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)

2. The employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether students will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. (Education Code 45125.1)

Upon a determination that an employee will have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any students who may come in contact with this employee. (Education Code 45125.1)

These steps may include, but are not limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds, and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police/Security Department)

3. The contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and either item #1 or #2 above applies or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

a. The installation of a physical barrier at the worksite to limit contact with students

b. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony

c. Surveillance of employees of the entity by school personnel

Legal Reference:
EDUCATION CODE
41302.5 School districts, definition
45122.1 Classified employees, conviction of a violent or serious felony
45125.1 Criminal background checks for contractors
45125.2 Criminal background checks for construction
PENAL CODE
667.5 Prior prison terms, enhancement of prison terms
1192.7 Plea bargaining limitation

Management Resources:
WEB SITES
Department of Justice: https://oag.ca.gov/fingerprints

(10/97 10/98) 10/17

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy

BP 3515.7
Business and Noninstructional Operations

Firearms on School Grounds

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Legal Reference:
EDUCATION CODE
32281 Comprehensive safety plan
38001.5 District security officers; requirements if carry firearm
PENAL CODE
626.9 Gun Free School Zone Act
830.32 District police department; district decision to authorize carrying of firearm
16150 Definition of ammunition
16520 Definition of firearm
26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds
UNITED STATES CODE, TITLE 18
921 Definitions, firearms and ammunition
922 Firearms, unlawful acts
923 Firearm licensing
UNITED STATES CODE, TITLE 20
7961 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:
WEB SITES
Office of the Attorney General: http://oag.ca.gov/firearms

(4/16) 12/17

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Emergencies And Disaster Preparedness Plan

BP 3516
Business and Noninstructional Operations

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all emergencies and disasters and which shall be included in the district's comprehensive school safety plan.

(Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community?s needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

Legal Reference:
EDUCATION CODE
32001 Fire alarms and drills
32040 Duty to equip school with first aid kit
32280-32289 School safety plans

32290 Safety devices
39834 Operating overloaded bus
46390-46392 Emergency average daily attendance in case of disaster
49505 Natural disaster; meals for homeless students; reimbursement
GOVERNMENT CODE
3100 Public employees as disaster service workers
8607 Standardized emergency management system
CODE OF REGULATIONS, TITLE 5
550 Fire drills
560 Civil defense and disaster preparedness plans
CODE OF REGULATIONS, TITLE 19
2400-2450 Standardized emergency management system
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:
CSBA PUBLICATIONS
Avian Influenza, Governance and Policy Services Fact Sheet, April 2006
911! A Manual for Schools and the Media During a Campus Crisis, 2001
CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS
SEMS Guidelines, November 2009
California Implementation Guidelines for the National Incident Management System: Workbook and User Manual, 2006
School Emergency Response: Using SEMS at Districts and Sites, June 1998
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
Pandemic Influenza Planning Checklist, 2006
CONTRA COSTA COUNTY OFFICE OF EDUCATION
Pandemic Flu School Action Kit, June 2006
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003
WEB SITES
CSBA: http://www.csba.org
American Red Cross: http://www.redcross.org
California Department of Education, Crisis Preparedness: http://www.cde.ca.gov/ls/ss/cp
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Seismic Safety Commission: http://www.seismic.ca.gov
Centers for Disease Control and Prevention: http://www.cdc.gov
Contra Costa County Office of Education, Pandemic influenza resources: http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit
Federal Emergency Management Agency: http://www.fema.gov
U.S. Department of Education, Emergency Planning: http://www.ed.gov/admins/lead/safety/emergencyplan
U.S. Department of Homeland Security: http://www.dhs.gov

(6/96 11/04) 7/06

Policy adopted by Shandon Board of Education: January 11, 2000 Revised:

SHANDON UNIFIED SCHOOL DISTRICT
Administrative Regulation

AR 3516
Business and Noninstructional Operations

Emergencies And Disaster Preparedness Plan

Components of the Plan

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff

(cf. 3516.1 - Fire Drills and Fires)

2. Earthquake or other natural disasters

(cf. 3516.3 - Earthquake Emergency Procedure System)

3. Environmental hazards

(cf. 3514 - Environmental Safety)
(cf. 3514.2 - Integrated Pest Management)

4. Attack or disturbance, or threat of attack or disturbance, by an individual or group

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 5131.4 - Student Disturbances)

5. Bomb threat or actual detonation

(cf. 3516.2 - Bomb Threats)

6. Biological, radiological, chemical, and other activities, or heightened warning of such activities

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks

(cf. 3530 - Risk Management/Insurance)

2. Instruction and practice for students and employees regarding emergency plans, including:

a. Training of staff in first aid and cardiopulmonary resuscitation

b. Regular practice of emergency procedures by students and staff

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site

b. Individuals responsible for specific duties

c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans

d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation

e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

a. Identification of areas of responsibility for supervision of students

b. Procedures for evacuation of students and staff, including posting of evacuation routes

c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

(cf. 5141 - Health Care and Emergencies)
(cf. 5142 - Safety)

d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

(cf. 3543 - Transportation Safety and Emergencies)

e. Provision of a first aid kit to each classroom

f. Arrangements for students and staff with special needs

(cf. 4032 - Reasonable Accommodation)

(cf. 6159 - Individualized Education Program)

g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)
(cf. 5113 - Absences and Excuses)
(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:

a. The impact on student learning and methods to ensure continuity of instruction

b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

(cf. 3516.5 - Emergency Schedules)

6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:

a. Identification of spokesperson(s)

(cf. 1112 - Media Relations)

b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

(cf. 1113 - District and School Web Sites)

c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:

a. Development of guidelines for law enforcement involvement and intervention

b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

8. Steps to be taken after the disaster or emergency, including:

a. Inspection of school facilities

b. Provision of mental health services for students and staff, as needed

(cf. 6164.2 - Guidance/Counseling Services)

(6/96 11/04) 7/06

Policy adopted by Shandon Board of Education: January 11, 2000 Revised:

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation

AR 3516.1
Business and Noninstructional Operations

Fire Drills and Fires

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)

3. Teachers shall ascertain that no student remains in the building.

4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

2. The principal or designee shall call 911.

3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any

injured students.

6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Legal Reference:
EDUCATION CODE
17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems
32001 Uniform fire signals
32040 Duty to equip school with first aid kit
CODE OF REGULATIONS, TITLE 5
550 Fire drills

(3/89 10/96) 11/01

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Bomb Threats

AR 3516.2
Business and Noninstructional Operations

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.

3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)

4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

(cf. 3515.3 - District Police/Security Department)

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

(cf. 3516.5 - Emergency Schedules)

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

(cf. 1112 - Media Relations)

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

(cf. 6164.2 - Guidance/Counseling Services)

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:
EDUCATION CODE
44810 Willful interference with classroom conduct
48900 Grounds for suspension or expulsion
51202 Instruction in personal and public health and safety
PENAL CODE
17 Felony, misdemeanor, classification of offenses
148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

Management Resources:
CSBA PUBLICATIONS
911: A Manual for Schools and the Media During a Campus Crisis, 2001
U.S. DEPARTMENT OF HOMELAND SECURITY PUBLICATIONS
Bomb Threat Checklist
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
U.S. Department of Homeland Security: http://www.dhs.gov
U.S. Department of Treasury, Bureau of Alcohol, Tobacco, Firearms and Explosives: http://www.THREATPLAN.org

(9/91 10/96) 7/10

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Earthquake Emergency Procedure System

AR 3516.3
Business and Noninstructional Operations

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In laboratories, burners should be extinguished, if possible, before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and

assembly locations are safe and shall communicate with teachers and other staff.

5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.

3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.

2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans
GOVERNMENT CODE
3100 Public employees as disaster service workers
8607 Standardized Emergency Management System
CODE OF REGULATIONS, TITLE 19
2400-2450 Standardized Emergency Management System

Management Resources:
CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS
The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty
Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003
School Emergency Response: Using SEMS at Districts and Sites, June 1998
WEB SITES
American Red Cross: http://www.redcross.org
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Seismic Safety Commission: http://www.seismic.ca.gov
Federal Emergency Management Agency: http://www.fema.gov/hazards/earthquakes
National Incident Management System: http://www.fema.gov/emergency/nims

(7/07 3/11) 7/16

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Emergency Schedules

BP 3516.5
Business and Noninstructional Operations

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 6112 - School Day)

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction the necessary forms for obtaining approval of the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

(cf. 3580 - District Records)
(cf. 6111 - School Calendar)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

Legal Reference:
EDUCATION CODE
41420 Required length of school term
41422 Schools not maintained for 175 days
46010 Total days of attendance
46100-46192 Attendance; maximum credit; minimum day
46390 Calculation of ADA in emergency
46391 Lost or destroyed ADA records
46392 Decreased attendance in emergency situation
VEHICLE CODE
34501.6 School buses; reduced visibility

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE
90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005
WEB SITES
California Department of Education: http://www.cde.ca.gov

(12/92 11/99) 7/10

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Facilities Inspection

AR 3517
Business and Noninstructional Operations

The Superintendent or designee shall inspect school facilities to ensure that they are maintained in good repair. At a minimum, he/she shall assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, but not limited to, the following: (Education Code 17002, 35292.5)

1. Gas Leaks: Gas systems and pipes appear and smell safe, functional, and free of leaks.

2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.

3. Windows and Doors: Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

4. Fences and Gates: Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.

5. Interior Surfaces (walls, floors, ceilings): Interior surfaces are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.

6. Hazardous Materials: Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.

(cf. 3514 - Environmental Safety)

7. Structures: Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.

8. Fire Safety and Emergency Equipment: Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.

9. Electrical Systems: Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.

10. Lighting: Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.

11. Pest/Vermin Infestation: No visible or odorous indicators of pest or vermin infestation are evident.

12. Drinking Fountains: Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.

13. Restrooms: Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

In addition, in a school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, at least 50 percent of the school's restrooms are stocked with feminine hygiene products, for which students are not charged. (Education Code 35292.6; 20 USC 6314)

14. Sewers: The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.

15. Roofs: Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building.

16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.

17. Playground/School Grounds: Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.

18. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

In addition, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of

lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

(cf. 0510 - School Accountability Report Card)

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

Legal Reference:
EDUCATION CODE
1240 County superintendent of schools, duties
17002 Definitions
17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998
17565-17591 Property maintenance and control
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School accountability report card
35186 Williams uniform complaint procedure
35292.5-35292.6 School maintenance
HEALTH AND SAFETY CODE
116277 Lead testing in drinking water
CODE OF REGULATIONS, TITLE 2
1859.300-1859.330 Emergency Repair Program
UNITED STATES CODE, TITLE 20
6314 Title I schoolwide program
UNITED STATES CODE, TITLE 42
300f-300j-27 Safe Drinking Water Act

Management Resources:
COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS
Facility Inspection Tool Guidebook, February 2008
STATE ALLOCATION BOARD, OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS
Facility Inspection Tool: School Facility Conditions Evaluation
WEB SITES
CSBA: http://www.csba.org

California County Superintendents Educational Services Association: http://www.ccsesa.org
California Department of Education, Williams Case: http://www.cde.ca.gov/eo/ce/wc/index.asp
Coalition of Adequate School Housing: http://www.cashnet.org
State Allocation Board, Office of Public School Construction: http://www.opsc.dgs.ca.gov
U.S. Environmental Protection Agency: http://www.epa.gov

(11/06 7/08) 12/17

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Risk Management/Insurance

BP 3530
Business and Noninstructional Operations

The Governing Board strongly supports a risk management program that protects district resources and promotes the safety of students, staff and the public.

The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices. The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection. To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance or a combination of these means.

The Board reserves the right to remove an insurance agent-of-record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.

To attempt to minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ensure that these policies and related procedures are enforced fairly and consistently.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3320 - Claims and Actions Against the District)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4119.11/4219.11/4319.11- Sexual Harassment)
(cf. 4132/4232/4332- Publication or Creation of Materials)
(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 4158/4258/4358- Employee Security)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 9260 - Legal Protection)

The Superintendent or designee shall report to the Board twice a year on the district's risk management activities.

Legal Reference:
EDUCATION CODE
17029.5 Contract funding; board liability
17565-17592 Board duties re property maintenance and control

32350 Liability on equipment loaned to district
35162 Power to sue, be sued, hold and convey property
35200-35214 Liabilities, especially:
35208 Liability insurance
35211 Driver training civil liability insurance
35213 Reimbursement for loss, destruction or damage of personal property
35214 Liability self-insurance
35331 Medical or hospital service for students on field trip
39837 Transportation of pupils to places of summer employment
41021 Requirement for employees' indemnity bonds
44873 Qualifications for physician (liability coverage)
49470-49474 District medical services and insurance
GOVERNMENT CODE
820.9 Board members not vicariously liable for injuries caused by district
989-991.2 Local public entity insurance
LABOR CODE
3200-4855 Workers' compensation

(6/85 9/88) 10/95

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Risk Management/Insurance

AR 3530
Business and Noninstructional Operations

Risk Management

The Superintendent or designee shall take action to:

1. Identify the risks inherent in the operation of district programs

2. Assess the above risks and keep records of accidents, losses and damage

3. Mitigate risks through loss control and safety-related activities

4. Determine the extent to which risks should be assumed by the district or covered by the purchase of insurance or pooling with other districts

Employees are expected to take reasonable precautions for the care and safety of the school equipment with which they have been entrusted. Employees may be held responsible for recurring damage or losses that occur due to their negligence or lack of supervision. Responsibilities related to safety and loss control shall be included in employee job descriptions.

(cf. 1240 - Volunteer Assistance)
(cf. 1330 - Use of School Facilities)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3430 - Investing)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3515 - School Safety and Security)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4157/4257/4357- Employee Safety)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.61 - Drug Testing)
(cf. 5141 - Health Care and Emergencies)

(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5142 - Safety)
(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)
(cf. 9260 - Legal Protection)

Insurance

Insurance coverage shall include, but may not be limited to:

1. Liability insurance (Education Code 35200-35214)

2. Fire insurance for buildings, equipment and vehicles (Education Code 17565)

3. Workers' compensation insurance (Labor Code 3700)

4. Fidelity bond insurance (Education Code 41021)

A suitable bond indemnifying the district against loss shall be purchased for employees responsible for handling district funds and may be purchased for employees responsible for handling district property. The district shall bear the cost of this bonding. (Education Code 41021)

(cf. 1330 - Use of School Facilities)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 4157.1/4257.1/4357.1- Work-Related Injuries)
(cf. 5143 - Insurance)
(cf. 9260 - Legal Protection)

(6/85 9/88) 10/95

Bond Projects Update – February 13, 2018

Modernization Eligibility/Funding Estimate – In January we submitted our application for state funding. According to the estimates of consultant Julie Avnit our eligibilities estimates are as following:

Parkfield ES:	State Match = $38,052	District Match = $25,368
Shandon ES:	State Match = $852,188	District Match = $568,125
Shandon HS:	State Match = $509,385	District Match = $339,590

Spring Projects

- Classroom Equipment – teacher desks, cabinets, shelves – planning and seeking bids
- Air Conditioning/Heating Upgrades - Gym, MOT – Seeking Bids
- Alarm System Upgrade – Seeking Bids
- Middle School Restroom Shade Cover – Approved by DSA – project to start in March
- Technology Upgrades – launch remaining chromebooks, transition to new fiber line

Summer Projects

- Painting - inside and outside of remaining rooms and fences – architect preparing bid specs for March bidding
- Septic Tank repair (SES) –seeking bids
- Septic Tank Replacement (SHS)- architect and engineer preparing bid specs for April bids
- Flooring – Parkfield School, SES main building, SES Café – seeking bids
- Remaining Asbestos Removal – Parkfield window and floors/SES Café pipes in wall
- SES Office/Library Remodel – planning stage
- SES Café – Plans submitted to DSA for Approval
- Window replacement - SES, Parkfield and SHS including Gym – architect is preparing bid specs for March bids
- Solar – planning stage

BOND REPROT 1-01-2018 TO 1-31-2018

	VENDOR WARRANT NUMBER	ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
5630 REPAIRS/MAINT -	BUILDING			
BALANCE FORWARD	01/01/2018		2,430.04	
TOTAL ACTIVITY				
ENDING BALANCE 0	1/31/2018		2,430.04	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**
5800 PROFES'L/CONSULTG SVCS/OP EXP				
BALANCE FORWARD	01/01/2018		1,875.00	
1/17/2018	PO-180031 3589 4225153	21-0000-0-5800-0000-8500-050-0000-0000	300	DIST
	AVNIT, JULIE	INV#688331803,OCT.2017 BOND		
1/17/2018	PO-180031 3589 4225153	21-0000-0-5800-0000-8500-050-0000-0000	900	DIST
	AVNIT, JULIE	INV#688331805,DEC.2017,BOND TI		
TOTAL ACTIVITY			1,200.00	
ENDING BALANCE 0	1/31/2018		3,075.00	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**
6170 LAND IMPROVEMENT				
BALANCE FORWARD	01/01/2018		115,233.53	
1/24/2018	PO-180150 2386 4225708	21-0000-0-6170-0000-8500-050-0000-5600	5,425.00	MOT
	FENCE FACTORY	INV#503170,MOT FENCE		
1/31/2018	PO-180091 3422 4226553	21-0000-0-6170-0000-8500-050-0000-5600	11,310.00	PRKFLD
	A&T ARBORISTIS & VEGETATION	INV#4726,PRKFLD,TREE TRIMING		
TOTAL ACTIVITY			16,735.00	
ENDING BALANCE 0	1/31/2018		131,968.53	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**
6200 BUILDINGS & IMPROVEMNT OF BLDG				
BALANCE FORWARD	01/01/2018		555,285.95	
1/10/2018	PO-180142 3437 4224683	21-0000-0-6200-0000-8500-050-0000-5600	7,477.00	SES
	FLOOR CONNECTION	INV#2017809,ELEM.ROOM#2 FLOORS		
1/24/2018	PO-180141 3006 4225713	21-0000-0-6200-0000-8500-050-0000-5600	2,975.00	HS
	PORTNEY ENVIRONMENTAL &	INV#17197,HS.RM#7,ASBESTOS		
1/24/2018	PV-180269 2174 4225717	21-0000-0-6200-0000-8500-050-0000-5600	500	DIST
	SIPE	INV#224,ASBESTOE LAB TEST		
1/31/2018	PV-180282 1445 4226578	21-0000-0-6200-0000-8500-050-0000-5600	1,434.37	HS
	ROSSI AND CARR ELECTRICAL I	NC INV#18001,HS.OFFICE,OUTLETS		
1/31/2018	PV-180296 3382 4226579	21-0000-0-6200-0000-8500-050-0000-5600	3,789.00	HS
	RSH CONSTRUCTION INC.	INV#632,HS.LIBRARY CEILING		
TOTAL ACTIVITY			16,175.37	
ENDING BALANCE 0	1/31/2018		571,461.32	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**
6210 NEW BUILDINGS				
BALANCE FORWARD	01/01/2018		8,050.00	
TOTAL ACTIVITY			0	
ENDING BALANCE 0	1/31/2018		8,050.00	
6220 ARCHITECT FEES				
BALANCE FORWAR	D 01/01/2018		48,679.00	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**
6220 ARCHITECT FEES				
1/31/2018	PV-180284 3342 4226576	21-0000-0-6220-0000-8500-050-0000-0000	7,314.80	DIST
	PMSM ARCHITECTS	INV#7,DEC.2017,DIST.MODERNIZAT		
TOTAL ACTIVITY			7,314.80	
ENDING BALANCE 0	1/31/2018		55,993.80	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**
6400 EQUIPMENT				
BALANCE FORWARD	1/1/2018		27,327.30	
TOTAL ACTIVITY			0	
ENDING BALANCE 0	1/31/2018		27,327.30	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**	**AMOUNT**	**SITE**

					Credit
6423 Technology Equipment					
BALANCE FORWARD	01/01/2018			922,986.77	279,393.80
1/24/2018	PO-180148 3597 4225721	21-0000-0-6423-0000-8500-050-0000-1214		5,923.63	HS
	STS EDUCATION	INV#33992,HS LIBRARY,COMPUTERS			
1/24/2018	PO-180151 3597 4225721	21-0000-0-6423-0000-8500-050-0000-1214		45,424.84	SHS
	STS EDUCATION	INV#34041,CHROMEBOOKS			
TOTAL ACTIVITY				51,348.47	
ENDING BALANCE 0		1/31/2018		694,941.44	
	VENDOR WARRANT NUMBER	**ACCOUNT CODE/DESCRIPTION**		**AMOUNT**	**SITE**
6500 EQUIPMENT REPLACEMENT					
BALANCE FORWAR	D 01/01/2018			128,663.94	
1/10/2018	PO-180146 3604 4224670	21-0000-0-6500-0000-8500-050-0000-1110		7,416.09	DIST
	A&M CHURCH & SCHOOL FURNITU	RE INV#02987,DIST.TABLES,HS CLSRM			
TOTAL ACTIVITY				7,416.09	
ENDING BALANCE 0		1/31/2018		136,080.03	

Fund : 21 TOTA	LS (INCOME)			12,115.30
TOTA	LS (INCOME BALANCE)			12,115.30
TOTA	LS (EXPENDITURE)		1,937,122.41	279,393.80
TOTA	LS (EXPENDITURE BALANCE)		1,657,728.61	

DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
TOTAL ASSETS (9000 - 9499)			1,499,369.46	0
TOTAL LIABILITIES (9500 - 9699)			0	0
TOTAL FUND BALANCE (9700- 9759) (9760 - 9799)			0	3,144,982.77
ESTIMATED INCOME (9810			0	0
ESTIMATED EXPENSE (9820			0	0
TOTAL INCOME (8000 - 8999) (9840)			0	12,115.30
TOTAL EXPENSES (1000 - 7999) (9850)			1,657,728.61	0

Account classifications selected

	FN	RESC	Y	OBJT	GOAL	FUNC	SCH	DISC	DIS2
1.	21-	????-	?-	????-	????-	????-	???-	????-	????
2.	-	-	-	-	-	-	-	-	
3.	-	-	-	-	-	-	-	-	
4.	-	-	-	-	-	-	-	-	
5.	-	-	-	-	-	-	-	-	
6.	-	-	-	-	-	-	-	-	
7.	-	-	-	-	-	-	-	-	
8.	-	-	-	-	-	-	-	-	
9.	-	-	-	-	-	-	-	-	
10.	-	-	-	-	-	-	-	-	

Field ranges selected

FI	RANGE

Sort / Rollup on : Fund
Restricted Fld Nbr : 02 RESC
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Account Description: Not Shown
Detail line format : 2 Line(s) per detail

Report prepared : 02/01/2018 07:39:02

FUND :21 BUILDING FUND - BOND PROCEEDS

	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
9110	CASH IN COUNTY TREASURY				
	BALANCE FORWARD 01/01/2018			3,435,141.34	1,838,932.66
	01/10/2018	AP-011018 ACCOUNTS PAYABLE 01/10/2018	21-0000-0-9110-0000-0000-000-0000-0000	0.00	14,893.09
	01/10/2018	PX-011018 BX-MID 01/10/2018	21-0000-0-9110-0000-0000-000-0000-0000	0.00	172.68
	01/10/2018	PY-011018 PY-MID 01/10/18	21-0000-0-9110-0000-0000-000-0000-0000	0.00	1,697.98
	01/16/2018	TF-190414 17/18 2ND QTR INT 1.1541% MR	21-0000-0-8660-0000-0000-000-0000-0000	5,221.17	0.00
	01/17/2018	AP-011718 ACCOUNTS PAYABLE 01/17/2018	21-0000-0-9110-0000-0000-000-0000-0000	0.00	1,200.00
	01/24/2018	AP-012418 ACCOUNTS PAYABLE 01/24/2018	21-0000-0-9110-0000-0000-000-0000-0000	0.00	60,248.47
	01/31/2018	AP-013118 ACCOUNTS PAYABLE 01/31/2018	21-0000-0-9110-0000-0000-000-0000-0000	0.00	23,848.17
	TOTAL ACTIVITY			5,221.17	102,060.39
	ENDING BALANCE 01/31/2018			1,499,369.46	
9510	ACCOUNTS PAYABLE(CURRENT LIAB)				
	BALANCE FORWARD 01/01/2018			3,870.64	3,870.64
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			0.00	
9512	PERS PASS THROUGH				
	BALANCE FORWARD 01/01/2018			786.29	786.29
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			0.00	
9513	OASDHI PASS THROUGH				
	BALANCE FORWARD 01/01/2018			1,336.25	1,336.25
	01/10/2018	PY-011018 BN-MID 01/10/2018	21-0000-0-9513-0000-0000-000-0000-0000	0.00	105.27
	01/10/2018	PX-011018 BX-MID 01/10/2018	21-0000-0-9513-0000-0000-000-0000-0000	105.27	0.00
	TOTAL ACTIVITY			105.27	105.27
	ENDING BALANCE 01/31/2018			0.00	
9515	UNEMPLOYMENT				
	BALANCE FORWARD 01/01/2018			10.78	10.78
	01/10/2018	PY-011018 BN-MID 01/10/2018	21-0000-0-9515-0000-0000-000-0000-0000	0.00	0.85
	01/10/2018	PX-011018 BX-MID 01/10/2018	21-0000-0-9515-0000-0000-000-0000-0000	0.85	0.00
	TOTAL ACTIVITY			0.85	0.85
	ENDING BALANCE 01/31/2018			0.00	

FUND :21 BUILDING FUND - BOND PROCEEDS

	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
9516	W/COMP PASS THROUGH				
	BALANCE FORWARD 01/01/2018			532.33	532.33
	01/10/2018	PY-011018	21-0000-0-9516-0000-0000-000-0000-0000	0.00	41.94
		BN-MID 01/10/2018			
	01/10/2018	PX-011018	21-0000-0-9516-0000-0000-000-0000-0000	41.94	0.00
		BX-MID 01/10/2018			
	TOTAL ACTIVITY			41.94	41.94
	ENDING BALANCE 01/31/2018			0.00	
9517	MEDICARE				
	BALANCE FORWARD 01/01/2018			312.52	312.52
	01/10/2018	PY-011018	21-0000-0-9517-0000-0000-000-0000-0000	0.00	24.62
		BN-MID 01/10/2018			
	01/10/2018	PX-011018	21-0000-0-9517-0000-0000-000-0000-0000	24.62	0.00
		BX-MID 01/10/2018			
	TOTAL ACTIVITY			24.62	24.62
	ENDING BALANCE 01/31/2018			0.00	
9791	FUND BAL-BEGINNING BALANCE				
	BALANCE FORWARD 01/01/2018			0.00	3,144,982.77
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018				3,144,982.77
9840	REVENUES				
	BALANCE FORWARD 01/01/2018			0.00	6,894.13
	01/16/2018	TF-190414	21-0000-0-8660-0000-0000-000-0000-0000	0.00	5,221.17
		17/18 2ND QTR INT 1.1541% MR			
	TOTAL ACTIVITY			0.00	5,221.17
	ENDING BALANCE 01/31/2018				12,115.30
9850	EXPENDITURES				
	BALANCE FORWARD 01/01/2018			1,835,062.02	279,393.80
	01/10/2018	AP-011018	21-0000-0-9850-0000-0000-000-0000-0000	14,893.09	0.00
		ACCOUNTS PAYABLE 01/10/2018			
	01/10/2018	PB-011018	21-0000-0-9850-0000-0000-000-0000-0000	172.68	0.00
		BN-MID 01/10/2018			
	01/10/2018	PY-011018	21-0000-0-9850-0000-0000-000-0000-0000	1,697.98	0.00
		PY-MID 01/10/18			
	01/17/2018	AP-011718	21-0000-0-9850-0000-0000-000-0000-0000	1,200.00	0.00
		ACCOUNTS PAYABLE 01/17/2018			
	01/24/2018	AP-012418	21-0000-0-9850-0000-0000-000-0000-0000	60,248.47	0.00
		ACCOUNTS PAYABLE 01/24/2018			
	01/31/2018	AP-013118	21-0000-0-9850-0000-0000-000-0000-0000	23,848.17	0.00
		ACCOUNTS PAYABLE 01/31/2018			
	TOTAL ACTIVITY			102,060.39	0.00
	ENDING BALANCE 01/31/2018			1,657,728.61	

FUND :21 BUILDING FUND - BOND PROCEEDS

DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
Fund : 21	TOTALS (ASSETS)		3,440,362.51	1,940,993.05
	TOTALS (ASSETS BALANCE)		1,499,369.46	
	TOTALS (LIABILITIES)		7,021.49	7,021.49
	TOTALS (LIABILITIES BALANCE)		0.00	
	TOTALS (FUND BALANCE)		0.00	3,144,982.77
	TOTALS (FUND BAL BALANCE)			3,144,982.77

FUND :21 BUILDING FUND - BOND PROCEEDS

	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
8660	INTEREST				
	BALANCE FORWARD 01/01/2018			0.00	6,894.13
	01/16/2018	TF-190414 17/18 2ND QTR INT 1.1541% MR	21-0000-0-8660-0000-0000-000-0000-0000	0.00	5,221.17
	TOTAL ACTIVITY			0.00	5,221.17
	ENDING BALANCE 01/31/2018				12,115.30

FUND :21 BUILDING FUND - BOND PROCEEDS

	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
2250	CLASSIFIED SUPPORT EXTRA DUTY				
	BALANCE FORWARD 01/01/2018			21,376.64	0.00
	01/10/2018	PY-011018	21-0000-0-2250-0000-8500-050-0000-0000	1,697.98	0.00
		PY-MID 01/10/2018			
	TOTAL ACTIVITY			1,697.98	0.00
	ENDING BALANCE 01/31/2018			23,074.62	
2270	CLASSIFIED SUPPORT OVERTIME				
	BALANCE FORWARD 01/01/2018			175.68	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			175.68	
3202	PERS CLASSIFIED				
	BALANCE FORWARD 01/01/2018			786.29	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			786.29	
3302	SOCIAL SECURITY CLASSIFIED				
	BALANCE FORWARD 01/01/2018			1,336.25	0.00
	01/10/2018	PY-011018	21-0000-0-3302-0000-8500-050-0000-0000	105.27	0.00
		BN-MID 01/10/2018			
	TOTAL ACTIVITY			105.27	0.00
	ENDING BALANCE 01/31/2018			1,441.52	
3312	MEDICARE - CLASSIFIED				
	BALANCE FORWARD 01/01/2018			312.52	0.00
	01/10/2018	PY-011018	21-0000-0-3312-0000-8500-050-0000-0000	24.62	0.00
		BN-MID 01/10/2018			
	TOTAL ACTIVITY			24.62	0.00
	ENDING BALANCE 01/31/2018			337.14	
3502	UNEMPLOYMENT - CLASSIFIED				
	BALANCE FORWARD 01/01/2018			10.78	0.00
	01/10/2018	PY-011018	21-0000-0-3502-0000-8500-050-0000-0000	0.85	0.00
		BN-MID 01/10/2018			
	TOTAL ACTIVITY			0.85	0.00
	ENDING BALANCE 01/31/2018			11.63	
3602	WORKERS COMP - CLASSIFIED				
	BALANCE FORWARD 01/01/2018			532.33	0.00
	01/10/2018	PY-011018	21-0000-0-3602-0000-8500-050-0000-0000	41.94	0.00
		BN-MID 01/10/2018			
	TOTAL ACTIVITY			41.94	0.00
	ENDING BALANCE 01/31/2018			574.27	

FUND :21 BUILDING FUND - BOND PROCEEDS

	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
5630	REPAIRS/MAINT - BUILDING				
	BALANCE FORWARD 01/01/2018			2,430.04	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			2,430.04	
5800	PROFES'L/CONSULTG SVCS/OP EXP				
	BALANCE FORWARD 01/01/2018			1,875.00	0.00
	01/17/2018	PO-180031 3589 AVNIT, JULIE	4225153 21-0000-0-5800-0000-8500-050-0000-0000 INV#688331803,OCT.2017 BOND	300.00	0.00
	01/17/2018	PO-180031 3589 AVNIT, JULIE	4225153 21-0000-0-5800-0000-8500-050-0000-0000 INV#688331805,DEC.2017,BOND TI	900.00	0.00
	TOTAL ACTIVITY			1,200.00	0.00
	ENDING BALANCE 01/31/2018			3,075.00	
6170	LAND IMPROVEMENT				
	BALANCE FORWARD 01/01/2018			115,233.53	0.00
	01/24/2018	PO-180150 2386 FENCE FACTORY	4225708 21-0000-0-6170-0000-8500-050-0000-5600 INV#503170,MOT FENCE	5,425.00	0.00
	01/31/2018	PO-180091 3422 A&T ARBORISTIS & VEGETATION	4226553 21-0000-0-6170-0000-8500-050-0000-5600 INV#4726,PRKFLD,TREE TRIMING	11,310.00	0.00
	TOTAL ACTIVITY			16,735.00	0.00
	ENDING BALANCE 01/31/2018			131,968.53	
6200	BUILDINGS & IMPROVEMNT OF BLDG				
	BALANCE FORWARD 01/01/2018			555,285.95	0.00
	01/10/2018	PO-180142 3437 FLOOR CONNECTION	4224683 21-0000-0-6200-0000-8500-050-0000-5600 INV#2017809,ELEM.ROOM#2 FLOORS	7,477.00	0.00
	01/24/2018	PO-180141 3006 PORTNEY ENVIRONMENTAL &	4225713 21-0000-0-6200-0000-8500-050-0000-5600 INV#17197,HS.RM#7,ASBESTOS	2,975.00	0.00
	01/24/2018	PV-180269 2174 SIPE	4225717 21-0000-0-6200-0000-8500-050-0000-5600 INV#224,ASBESTOE LAB TEST	500.00	0.00
	01/31/2018	PV-180282 1445 ROSSI AND CARR ELECTRICAL INC	4226578 21-0000-0-6200-0000-8500-050-0000-5600 INV#18001,HS.OFFICE,OUTLETS	1,434.37	0.00
	01/31/2018	PV-180296 3382 RSH CONSTRUCTION INC.	4226579 21-0000-0-6200-0000-8500-050-0000-5600 INV#632,HS.LIBRARY CEILING	3,789.00	0.00
	TOTAL ACTIVITY			16,175.37	0.00
	ENDING BALANCE 01/31/2018			571,461.32	
6210	NEW BUILDINGS				
	BALANCE FORWARD 01/01/2018			8,050.00	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			8,050.00	
6220	ARCHITECT FEES				
	BALANCE FORWARD 01/01/2018			48,679.00	0.00

FUND :21 BUILDING FUND - BOND PROCEEDS

	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
6220	ARCHITECT FEES				
	01/31/2018	PV-180284 3342 4226576	21-0000-0-6220-0000-8500-050-0000-0000	7,314.80	0.00
		PMSM ARCHITECTS	INV#7,DEC.2017,DIST.MODERNIZAT		
	TOTAL ACTIVITY			7,314.80	0.00
	ENDING BALANCE 01/31/2018			55,993.80	
6400	EQUIPMENT				
	BALANCE FORWARD 01/01/2018			27,327.30	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 01/31/2018			27,327.30	
6423	Technology Equipment				
	BALANCE FORWARD 01/01/2018			922,986.77	279,393.80
	01/24/2018	PO-180148 3597 4225721	21-0000-0-6423-0000-8500-050-0000-1214	5,923.63	0.00
		STS EDUCATION	INV#33992,HS LIBRARY,COMPUTERS		
	01/24/2018	PO-180151 3597 4225721	21-0000-0-6423-0000-8500-050-0000-1214	45,424.84	0.00
		STS EDUCATION	INV#34041,CHROMEBOOKS		
	TOTAL ACTIVITY			51,348.47	0.00
	ENDING BALANCE 01/31/2018			694,941.44	
6500	EQUIPMENT REPLACEMENT				
	BALANCE FORWARD 01/01/2018			128,663.94	0.00
	01/10/2018	PO-180146 3604 4224670	21-0000-0-6500-0000-8500-050-0000-1110	7,416.09	0.00
		A&M CHURCH & SCHOOL FURNITURE	INV#02987,DIST.TABLES,HS CLSRM		
	TOTAL ACTIVITY			7,416.09	0.00
	ENDING BALANCE 01/31/2018			136,080.03	

Fund : 21	TOTALS (INCOME)		0.00	12,115.30
	TOTALS (INCOME BALANCE)			12,115.30
	TOTALS (EXPENDITURE)		1,937,122.41	279,393.80
	TOTALS (EXPENDITURE BALANCE)		1,657,728.61	

FUND :21 BUILDING FUND - BOND PROCEEDS

DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
TOTAL ASSETS	(9000 - 9499)		1,499,369.46	0.00
TOTAL LIABILITIES	(9500 - 9699)		0.00	0.00
TOTAL FUND BALANCE	(9700 - 9759) (9760 - 9799)		0.00	3,144,982.77
ESTIMATED INCOME	(9810)		0.00	0.00
ESTIMATED EXPENSE	(9820)		0.00	0.00
TOTAL INCOME	(8000 - 8999) (9840)		0.00	12,115.30
TOTAL EXPENSES	(1000 - 7999) (9850)		1,657,728.61	0.00

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees
MEETING DATE: February 13, 2018

AGENDA ITEM TITLE:
Necessary Small High School Funding

PREPARED BY:
Diana M. Larsen, SLOCOE Fiscal Advisor

AGENDA SECTION:

_____ Reports _____ Consent _____ Action _____ First Reading __X__ Information _____Resolution

SUMMARY:

NECESSARY SMALL HIGH SCHOOL FUNDING
The District has been told that the special funding for Necessary Small High Schools would end after this school year, 2017-18. Further, it was told that it would have to obtain a waiver from the State of CA in order to retain the funding into the future, which would have to be renewed every two years.

In researching the Education Code, waivers, and Necessary Small High Schools legislation the following information was found:

- There are several ways for a small district in the Education Codes to qualify for funding for Necessary Small High School (NSMS) funding. Only one of those ways has a sunset date of 6/30/18.

- Shandon High School has been qualified as a NSHS for funding under an EC that does NOT have a sunset date, and is NOT being discontinued for funding after this fiscal year.

- The Governor's Budget currently contains language to remove the sunset date from the Education Code on NSHS, and I was told by both an outside group, Capitol Advisors, and by a California Department of Education (CDE) official that it is anticipated that this will remain in the budget trailer bill and become effective for 2018-19 and following years. Capitol Advisors are 99% certain of this. The CDE is certain of this, as well.

- SHS will qualify under **both** EC sections for funding into the future, so the NSHS funding is assured for budget projections. No further action is necessary, by waiver or other action.

RECOMMENDED ACTION:
Approval

SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION
LEADERSHIP ▪ COMMUNITY ▪ SERVICE
JAMES J. BRESCIA, ED. D., SUPERINTENDENT

January 18, 2018

Marlene Thomason, President, Board of Trustees
Shandon Joint Unified School District
Parkfield Route Box 3580
San Miguel, CA 93465

Teresa Taylor, Superintendent
Shandon Joint Unified School District
101 S. First Street
Shandon, CA 93461

RE: Fiscal Year 2017-2018 First Interim Report on the Budget

Dear Board President Thomason and Superintendent Taylor:

The Fiscal Services staff of the San Luis Obispo County Office of Education has completed a review and detailed analysis of the First Interim report submitted by the district for the period ending October 31, 2017. Based on the assumptions and projections provided by the district in the report, ***I concur with the district's positive certification*** indicating that the district will be able to meet its financial obligations in the current and two subsequent fiscal years. My office will notify the California Department of Education and the State Controller's Office of the district's positive certification.

I have the following comments on the first interim revision to the district budget:

Minimum Reserves for Economic Uncertainty and Multi-Year Projections: The district projects that total General Fund reserves will be 11.87% for 2017-18, 9.98% for 2018-19, dropping to 5.61% in 2019-20. The projected reserve levels are above the minimum Education Code reserve requirements of 4% for a district the size of Shandon Joint Unified.

Although the reserve levels are above the state-required reserve level, decreasing reserve levels are indicative of deficit spending. Year-over-year deficit spending does not provide any fiscal flexibility for unanticipated issues. Going forward, please continue to monitor or reconsider any unbudgeted expenses because of the negative effect on the district's fund balance.

The district has included statutory retirement benefit increases, and increased salary expenditures as a result of salary schedule step and column movement, but does not include provisions or any negotiated salary increase for any bargaining unit which could substantially change these reserves.

Enrollment and Average Daily Attendance (ADA): Average Daily Attendance (ADA) derived from student enrollment generates 95% of the district's operating revenue and underlies the importance of accurate and conservative attendance projections. The district conservatively projects flat enrollment, and the ADA growth from 2016-17 has decreased the district's required minimum reserve level from 5% to 4%. Nevertheless, continue to adjust expenses as attendance levels fluctuate. The threshold for a minimum reserve between 4% and 5% is 301 ADA. ADA has decreased by 2 since Budget Adoption in June, which has been reflected in the district's First Interim Report. Please continue to monitor ADA as further ADA decreases may increase the district's reserve level from 4% to 5%.

Two schools in Shandon Unified are considered Necessary Small Schools (NSS) whereby students are funded at a higher rate than standard LCFF levels. Grades 9-12 students will receive NSS funding for the remainder of the 17-18 school year but the NSS Grades 9-12 program sunsets on June 30, 2018. Please consider filing for a waiver to CDE for ongoing Grades 9-12 NSS dollars.

Collective Bargaining Agreements: The district indicates that it has not settled any salary and benefit negotiations with employee groups for the 2017-18 school year. As a reminder, a Public Disclosure of Collective Bargaining Agreement will be due to my office at least 10 working days prior to the Board's ratification for any new or revised agreement as well as for any salary/health benefit increases.

Audit Corrections: The district's unadopted audit shows that the district will need to make audit adjustments to match fund balances in Fund 21 by the Second Interim reporting period ending January 31, 2018.

I commend the board and staff for timely and detailed budget documents, progress on the LCAP, updated multi-year projections and narrative. Please call my staff or me if you have questions or concerns about this letter or our review.

Sincerely,

James J. Brescia, Ed. D.
County Superintendent of Schools

C: Sheldon K. Smith, Ed.D., Assistant Superintendent, Business Services, San Luis Obispo County Office of Education
Sonia Stuart, Fiscal Specialist II, San Luis Obispo County Office of Education
Rebecca Lorenzi, Fiscal Specialist II, San Luis Obispo County Office of Education
Diana Larsen, Fiscal Advisor, San Luis Obispo County Office of Education

SHANDON JOINT UNIFIED SCHOOL DISTRICT

PROPOSITION 39 FUNDING
FINANCIAL AUDIT

June 30, 2017

SHANDON JOINT UNIFIED SCHOOL DISTRICT
PROPOSITION 39 FUNDING
FINANCIAL AUDIT
TABLE OF CONTENTS
June 30, 2017

Independent Auditors' Report 1

Balance Sheet – Bond Building Fund 3

Statement of Revenues, Expenditures, and Changes in
Fund Balance – Bond Building Fund 4

Statement of Revenues, Expenditures, and Changes in
Fund Balance – Budget and Actual - Bond Building Fund 5

Notes to Financial Statements 6

Independent Auditors' Report on Internal Control Over Financial Reporting and on
Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with Government
Auditing Standards 8

Schedule of Findings and Questioned Costs 10

Moss, Levy & Hartzheim LLP

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

The Board of Trustees
The Citizens' Oversight Committee
Shandon Joint Unified School District
101 South First Street, Box 79
Shandon, CA 93461

Report on the Financial Statements

We have audited the accompanying financial statements of the Bond Building Fund of the Shandon Joint Unified School District (the District), as of and for the fiscal year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the Bond Building Fund's financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit of the Bond Building Fund in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements for the Bond Building Fund are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

2400 Professional Parkway, Suite 205 Santa Maria, CA 93455 Tel 805.925.2579 Fax 805.925.2147 mlhcpas.com

BEVERLY HILLS · CULVER CITY · SANTA MARIA

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position and results of operations for the Bond Building Fund of Shandon Joint Unified School District, as of and for the fiscal year ended June 30, 2017, in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Bond Building Fund and do not purport to, and do not, present fairly the financial position of the Shandon Joint Unified School District, as of June 30, 2017, the changes in its financial position for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2017, on our consideration of the Shandon Joint Unified School District's internal control over the Bond Building Fund's financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Report on Other Legal and Regulator Requirements

In accordance with the requirements of Proposition 39, as incorporated in the California Constitution Article 13A, we have also issued our performance audit report dated October 30, 2017 on our consideration of the Bond Building Fund's compliance with the requirements of Proposition 39. That report is an integral part of our audit of the Proposition 39 Bond Building Fund for the fiscal year ended June 30, 2017 and should be considered in assessing the results of our financial audit.

Moss, Levy & Hartzheim LLP

Santa Maria, California
October 30, 2017

SHANDON JOINT UNIFIED SCHOOL DISTRICT
BALANCE SHEET
BOND BUILDING FUND
June 30, 2017

ASSETS	
Cash in County Treasury	$ 3,148,853
Total current assets	$ 3,148,853
LIABILITIES AND FUND BALANCE	
Liabilities:	
Accounts payable	$ 76,158
Total liabilities	76,158
Fund Balance:	
Restricted for building projects	3,072,695
Total fund balance	3,072,695
Total liabilities and fund balance	$ 3,148,853

See notes to financial statements

SHANDON JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BOND BUILDING FUND
For the Fiscal Year Ended June 30, 2017

Revenues	
Interest	$ 4,540
Total revenues	4,540
Expenditures	
Salaries and benefits	3,346
Services and other operating expenditures	5,212
Capital outlay	73,287
Total expenditures	81,845
Excess (deficiency) of revenues over expenditures	(77,305)
Other Financing Sources (Uses):	
Proceeds from general obligation bonds	3,150,000
Bond premiums	220,500
Bond issuance cost	(220,500)
Total other financing sources (uses)	3,150,000
Net change in fund balance	3,072,695
Fund balance, beginning of fiscal year	
Fund balance, end of fiscal year	$ 3,072,695

See notes to financial statements

SHANDON JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL
BOND BUILDING FUND
For the Fiscal Year Ended June 30, 2017

	Budget	Actual	Variance Positive (Negative)
Revenues			
Interest	$ 4,540	$ 4,540	$ -
Total revenues	4,540	4,540	
Expenditures			
Salaries and benefits	3,346	3,346	
Services and other operating expenditures	5,212	5,212	
Capital outlay	1,000	73,287	(72,287)
Total expenditures	9,558	81,845	(72,287)
Excess (deficiency) of revenues over expenditures	(5,018)	(77,305)	(72,287)
Other Financing Sources (Uses):			
Proceeds from general obligation bonds	3,150,000	3,150,000	
Bond premiums		220,500	220,500
Bond issuance cost		(220,500)	(220,500)
Total other financing sources (uses)	3,150,000	3,150,000	
Net change in fund balance	3,144,982	3,072,695	(72,287)
Fund balance, beginning of fiscal year			
Fund balance, end of fiscal year	$ 3,144,982	$ 3,072,695	$ (72,287)

See notes to financial statements

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Accounting Policies

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Governmental Auditing Standards Board (GASB) and *Audits of State and Local Governmental Units* issued by the American Institute of Certified Public Accountants (AICPA).

Fund Structure

The Statement of Revenues, Expenditures, and Changes in Fund Balance is a statement of financial activities of the Bond Building Fund related to the current reporting period. Expenditures of the various funds frequently include amounts for land, buildings, equipment, retirement of indebtedness, transfers to other funds, etc. Consequently, these statements do not purport to present the result of operations of the net income or loss for the period as would a statement of income for a profit-type organization.

Basis of Accounting

The Bond Building Fund of Shandon Joint Unified School District is maintained on the modified accrual basis of accounting. As such, revenues are recognized when they become susceptible to accrual, that is, when they become both measurable and available to finance expenditures of the current period. Expenditures are recognized in the accounting period in which the liability is incurred (when goods are received or services rendered).

Cash in the County Treasury is recorded at cost, which approximates fair value, in accordance with the requirements of GASB Statement No. 31.

Budget

The Statement of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual includes a column entitled "Budget". The amounts in this column represent the budget adopted by the Board and all amendments throughout the fiscal year.

Capital Assets and Long-Term Liabilities

The accounting and reporting treatment applied to the capital assets and long-term liabilities associated with the Bond Building Fund are determined by its measurement focus. The Bond Building Fund is accounted for on a spending or "financial flow" measurement focus. This means that only current assets and current liabilities are generally included on the balance sheet. The reported fund balance is considered a measure of "available spendable resources". Thus, the capital assets and long-term liabilities associated with the Bond Building Fund are accounted for in the basic financial statements of Shandon Joint Unified School District.

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

Excess of expenditures over appropriations in the Bond Building Fund are as follows:

Capital Outlay	$	72,287

NOTE 3 – BONDED DEBT

On November 8, 2016, $3,150,000 in general obligation bonds were authorized by an election held within the Shandon Joint Unified School District. On May 1, 2017, $3,150,000 of the general obligation bonds were sold under the Proposition 39/Measure K, which provides that proceeds of the bonds will be used to repair leaky pipes, deteriorating septic systems, aging roofs and inefficient heating/air-conditioning, upgrade portable classrooms, install emergency communication systems and remove asbestos.

The outstanding general obligation bonded debt of the Shandon Joint Unified School District at June 30, 2017, is:

Date Of Issue	Interest Rate %	Maturity Date	Amount Of Original Issue	Outstanding July 1, 2016	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2017
2017	4.0% - 8.0%	2046	$ 3,150,000	$ -	$ 3,150,000	$ -	$ 3,150,000

The annual requirements to amortize general obligation bonds payable outstanding as of June 30, 2017, are as follows:

Fiscal Year Ending June 30, 2017	Principal	Interest	Total
2018	$ -	$ 115,594	$ 115,594
2019	85,000	151,875	236,875
2020	80,000	145,275	225,275
2021	95,000	138,275	233,275
2022	115,000	129,875	244,875
2023-2027	100,000	610,375	710,375
2028-2032	270,000	540,869	810,869
2033-2037	475,000	441,537	916,537
2038-2042	775,000	313,700	1,088,700
2043-2047	1,155,000	122,700	1,277,700
	$ 3,150,000	$ 2,710,075	$ 5,860,075

Moss, Levy & Hartzheim LLP
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

The Board of Trustees
The Citizens' Oversight Committee
Shandon Joint Unified School District
101 South First Street, Box 79
Shandon, CA 93461

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Bond Building Fund of Shandon Joint Unified School District (the District), as of and for the fiscal year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated October 30, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

2400 Professional Parkway, Suite 205 Santa Maria, CA 93455 Tel 805.925.2579 Fax 805.925.2147 mlhcpas.com

BEVERLY HILLS · CULVER CITY · SANTA MARIA

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Moss, Levy & Hartzheim LLP

Santa Maria, California
October 30, 2017

SHANDON JOINT UNIFIED SCHOOL DISTRICT
BOND BUILDING FUND
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
June 30, 2017

There were no findings and questioned costs related to the financial audit of the Bond Building Fund for the fiscal year ended June 30, 2017.

Shandon Joint Unified School District Local Control and Accountability Plan 2017-2018 Update

LCAP Update February 13, 2018
Presented by Shannon Kepins

SJUSD LCAP

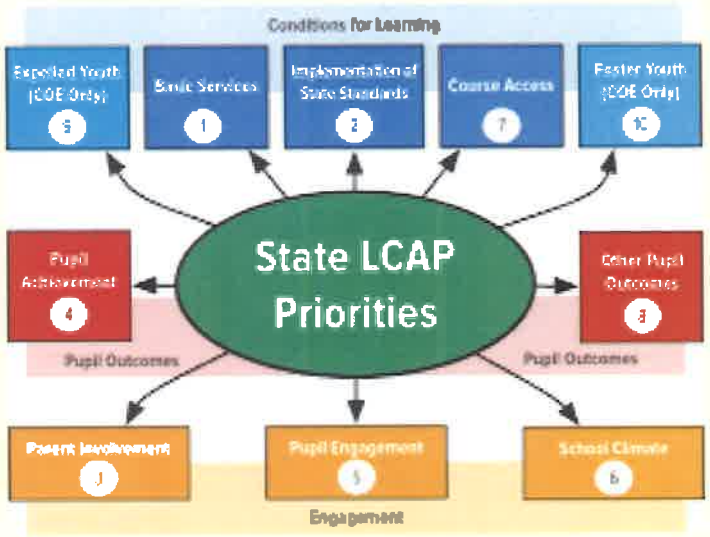
Mapping State Priorities to SJUSD LCAP Goals

Goal 1 (5)
Increase attendance of all district students

Goal 2 (1, 2, 4, 5, 7, 8)
Increase academic achievement for all students so that they are career and college ready

Goal 3 (6)
Create a positive school climate

Goal 4 (3)
Expand communication between the district, community, parents, staff, and students



Progress Made on Meeting
Goal 1: Increase attendance of all district students

- Office staff participated in training specifically designed to assist with the SARB process including utilizing AERIES to generate parent notifications.
- Administration met with site office staff quarterly to review student attendance and implementation of incentives to increase pupil attendance.
- Students with perfect attendance are being recognized at each quarter, trimester or semester awards assembly. K-8 students with perfect attendance participate in a party to celebrate their achievement and are entered into a drawing for prizes such as Kindle Fires, Jamba Juice, Panda Express, Game Stop and Cold Stone gift cards.

Progress Made on Meeting Goal 2: Increase academic achievement for all students so that they are career and college ready

- Professional development in math instruction, Fountas and Pinnell implementation, Thinking Maps, and instructional strategies. 2 staff members attended Fountas and Pinnell Institute over the summer.
- CCGI was implemented and AVID strategies were imbedded.
- Fountas and Pinnell take home books for grades K-2 and Wonders ELA Curriculum for K-1 were purchased. McGraw-Hill Spanish and Math curriculum was purchased for grades 9-12.
- 22Promethean Boards, 440 Chromebooks and 22 computers (library and Graphic Arts Lab) were purchased. 1FTE IT Technician was utilized to make tech purchases, and upgrade/maintain our infrastructure.
- Increased from a .5 FTE to a 1.0 FTE for PE Instruction
- Beginning guitar was added to Shandon High School's course offerings. 300 recorders were purchased for students in grades TK-8.
- Survey Monkey was utilized to design parent, staff, and student surveys. Survey questions were reviewed and revised to gather information needed to make informed decisions about the district's educational program.
- K-5 teachers are participating in peer-coaching to strengthen guided reading instruction.
- Mystery Science is being used to supplement NGSS instruction.

Progress Made on
Goal 3: Create a positive school climate

- The district continues to maintain two administrators who meet regularly to address behavior, parent communication, data management, professional development, curriculum development, and social emotional learning.
- K-5 staff is exploring options for Social Emotional Curriculum (Second Step and Leader in Me) which will be purchased through MTSS grant funds.
- Student counseling support is provided by the district counselor, school psychologist, and FNL for students who are struggling with issues that hinder their function and performance at school and or with peers.
- Shandon Elementary developed Multi-Tiered Matrix Systems for reading intervention, math intervention and behavioral support. Positive reinforcement and recognition is provided through Horseshoe Hurrahs and student store. Character education is discussed in school-wide morning meetings. Outstanding behavior is recognized monthly in grades k-8.

Progress Made on
Goal 4: Expand communication between the district, community, parents, staff, and students

- Academic expectations have been reviewed, revised, and defined in student handbooks and athletic packets. Parents are contacted when students are in jeopardy of becoming ineligible for sports and other extra-curricular activities.

- Parent Education in AERIES was offered on August 24, 2017, Written AERIES instructions were sent home and parents were invited to get AERIES support through newsletters. Cuesta ESL classes were held every Friday. A parent night is being planned for fall of 2018 to discuss California College Guidance Initiative (CCGI).

- SJUSD maintains 3 full time bilingual clerks and 1 bilingual administrative assistant to support translating parent information.

- 2 Family Movie Nights, Muffins with Mom, Donuts with Dad, Family Bingo, Holidays Around the World, Winter Performance, SHS Community Night, Health Fair, Donkey Basketball

- All students in grade 6-12 have been assigned a school email and are able to monitor and track their grades and assignments through AERIES.

Guiding Questions

1. Based on the progress made, what adjustments or additions would you recommend for consideration?

2. Specifically, what adjustments or additions would you recommend for English Learners, students qualifying for Free or Reduced Lunch, and Homeless/Foster Youth?

Thank you

Shandon Joint Unified School District Monthly Enrollment

2017-18 SCHOOL YEAR

School	Grade of Class	Female	Male	January Enrollment 2018	Dec Enroll 2017
Parkfield	Kdgn	0	3	3	3
	1st	0	0	0	0
	2nd	1	1	2	2
	3rd	0	0	0	0
	4th	3	0	3	3
	5th	1	1	2	2
	6th	0	0	0	0
Parkfield Totals	*10*	**5**	**5**	**10**	**10**
Shandon Elem.	Transitional K	6	7	13	14
	Kdgn	9	14	23	22
	1st	11	14	25	25
	2nd	11	9	20	22
	3rd	13	16	29	30
	4th	12	17	29	29
	5th	8	12	20	21
	6th	10	8	18	20
	7th	15	7	22	23
	8th	11	11	22	22
SES Total	*221*	**106**	**115**	**221**	**228**
Shandon High School	9th	6	14	20	20
	10th	8	17	25	25
	11th	9	11	20	20
	12th	8	11	19	19
SHS Total	*84*	**31**	**53**	**84**	**84**
Ind. Study		2	1	**3**	**3**
Home Hospital		0	0	**0**	**0**
NPS Students	*1*	0	1	**1**	**1**
Total Miscellaneous		**2**	**2**	**4**	**4**
TOTAL ENROLLMENT		**144**	**175**	**319**	**326**

11.7

Calendar TODAY February 2018

Wed Feb 7	All day	*SHS Spirit Week
	All day	SHS Periods 5-8
	1:30 – 2:30pm	SHS Staff Professional Development
	1:45 – 7:30pm	SMS Basketball Game @ Cayucos
	3 – 3:30pm	Safety Meeting Rm 10 SES
	3:30 – 7pm	SHS Basketball Practices SHS Gymnasium
	4 – 7pm	SLO Section Public Speaking & Job Interview Templeton Hig...
	6 – 7pm	*Shandon 4-H SES Cafeteria
	7 – 8pm	Shandon Community Advisory Meeting
Thu Feb 8	All day	*SHS Spirit Week
	All day	SHS Periods 1-4
	All day	SHS WASC Action Plan - Teresa & Amanda
	3:30 – 6:30pm	SMS Basketball Home Game vs Coastal Christian
Fri Feb 9	All day	*SHS Spirit Week
	All day	*PES Rainforest Assembly
	All day	*SES Rainforest Assembly
	All day	SHS Periods 5-8
	11:30am – 12pm	SHS Staff Birthday Lunch
	2:30 – 3:10pm	SHS Spirit Rally
	5 – 8pm	*SHS Basketball vs. Maricopa (Home) Shandon High School
	8 – 11pm	*SHS Winter Semi Formal
	8 – 11pm	*SHS Winter Semi-Formal Dance
Sat Feb 10	8am – 12pm	Saturday School 6-12th Grade
	9am – 1pm	*Migrant Saturday School
Mon Feb 12	All day	Lincoln's Day Observed
Tue	All day	SHS Periods 1-4

Calendar TODAY Feb – Mar 2018

Sat Feb 17	8am – 12pm	**Saturday School 6-12th Grade**
	6 – 8pm	**Donkey Basketball** Gym
Mon Feb 19	All day	**Washington's Day Observed**
Tue Feb 20	All day	***National FFA Week** Shandon Agriculture Department
	All day	**Ag. Awareness Day SES** Shandon Agriculture Department
	All day	**SHS ASB Meeting**
	All day	**SHS Periods 1-4**
	10 – 11am	**Nevco Scoreboard Walkthru**
	10:30am – 1:10pm	**SES Nutrition Education Class**
	3:30 – 4:30pm	**San Juan Water Board Meeting**
	7 – 8pm	**Bond Oversight Committee Meeting (Rm 6 at SHS)** Shandon ...
Wed Feb 21	All day	***National FFA Week** Shandon Agriculture Department
	All day	**SHS Periods 5-8**
	1:30 – 2:30pm	**FFA Staff Appreciation Lunch** Shandon Agriculture Departme...
	3:30 – 7:30pm	**SMS Basketball Home Game vs Santa Lucia**
	6 – 7:30pm	***FFA Monthly Meeting** Shandon Agriculture Department
Thu Feb 22	All day	***National FFA Week** Shandon Agriculture Department
	All day	***4th Grade SES La Purisima Student Learning Day Field Trip**
	All day	**SHS Periods 1-4**
	1:45 – 7:30pm	**SMS Basketball Game @ SLOCA**
Fri Feb 23	All day	***National FFA Week** Shandon Agriculture Department
	All day	**SES Winter Harvest of the Month**
	All day	**SHS Periods 5-8**
	8:30am – 1pm	**SIPE Board/CBO Meeting** SIPE Office Atascadero
	1:30 – 3:10pm	**FFA Barnyard Olympics- Minimum Day Schedule** Sh... A...

Calendar TODAY March 2018 Schedu

Sat Mar 3	8am – 12pm	**Saturday School 6-12th Grade**
	8 – 9am	**Chicken Sale**
	8 – 9am	**Migrant Saturday School**
Mon Mar 5	All day	***SHS FFA Junior Candy Sale**
	All day	***FFA Local Project Competition- S.A.E. Presentations** Shand...
	All day	**SHS Periods 5-8**
	9 – 11:30am	***SES & PES 2nd Grade Field Trip Studios at the Park** the Park
	10 – 11am	**MOT Meeting - Karen, Rudy, Kim, Teresa**
	2:30 – 3:30pm	**Dr luu**
Tue Mar 6	All day	***SHS FFA Junior Candy Sale**
	All day	***FFA Local Project Competition- S.A.E. Presentations** Shand...
	All day	**SHS ASB Meeting**
	All day	**SHS Periods 1-4**
	8:15am – 12:30pm	**SMS PSAT 8th Grade**
Wed Mar 7	All day	***SHS FFA Junior Candy Sale**
	All day	**SHS Periods 1-4**
	1:30 – 2:30pm	**SHS Staff Professional Development**
	3 – 3:30pm	**Safety Meeting Rm 4 SHS**
	6 – 7:30pm	***FFA Monthly Meeting** Shandon Agriculture Department
	6 – 7pm	***Shandon 4-H** SES Cafeteria
	7 – 8pm	**Shandon Community Advisory Meeting**
Thu Mar 8	All day	***SHS FFA Junior Candy Sale**
	All day	**SHS Periods 5-8**
	9:30 – 11am	**SHS Hire Just 1**
Fri Mar 9	All day	***SHS FFA Junior Candy Sale**
	All day	**All Board items need to be submitted to the District Office**

Calendar TODAY March 2018 Schedu

Thu Mar 15	All day	*SHS FFA Junior Candy Sale
	All day	Sectional Project Competition TBA
	All day	SHS Periods 5-8
	9am – 3pm	SHS 26 Hours Cal Poly Tour
	1:30 – 2:30pm	*SES Assembly- Chinese Acobats (SHS GYM)
Fri Mar 16	All day	*SHS FFA Junior Candy Sale
	All day	Sectional Project Competition TBA
	All day	SES Winter Harvest of the Month
	All day	SHS End of 3rd Quarter
	All day	SHS Periods 1-4
	9am – 2pm	*SHS Educate Si Se Puede
	9 – 11:30am	SES 1st Grade Field Trip Studios at the Park the Park
	10:40 – 11:10am	SES Fire Drill
Sat Mar 17	8am – 2pm	*Migrant Saturday School.
	8am – 12pm	Saturday School 6-12th Grade
Mon Mar 19	All day	SHS Periods 1-4
	10 – 11am	MOT Meeting - Karen, Rudy, Kim, Teresa
Tue Mar 20	All day	SHS ASB Meeting
	All day	SHS Periods 5-8
	10:30am – 1:10pm	SES Nutrition Education Class
	6:30 – 10pm	Board Meeting
Wed Mar 21	All day	*FFA SLO Section Project Competition
	All day	SHS Periods 1-4
	1:30 – 2:30pm	SHS Staff Professional Development
	6 – 8pm	Project Competition Banquet TBA

Report to School Board of Shandon Joint Unified School District
Special Education Department
February 2, 2018

Students

Current students receiving special education services: 50 + 2 served in Regional Programs

PK – 8th grade: 33 IEPs + 2 504 Plans
9th – 12th grade: 17 IEPs + 10 504 Plans
Students receiving only speech therapy service: 9
Students of residence being served outside of Shandon School District: 3
Number of students being evaluated for eligibility for sped services: 3

IEP meetings held: 44
504 Plan meetings held: 12
Special Education Operations Committee (SEOC) Meetings attended: 4

Professional Development:
1/19: CASEMIS (California Sp Ed Management Information System) visit – Baxley, Cleere, Thomas (SELPA), O. Rendon, Cherry
1/25: Performance Indicator Review completed –Munoz (SELPA), Cherry, Pratt, Smith, Kepins
1/31: Autism Training by Kim King of CAPTAIN – All teachers and para-educators

Staff

Credentialed special education teachers: 3 - Sue Cherry. Monica Carr, Danya Pratt
Classified Paraeducators supporting special education: 6.08
9-12th grades: Cassandra Uzeta, Maria Sendejas (a.m.), Carolina Gutierrez (p.m.)
TK -8th grades: Maria Sendejas (p.m.), Jenni Valdez, Martha Soto, Sunshine Wright + Sheryl Easterbrook 30 minutes daily
Substitutes: Enrique Ramirez, Estefani Peraza, Michelle Fielder

Service Specialists providing special education services: 5
Adaptive PE: Jolene Martin (2 hours/month) – serves 1 student
Occupational Therapist: Jeanette Daily (1 day/week) – serves 5 students
Speech Pathologist: Tracy White (3 days/week) – serves 22 students
School Psychologist: Andy Needles (3 days/week) – serves District through student assessment, individual counseling and facilitating most IEP meetings.
Casemis Operator: Tonya Baxley, Templeton USD

Prepared and Submitted by: Sue Cherry, Special Education Coordinator SMC

Board Report for February 2018
Shandon Elementary

Field Trips
This is the month for 4th grade!
On February 15th SES and PES 4th grade students will travel to Paso Robles for an art lesson at Studios on the Park.
On February 22nd SES and PES 4th grade students will experience living history at La Purisima Mission in Lompoc.

Assembly
On February 9th we will be having a Rainforest Animal Assembly where students will learn about animal conservation efforts, geography, and animal behaviors.

Music Education
In an effort to expand/provide music education to our students, Shandon Elementary ASB has purchased 300 recorders for TK-8th grade students. Sample instructional books have also been purchased for teachers to pilot.

Title IV
Shandon Elementary has $7,000 through the Title IV block grant to spend within at least one of the following categories:
1. Providing students with a well-rounded education including programs such as college and career counseling, STEM, arts, civics and International Baccalaureate/Advanced Placement.
2. Supporting safe and healthy students with comprehensive school mental health, drug and violence prevention, training on trauma-in-formed practices, and health and physical education.
3. Supporting the effective use of technology that is backed by professional development, blended learning and ed tech devices.

Formative Assessment/Coaching
This month we will be conducting our second round of Interim and Benchmark assessments and planning lessons to meet with learning needs of our students.
K-5 will be participating in a second round of peer coaching to further develop and strengthen their skills in guided reading.

Prepared and Submitted by Shannon Kepins

February 13th - Superintendent's Report

San Juan Bridge Walkway – The Bridge walkway dedication was held February 1st. Eight Shandon High students participated in the dedication. The students were included in the ribbon cutting and photo opportunities with dignitaries.

WASC – The three day visit of the Western Association Schools and Colleges Visiting Committee went very well. Committee members were very impressed with our school and the progress that we have made in the last 6 years. The committee left a draft report with their findings and recommended that we rewrite our action plan to include 6 year goals and detailed professional development. Once we submit the rewritten plan the Visiting Committee Chair will submit the committee report to WASC officials who will reveal their recommendation for accreditation sometime in May. A copy of the draft report is attached.

Daughters of the American Revolution Essay Contest – Danny Diaz was awarded $150 for his county award winning essay. A copy of his essay is attached.

Poetry Out Loud Contest – Eight SHS students participated in reciting poems in front of students from SES and SHS. Isaac Lopez was awarded 1st place while Isaac Pummel was awarded 2nd place. Both students will participate in the SLO County Poetry Out Loud Contest. The event was organized by Mrs. Barthauer (formally Ms. Conforti).

Therapy Dogs – Mrs. Sciocchetti arranged for a well received therapy dog presentation for SHS and SMS students in the gym Thursday January 31st. Students were educated on the health benefits that interactions with therapy dogs provide.

18-19 Registration – Registration for the 18-19 school year has begun!! Mrs. Dobberpuhl has updated the registration packet including new course offerings and began meeting with students the first week in February. Meeting with incoming freshman parents will occur in late February and March. Our goal is to have all student registration materials turned in by March 15th and the 18-19 master schedule approved in May.

Draft

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Shandon High School

101 South First St

P.O. Box 79

Shandon, CA 93461

Shandon Joint Unified School District

January 28-31, 2018

Visiting Committee Members

Juan Fernandez Maculet, Chairperson
Science Dept. Chair, Branham High School

Ellice Blevins
Learning Director, Hanford High School

Shelley Klein
Math Teacher, Santa Maria High School

NOTE: To submit to ACS WASC, go to File -> Download as -> PDF Document (.pdf) and create a PDF file. Submit the pdf file via the Document Upload on the ACS WASC website at www.acswasc.org/document-upload/.

Preface

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
  1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
  2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
  3. **The gathering and analyzing of data about students and student achievement**
  4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
  5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**
- **Include a copy of the school's schoolwide learner outcomes.**

Shandong High School has four Student Learning Outcomes:

Shandon High School Students will...

1. Possess knowledge and skills that will enable students to obtain productive careers and become reasonable members of society.
2. Pursue skills needed to continue learning beyond their high school experience.
3. Strive for a balanced lifestyle as a result of a comprehensive education in health, nutrition, and physical education.
4. Explore a variety of cultural viewpoints.

The staff members were an integral part of the process, providing input and analyzing data during collaboration time. Other stakeholders input was indirect through surveys (Healthy Kids Survey) or participation in meetings (ELAC/DELAC/School Site Council/ASB). Although the school has the four SLOs seen above, they are not a key part of the school culture. Given the small student population size, it is difficult to find disaggregated data that is meaningful. The reports provided by the California Department of Education are also incomplete with very little information on subgroups. In the past years the school has undergone changes under the leadership of the new principal/superintendent. Through formal and informal conversations with stakeholders (certificated, classified, paraeducators, students, parents) it has become clear to the VC members that most view the changes as improvements. The school is evaluating the entire school program that is experiencing many changes with some new teachers and the adoption of new curriculum (alignment with NGSS and Common Core). It is a difficult task given the limited space for changes in the master schedule and the changes in standards. Nevertheless the school has proposed a solid action plan that addresses the most important areas of need. As per conversations of the VC with the leadership/WASC team, the school is rewording the action plan

to better align it with five criteria of WASC. The action plan is flexible and includes monitoring and evaluation of different steps to make necessary changes over time.

Chapter I: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

There have been no significant changes in administration or staff since the last visit. The last WASC visiting committee, in 2012, left the school with nine critical areas for follow-up. The school reports progress in all the areas.

1. Improve communication between stakeholder groups to foster greater understanding, student expectations, and assessment data.

The school has made a priority to increase communication with stakeholders. To foster this, the district makes a point of hiring bilingual personnel to prevent language barriers with non-English speaking parents. Every year students, staff, and community members are provided with a survey (both in English and Spanish) to elicit their input and recommendations for the SPSA, LCAP, and LCFF. Informational meetings are held frequently with provided Spanish translations. Online information on attendance and grades has been made available to parents.

2. Organize ELAC and DELAC Committees

The school has been successful in creating a combined DELAC and School Site Council committee where parents, students, staff, and community members are represented and heard (including Spanish speaking members). The group reviews performance, discipline, and attendance data, giving input on improvement steps.

3. Continue to encourage understanding of ESLRs while infusing them into the school culture.

While the teachers post the ESLRs in their classroom and use them in instruction, most students are not aware of what ESLRs are. When asked if they experience the ESLRs (in a survey), most students indicated that they understood them with the exception of the ESLR referring to Health and Nutrition. This reflects students' discontent with school provided lunches. In 2015 a new school lunch program was started which is viewed much more positively by students.

4. The reliability and availability of technology needs to be explored and expanded.

The district has made technology a priority and hired a 0.2 FTE District Technology Manager to oversee the school's needs. The position has been expanded to a full time equivalent. The speed and reliability of the internet connection was increased when a temporary fiber optic line was connected through a grant. A permanent connection is being installed and should be available by January 2018. Another development was the use of Measure K Bond monies to modernize the network infrastructure, including new computers, wifi access points and Cat 6 cabling. In addition, every teacher was provided a smart board and new laptop. The new technology is being put to use in Math, Social Studies, Agriculture Courses and Language Arts. Online college and high school courses are made available to students through Shmoop.

5. Incorporate quarterly benchmark assessments for all core subject courses.

A service providing quarterly benchmark assessments and data analysis was abandoned with the changes in state standards in the core curriculum. Some teachers felt that the service took a significant amount of class time yielding little in return. Currently teachers use a "variety of quarterly formative assessments" to help adjust instruction. Teachers receive professional development on the use of CAASPP assessments.

6. Increase involvements of Spanish-speaking parents in school activities.

The establishment of the combined DELAC/School Site Council committee and the monthly informational meetings with available translation has increased the involvement of Spanish-speaking parents. To help these parents, all the clerical personnel is bilingual in Spanish, allowing them to establish close relationships with the Hispanic parents and increasing their involvement in the school. In addition, the school is increasing the use of Spanish at activities such as Back to School community event. All the booths in the event have information in Spanish and a translator. Graduation speeches are also presented in English and in Spanish.

7. Increase involvement of all major stakeholders in the school decision making process.

The school and the district continue to reach out to the community for input through meetings and an open-door policy with the Principal/Superintendent. A school perception survey is provided to students every year and the information is used to develop goals for the LCAP, LCFF, and WASC. A regular schedule of staff (including classified staff) and management was implemented in Fall of 2014 to include all the personnel in the decision-making process. Increased community support was demonstrated with the approval of the Measure K Bond with a 72% approval.

8. Improve articulation of curriculum from middle school to high school.

The Superintendent/Principal has worked with middle school teachers and the elementary school principal to develop a new middle school program that could better prepare students for high school. An example of a change is the rotation of students between teachers specialized in specific core curriculum. This has resulted in incoming freshmen being better prepared socially and academically. There is also sharing of staff between the two schools, leading to a better articulation. Both schools collaborated in the election of new instructional materials for ELA and Math.

9. Continue to develop a plan for additional technology sources to be available to all students.

As stated above, innovations in technology equipment and network have been made available to students. The school states that they will ask for stakeholder input to revise the District Technology Plan.

In conclusion, Shandon HS has made considerable progress in all critical areas for follow-up in the past six years. Placing the LCAP, LCFF, and WASC action plans under a single umbrella is allowing the school to deliver quality education in a safe environment. The staff and community are committed to work on and overcome any obstacles that may interfere with students' success.

Chapter II: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school.**
- **School's analysis of student achievement data (*e.g., AYP, API, AP, college SAT, graduation rates, and program improvement status).***
- **Other pertinent data *(e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).***
- **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.**

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- **Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**

General background and history

Shandon High School is the only high school in the Shandon Joint Unified School District. The district serves a small number of students (310) in three school sites in an unincorporated area of northeastern San Luis Obispo and southeastern Monterey counties. The district serves students scattered over more than 600 square miles of expanse. The population of the area is approximately 2,000, with most jobs linked to agriculture (farming, ranching, and laboring). The median value of a home in Shandon was $184,000 in 2015, with a continuous increase since 2012. The general population of the district is mostly Hispanic (53.5%) and White (45.2%), with a small percentage of two or more races.

Shandon High School was opened in 1920. Currently, Shandon High School serves students ages 14-18 in the 9th to 12th grades. The Shandon High School campus consists of several buildings located in the central, residential section of Shandon. In the school year 2017-18, 86 students were enrolled in SHS.

Shandon High School's certificated staff includes ten teachers (Dataquest.cde), seven of them with a master's degree. In the parent/student manual, only seven teachers are listed, while in the master schedule eight names are mentioned. SHS teachers are seasoned educators with an average of 18 years of service.

Shandon has a 4-period school day, periods 1-4 and 5-8 are held on alternating days. Periods are each 90-minute long with a 5-minute passing period. The school day begins at 8:15 and ends at 3:10. On Wednesdays, the school is under a minimum day schedule with 65-minute periods and ends at 1:20 pm.

The SHS self-study has been an ongoing process of review and self-evaluation with the last WASC visit in 2012, when the school was awarded a six-year accreditation. The 2015 mid-term review provided further guidance in their continued effort to improve the academic success and career readiness of students. Due to the limited staff and the new accountability formats (including the LCAP and LCFF), Shandon HS has transitioned into a structure that solicits input for the self-study through the Site Council, DELAC committee, weekly staff meetings, public hearings at Board meetings, and student and community surveys. This change has resulted in

higher involvement from stakeholders. As a result, the LCAP, Single School Plan, and WASC process now share the same data collection process and have aligned goals, action plans, budgets, and timelines. The plans include evaluations to guide decisions.

School program data

The school provides a variety of programs for students, even though the enrollment is low (82 students). The regular program includes:

1. Agriculture Education, in which the majority of students is enrolled. The program concentrates in three areas: Agriculture Mechanics, Agriculture Science, and Ornamental Horticulture. The FFA student organization is involved in career and college skills development and participates in conferences and projects.
2. AVID, which was reintroduced in 2015. All freshmen are enrolled in AVID, as well as most sophomores and juniors.
3. Success 101 courses, provide dual enrollment in Cuesta College preparation classes.
4. Drama. Two drama productions are presented every year to the community.
5. Visual and Performing Arts, including music (guitar), graphic arts, industrial technology, and culinary arts.
6. Core program that allows students to enroll in classes that fulfill graduation requirements as well as UC/CSU a-g requirements.
7. Special Education Program with one certificated teacher and two bilingual para educators. The program supports students with learning disabilities. Special needs students are mainstreamed in regular education classes.
8. Sports Program, including cheerleading and football.
9. Independent Student Program that meets the needs of families that travel out of the attendance area for long periods of time. Both temporary (5-15 days) as full-time study programs are offered.

The variety and flexibility of the programs allow students to access the whole curriculum with equal opportunities. In the registration packet some courses are listed as requiring teacher approval. There is no information regarding the refusal to enroll a student if there is no teacher approval. As stated in the manual, all AP classes require teacher approval.

A variety of instructional methods are used for delivering the curriculum, including project-based learning, group work, presentations, direct instruction and laboratories (including simulations).

There is support in the form of bilingual paraeducators, the library (assisting with student research and Accelerated Reader assessments), and an after-school tutoring program. This tutoring is available to all students three days a week. Students with failing grades or missing assignments are required to attend (with parental permission). There is a certificated teacher leading the instruction. There is also a Saturday School program for students with excessive

unexcused absences and tardies, where a credentialed teacher offers instruction. Online instruction is provided through Shmoop, with some students enrolled in a variety of high school and college courses.

There are several support and intervention programs. The Migrant Education and English as Second Language programs assist eligible students in choosing and fulfilling their curricular and post-secondary paths. Students possessing an active IEP or 504 plan are taught core curriculum in a full immersion setting, with modifications and/or accommodations to meet their needs. The self study report does not provide any information in support for socioeconomically disadvantaged students or Foster Youth, although according to Dataquest, there is one Foster student in the 12th grade.

Demographic data

Student enrollment by grade level in 2017-18

GRADE LEVEL	NUMBER OF STUDENTS
9th	21
10th	26
11th	19
12th	20
TOTAL	82

The school serves a small number of students, although today's enrollment is higher than that of past years (66 in 2015-16 and 61 in 2014-15).

By ethnicity in 2017-18

GROUP	% of Total
Hispanic or Latino	73.3
White (non-Hispanic)	18.9
Two or more races	2.6
Other	5.2

The majority of students are of Hispanic origin with a minority of white. According to the self-study, 77% of the students are socioeconomically disadvantaged, 49% are English learners, and 23% are students with disabilities. Although there is no data regarding the home language or the students, it could be inferred that the majority have Spanish as their mother tongue (since 77 of the students are of Hispanic origin).

Dataquest provides the following information regarding English language acquisition status:

	English Only	IFEP	EL	RFEP	TOTAL
TOTAL	30	0	37	14	81

Eight Priorities of the LCFF

The self-study report indicates that the priorities are met in four categories, while giving more detail in other indicators.

INDICATOR	RATING
Basics (Teachers, Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

CAASPP Results: Percentage of students that met or exceeded the standard

SUBJECT	SCHOOL		STATE	
	2016	2017	2016	2017
ELA	61%	68%	49%	49%
MATH	15%	22%	37%	38%

Disaggregation by group (only significant groups are shown) for 2017. The table shows the

percent of students meeting or exceeding the standard

GROUP	ELA	MATH
Hispanic	67%	22%
Socioeconomically disadv.	58%	8%
English Learners	25%	16%
Students with disabilities	12%	12%

It is evident that although the Hispanic students are performing at school average (they make the majority of students), other groups underperform. The largest differences are in the math proficiency for socioeconomically disadvantaged students, with only 8% meeting or exceeding the standard and in ELA for English Learners and Students with disabilities.

According to Dataquest, only two students took the SAT test (out of 14) in 2016. The performance of Shandon High School students in AP tests is exemplary, with 100% of students passing the tests in 2013 and 2014 (ahead of the state average of 65%). It is to be noted that few students actually took the test (2-3 students). In 2015, when more students took the test (5 students), the passing rate 60% was similar to that of the state (62%).

Student achievement in the Early Assessment Program (EAP) shows that only 6% of the students taking the test were college-ready in ELA while none were college-ready in math (compared to 22% and 11% state-wide, respectively).

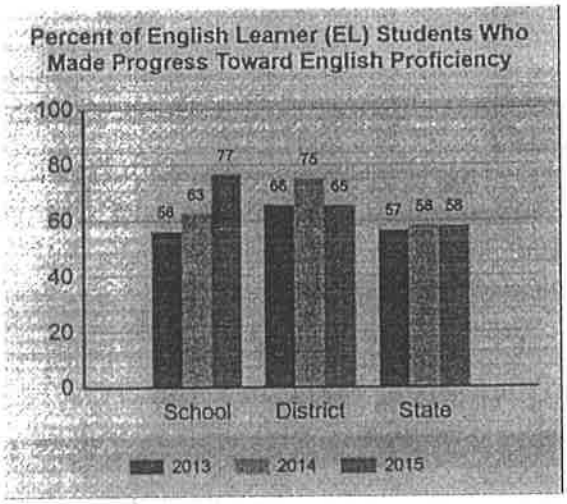
The school runs a D and F report quarterly. It is evident that many of the Ds and Fs are concentrated in few students with multiple Ds and Fs. Seventeen of the students accumulate 76 Ds and Fs

D and F report for the first semester of the 2017-18 school year.

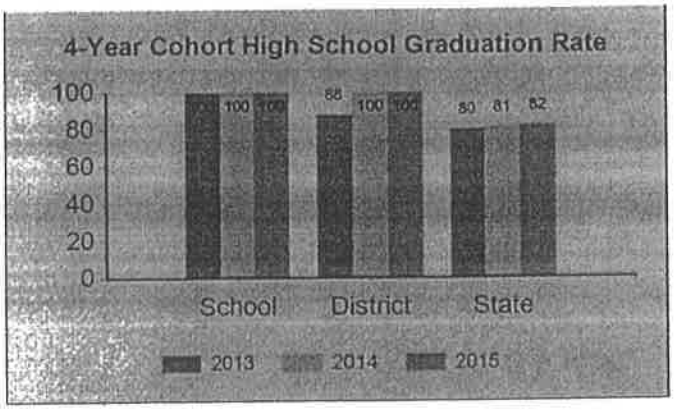
	D	F	D+F	Multiple Ds/Fs (3+)
Total number of grades	83	32	115	76
Total number of students	43	17	45	17

Although the self-study report states that the teachers use a variety of quarterly assessments that are reviewed by the staff and administration to help adjust instruction, there is no data on the exact nature of the assessments and the performance of students.

A positive aspect of the SHS program is shown in the progress made by English Learners toward English proficiency. As seen in the graph, Shandon High outperforms the state. On the other hand, no EL students have been reclassified lately. According to the self-study report, there has been a breakdown in the process of securing documentation for re-designation due to changes in personnel managing CELDT testing and re-designation. In addition, CELDT test were not administered in a timely manner and, at time, parental permission to re-designate was not received. The district is taking steps to make the process more efficient.



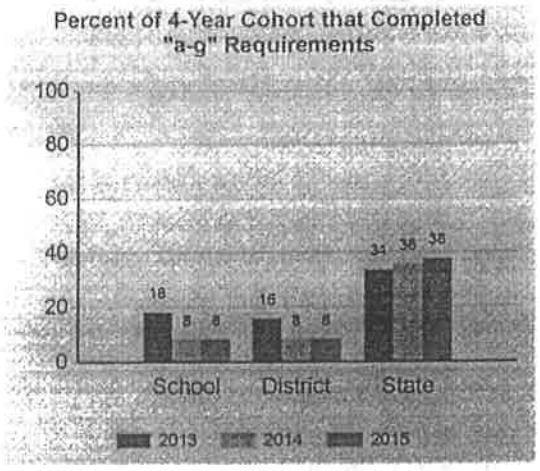
The school also has had a graduation rate of 100 percent in the last three years with no dropouts.



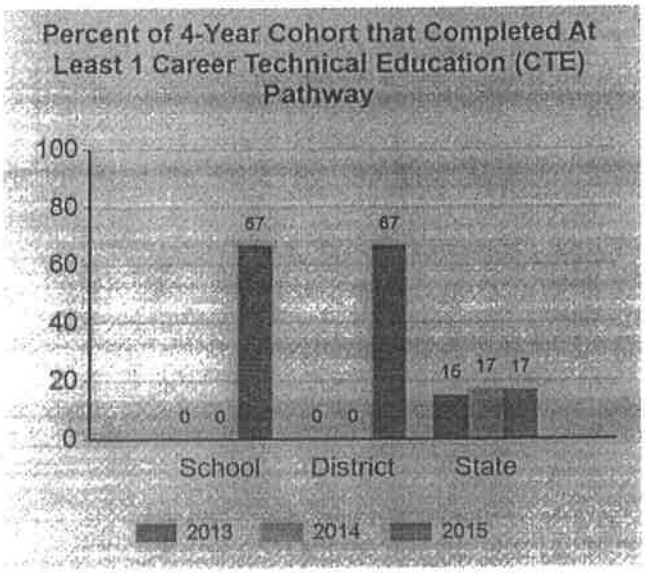
Dataquest provides information on chronic absenteeism, with 4 students chronically absent in 2016 (two Hispanic and two white), equivalent to a 4.8% rate. In 2016-17 there were a total of seven suspensions, the majority (85%) to Hispanic students. The reasons were violent incident with no injury and illicit drug related. No students were expelled in past few years. The truancy rate was 30.7% in 2015-16, when 23 out of 75 (cumulative enrollment) were truant.

The district lists a very large number of courses offered at the school (71) in 9 categories: English, Math, Science, Social Science, Physical Education, Fine Arts-Language-CTE, Health, Computers, and Electives. Many of those meet the UC/CSU a-g requirements (35) while 6 are AP courses. The school stated that the course catalog needs to be cleaned up since some of the courses are no longer offered. This variety of offerings could facilitate the meeting of a-g requirements by SHS students. Nevertheless, few students graduate Shandon HS completing the

above-mentioned requirements.



On the other hand, the career-oriented curriculum allows Shandon High students to graduate completing at least one Career Technical Education (CTE) pathway.



Student Learning Outcomes

Shandon High School has four Student Learning Outcomes:

Shandon High School Students will...

1. Possess knowledge and skills that will enable students to obtain productive careers and become reasonable members of society.
2. Pursue skills needed to continue learning beyond their high school experience.
3. Strive for a balanced lifestyle as a result of a comprehensive education in health, nutrition, and physical education.
4. Explore a variety of cultural viewpoints.

Perception data

Much of the perception data provided in the self-study is presented district-wide (LCAP survey) and therefore it is impossible to determine the responses from the high school students or parents.

Results from a 2013 survey to students provide some insight with most students knowing an adult they can reach to and feeling safe at school. The survey also indicates that there is little physical bullying or having illegal substances or arms. There is some concern on the students' part on rumors and lies, as seen in all high schools. Students also indicated that the bullying happens mostly during class time or during lunch.

The 2016 Healthy Kids survey shows that most students perceive the school as safe or very safe feel connected to the school and believe there are high expectations for students. On the other hand, most students do not think they participate meaningfully and the academic motivation decreased from 63% for 9th graders to 14% in the 12th grade. Another significant indicator is that over 50% of juniors and seniors have experience chronic sadness or hopelessness in the past 12 months.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

A. **Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
B. **Standards-Based Student Learning: Curriculum**
C. **Standards-Based Student Learning: Instruction**
D. **Standards-based Student Learning: Assessment and Accountability**
E. **School Culture and Support for Student Personal and Academic Growth**

- **Summarize an analysis of what currently exists and its impact on student learning**
- **Highlight the areas of strength (if any)**
- **Highlight the key issues (if any)**
- **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS *WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

Shandon High School has a drafted stated Mission Statement that states the right of every student in the district to not only learn and succeed but to achieve his/her fullest potential through a high-quality education. A high-quality education not only involves the students and parents/guardians, but also involves the community in this process. Shandon High school is across from the city park and community activities like the ASB Thanksgiving feast are held at the high school where many from the community, including firefighters and law enforcement officers, enjoy a meal together. The park is also used for various PE classes. Being a small community, Shandon High School embraces the small-town, family atmosphere to involve all in the education of the youth here. This also provides connections for young people to meet their goals after high school.

Since Shandon High School is small, it uses the district Mission Statement. Because of new accountability formats including the Local Control Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) the district has changed to a more frequent and open forum for discussing the needs of students. The Site Council includes the DELAC committee meeting which involves both parents, students and other school stakeholders. There are weekly staff meetings in which the staff discusses needs according to prior goals and future needs of the students and staff. The Board meetings allows for public input. The district also utilizes student and parent surveys, in English and Spanish, so the school can adjust their practices to meet the educational needs of all.

The Four Schoolwide Learner Outcomes (SLOs) for Shandon High School reflect the desire for their students to not only successfully finish high school, but to go on and lead productive and happy lives outside of the classroom by being well rounded, healthy, contributing members of society. Additionally, students are encouraged to go beyond what they know about their own ethnic background and explore a variety of cultural viewpoints.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties of the governing board and district administration in their relationship to the school and staff.

Understanding the Role of Governing Board: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Shandon Joint Unified School Board has clear policies in place that support the school's academic and extracurricular program to give students the opportunity to perform to their fullest potential. The board continues to make improvements to involve parents and community in an organized fashion. In 2015, the board reinstate a procedure to review, upgrade and place on the school website all Board Policies, Acting Regulations and Exhibits. The goal date for this to be complete will be 2019.

Board meetings are held monthly and all community members are encouraged to attend. Although there is still a need for more Hispanic community members to serve on the board, all stakeholders including administration, faculty, staff, students and community members are asked for input prior to changing or adding to policies, procedures or requirements.

Provided in the annual parent notification materials are the complaint and conflict resolution procedures. Informal meetings with administration and appropriate staff are the first steps to

resolving conflict. Forms are available for more formal, written complaints. If resolution is not found at the site, resolution may be sought at the Board level.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Staff Actions/Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

SHS planning process is broad-based and collaborative, seeking input from diverse stakeholders including members of the community. Shandon is a small school that has special needs including the broad and diverse duties of all stakeholders to meet the educational needs of all students. Because of budget concerns, the Superintendent/Principal also now supervises the MOT department. Classified staff is regularly shared with Shandon Elementary School. Student discipline is often filled by the teaching and clerical staff. Overlapping duties can provide an overall, highly trained staff to meet the needs of students.

A regular schedule of staff meetings, which are held weekly on Wednesdays, management and curricular area meetings have been established. All staff are involved in the decision making process. In August 2014, all para-educators were included in all teacher meetings and training. All classified staff are included in District meetings.

The Schoolwide Action Plan for 2017/18 has a goal of increasing academic achievements for all students so that they are career and college ready. The objective is by June 2018, teachers will work together to prepare lessons and assessments in the areas of common core mathematics and ELA. Also noted in their supporting action steps will be preparing students for the Next Generation Science Standards.

Also included in the Schoolwide Action Plan, are numerous resources, monitoring and evaluation plans for English Learners including bilingual aides, annual reclassification testing and two years of support for re-designated English Language Proficient students.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

> **Online Programs: iNACOL Standard E: Organizational Staffing**: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development/Learning and Measurable Effect on Student Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff..

SHS has a well-qualified staff that fosters sound student academic achievement. Although Shandon is allowed to file waivers for teachers to teach outside of their credential because they are designated a Necessary Small School, there is only one period of Physics not being taught by a teacher that holds that credential. They clearly have made finding teachers to teach their credentialed subject a high priority for their school. All other courses are taught by Highly Qualified Teachers credentialed in that course.

Another challenge of being a small school has been that all staff members share duties. This has worked to their advantage when it comes to knowing the needs and strengths of both their students and systems in place. Regular education teachers are highly involved in Student Study Teams, 504's and IEP meetings.

Professional Development takes place in a variety of ways. Every Wednesday is an early release day for students and allows staff members to work on their preparation of student learning. Two professional development days are planned during the school year and have been used to work on the educational goals of their students. Staff have gone out to observe exemplary practices at other schools, both secondary and post-secondary settings, as well as visiting businesses that could articulate with school-to-career expectations and programs. Teachers and para-educators are encouraged to attend subject specific regional and local trainings.

Training such as AVID (Advancement Via Individual Determination), Career and College Guidance Initiative platform training, ALEKS (online math), CAASPP assessment training, Crisis Intervention Training, and anti-bullying training have been attended by many staff members. Technology training such as using smart boards for instruction and Google apps training has been provided for some staff members. Continued technology training will always be needed. New teachers with a Provisional Credential are provided a mentor teacher by the district to help with the Teacher Induction Program (TIP) until they receive their clear credential. Currently two teachers participate in the TIP program.

There exists a sense of mutual respect between the administration and staff at SHS that has been sensed by the VC members. This allows clear communication and the finding of a common, concerted way of dealing with problems. The VC members believe that the school will benefit from the placement of a cohesive and systematic PD plan that includes all the major areas of concern and makes the best use of the available technology in the classroom.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has

adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions and Their Impact: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Facilities: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Long-Range Planning: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Shandon High School has had some financial challenges including a District financial downfall in 2015. With the help of LCAP planning, the district is now on better financial footing and has a reserve of around 10%. The District has a three-year budget plan that will help with rising Special Education and pension fund costs to the district.

Community support is noted in the passing of Measure K Bond that has provided funding to enhance the appearance of Shandon High School. In the summer of 2017, new paint, flooring, ceiling tiles, roofing and outside tables were provided to enhance student learning and provide a safe environment for staff and students.

There exists a relationship between the decisions regarding resource allotments and the needs of the school. For instance, increased funding by the district was given so outdated texts could be replaced along with supplemental materials needed.

It is noted that grants and community donations are a part of funding at the high school. Even with these resources, the teachers and paraeducators of Shandon are among the lowest paid in the county.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- A dedicated staff that embraces the philosophy that all students can learn and share a common vision of the school
- Increased availability of technological resources (wifi, computers, Promethean boards) in the classrooms and library.
- A well-maintained campus which is large for the size of the student population.
- Newly managed cafeteria that serves nutritious food that is appetizing at the same time.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The site is not very effective in the inclusion of the SLOs in the general culture of the school.
- Lately the school has experienced an increase in enrollment that may have a negative impact in the individualized instruction provided to students by stretching resources and

personnel to the limit.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews with site and district personnel, students, and parents
- Dataquest website
- Self-study report

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Students have access to all classes including online credit recovery, AP classes and Cuesta College Dual Enrollment classes. The master schedule reflects the needs of the students to complete graduation requirements. An example is the adoption of an extended 8-period A/B block schedule that allows students to take additional classes.

Students design their four-year course plan with the counselor and review it yearly. The plan includes status toward graduation, post secondary goal, community service hours and the students transcript. The counselor makes presentations to all classes in the fall and again before spring registration. To help students with their plan, career entry, vocational school, two-year college and four-year college options are given along with descriptions of all courses offered. Currently, the counselor is training all 6 – 12 grade students to use the CCGI platform that will help students and parents keep track of their progress towards graduation and fulfilling UC/CSU requirements along with financial aid information and college information. Parents sign the spring course registration forms.

Students at risk receive intervention and assistance from the Counselor including Saturday school, summer school and independent study through online programs. The Counselor also keeps the parents and staff informed of student difficulties during Wed. meetings and following each grading period. Students with 1 or more F are assigned tutoring after school with a certificated teacher and peer tutors and Saturday school for 4 hours with a certificated staff member (online program). Credit recovery includes Independent Studies and Summer school.

In addition, Saturday school is provided, with a certified teacher, for students who have frequent absences. Each grade reporting period is used to update parents and staff. Teachers post grades on Aeries and during back to School Night parents are trained to access grades. Grade reports are mailed home. Parents of seniors receive a senior graduation status letter from the counselor in the fall of their senior year.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

The school provides equal access for all students to their needed curriculum. Being a Necessity Small School, there is a constraint in the number of courses offered. The school has a partnership with the neighboring Cuesta Community College that allows students to take classes there.

Every Fall, all Shandon High School students participate in the Cuesta College Career and College Tech Fair. This allows students to explore a wide range of career and technical education careers. Shandon HS offers the FFA program, CTE in Ornamental Horticulture, Ag Mechanics and Ag Science and a CTE Art Pathway. A Culinary Arts program, CTE Success 101 and CTE IT through social sciences is in the planning stage.

In 2017, 100% of the seniors registered to attend Cuesta College and completed their FAFSA with the help of the school counselor. In 2018, 100% of seniors and their parents attended the first evening college information night presented by the counselor and all have started the process of applying for college and completing their FAFSA.

Migrant and English Learners are supported with assistance in skill development through paraprofessionals in core classes. Students with IEPs and 504 Plans are fully included in core classes with modifications and accommodations tailored to their needs such as a Learning Center class. The special Education program makes curriculum accessible to all students.

Shandon High School has had a 100% graduation rate for the past five years.

All 8th graders and 11th graders take the PSAT. All 10th graders take the ASVAB. One student took the SAT. Students wanting to take AP courses have access through PEAK with teacher approval and guidance. Last year, three students passed the AP Spanish test.

With the new CCGI Platform, staff will be able to track students' post high school success. Students are provided with a four year academic plan that is reviewed every semester with the counselor.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- A dedicated and caring staff that strives to provide personal and academic support for all students so they can complete graduation requirements.
- A flexible, custom-made master schedule including the 8-block schedule to provide more offerings.
- Additional a-g courses, CTE Pathways and AP courses offered in addition to the scheduled classes.
- The counselor collaborates with students and parents to create and monitor four-year academic plans.
- Addition of the CCGI platform will provide more access for parents and students with their academic plans, college/career information and financial aid.
- All seniors graduate and are assisted in enrolling in college and completing their FAFSA.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- The need to complete addressing the Math and ELA Common Core Standards and NGSS through coherent, aligned and transparent essential standards and assessments. Professional development addressing the transition would be invaluable.
- There is a need for a successful Math intervention program to allow students develop basic math skills. It is clear from student performance in standardized tests that they need immediate and serious help, specially in mathematical concepts.
- Additional training of students, staff, and parents on the CCGI platform.
- Explore offering additional VPA courses and creating more CTE pathways.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study report
- Interviews with staff, parents, and students
- Performance in standardized tests (CAASPP)
- Classroom visitations

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Teachers use a variety of teaching methods including project based learning, group discussion, presentations, direct instruction and lab simulations. Both group and individual projects are used in academic classes and in vocational and CTE programs. With small class size and the inclusion of English Language Learners and Special Education students into core classes, teachers use differentiated instruction and accommodations in all classes.

Rigor has been increased with the increase of graduation requirements, A-G AVID, Success 101 and Government Cyber Security classes and the CTE Art Pathway. All seniors take the college prep Government Cyber Security and Expository Reading and Writing course with success.

Class size ranges from 6 to 26 allowing for 1:1 help. Many teachers utilize AVID strategies including Cornell notes and Socratic Seminars. Each student has a planner and records daily work. The Social Science teacher and English teacher share work and use their respective rubrics to give both content and writing scores. The Theater and Music teacher have also collaborated for performance projects.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: All students have access to and are engaged in career preparation activities.

Staff has participated in staff development on project-based learning, differentiated instruction, use of technology in instruction and AVID techniques. A variety of school wide projects include the Friday Night Live Drug Education displays, the science and ag FFA SAE projects, the science/social science history project, the Poetry Out Loud Project. The English teacher works with the social teacher on dual credit projects and with the Ag teacher on speech writing. The music and theater teachers collaborate on the school performance event. The courses in the three CTE pathways include real world experiences that vary from the pruning of trees to the design and construction of agricultural items to the capstone final projects.

Technology use includes Smart Boards and document cameras in all classroom as well as a student set of computers. Computer use includes online classes, review videos and writing assignments.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Teachers use a variety of instructional strategies that incorporate research-based assignments and high level thinking skills such as Cornell notes and projects.
- Professional development that enhances teaching strategies is provided to all the staff.
- Classroom Technology including computers for all students and Smart Boards along with high-speed internet. The technology is used both as an instructional tool and in students activities and assessments.
- Real life experiences in many courses including the CTE pathways.

Key issues for Standards-Based Student Learning: Instruction (if any):

- More staff development in differentiating instruction for English Language Learners and Special Education students to insure equal access.
- More staff development in the use of technology in the classroom to deliver instruction and engage students in their own learning.
- There is a need for additional training for the adoption of programs that incorporate the Common Core and NGSS standards as well as in the use of assessments to evaluate and address student performance in underperforming areas or by underperforming subgroups.

Important evidence from the self-study and the visit that supports these strengths and key issues

include the following:

- Classroom observations
- Interviews with stakeholders
- Interviews with students
- Self-study report

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

Monitoring and Reporting Student Progress: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

Given the fact that Shandon High School is a small school, and that students have individualized needs, it is difficult to disaggregate student performance data. Since both CST and CAHSEE have been phased out, there has been only the CAASPP test taken by 11th graders last years. The small size of the 11th grade class and the individual needs of students make analyzing the data difficult. The four-year plan and CCGI help students and parents monitor their graduation and future college and career progress. The counselor provides staff with of struggling students after each grading period.

Both, formal and informal assessments are used to monitor student progress and the performance report is communicated to students and parents via mail twice quarterly.

The use of Aeries allows students and parents to know their progress in their classes. During Back to School Night, the parents were given both group and individual help in learning to access Aeries to see their students' attendance and grades. Teachers regularly update their gradebooks.

Each course has a syllabus and each class has a list of student expectations for behavior and topic for the day. Essential questions are used with Cornell note-taking. There has been talk between

English and Social Science about a common writing rubric. There has been discussions among teachers about grading policies, accepting late work and some informal cross-curricular grading.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Demonstration of Student Achievement: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

As a small school, student performance is monitored frequently and the results are used as the basis for the modifications of individual student academic plans. These evaluations provide the flexibility for individual adjustments. Formal assessments included tests, projects, and standards-based assignments.

Staff will need to continue to develop standards based assessments and share the results. Each teacher uses content assessments to monitor student progress. With the inclusion of English Language Learners and Special Education students in every class, classroom assessments analyzed to repost student progress, provide modification and assistance and ensure equal access.

Daily interactions between staff and students (observed during classroom visits) drives student reflection of their learning and provides the basis for instruction modification.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

School Assessment and Monitoring Process: The following stakeholders are involved in the

assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

The school follows all board and district policies in regards to curriculum, instruction, and assessment. Parents and students are frequently informed of student performance and credit status through Aeries, meeting with the counselor and grading periods. During Wednesday staff meetings, assessment data (ELPAC, CAASPP, PSAT, ASVAB and student grades) is reviewed to ensure uniform use. Through discussions with the Focus groups it became clear to the VC committee members that some areas need to use more frequent formative and summative assessments to be included in the grade to allow students for more opportunities to show their mastery of content and skill standards.

A formalized system for the assessment of student accomplishment of the school SLOs is not currently in place.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Assessments are used to modify and remediate individual instruction for students.
- All staff collaborates on developing and analyzing assessments (ELPAC, CAASPP, PSAT, ASVAB and D/F lists).
- Stakeholders are able to frequently monitor students' progress through access to AERIES, mailed report cards and CCGI.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- With the adoption and implementation of the CCSS and NGSS, new methods of assessments are used. There is a need for professional development in this area and students should be helped to ease the transition to performance task and computer based assessments.
- There is a need to have in place a system to measure the accomplishment of the SLOs by all students at Shandon High School.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Self-study report

Interviews with personnel, students, and parents

Classroom visitations

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Strong community support of Shandon High School is seen in a variety of ways. The passing of Measure K Bond by a wide margin of over 70% demonstrates that the community is behind the educational needs of the youth.

In addition, financial support from the community is demonstrated by thousands of dollars being raised through donations and fundraisers so students can participate in school events and provide scholarships for their educational needs after high school.

Regular parent and community input is achieved during joint DELAC/School Site Council meetings as well in the open forum of the Board meetings.

The community is also involved in a variety of committees such as the library Committee, the Agriculture Advisory Committee and the Bond Oversight Committee. Local businesses also visit classrooms to assist the students and staff on training and knowledge of life after high school.

Community members are highly involved in coaching various sports for the high school and helping with the library.

The school reaches out to parents and tries to bring other community members together through events like Back to School Community Night, ASB Community Thanksgiving Feast, sports events and parent information events. There is an open door policy for parents to visit the Superintendent/Principal as well.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

Last summer, 2017, improvements were made to the school through the funding made available through the Measure K Bond.

Because the population of the school is so small, there is a sense of family and staff knows the students by name. Often, they worked with their parents and are generational to this campus. Relationships with students and teachers usually last all four years.

There are very little discipline issues. Drug use and fighting are almost non-existent at Shandon High school. Suspensions and expulsions rates are very low (no students have been expelled in the last years). Saturday schools are used for attendance and discipline issues.

The challenges of technology and cyberbullying are being addressed and tighter policies are noted because of this. The Student Handbook speaks to the expectation of all technology use in a professional setting. No personal cell phones are allowed out at any time during the school including, before school, during breaks and lunch and after school. The VC members observed

how students interact with each other and members of the staff without their cell phones and report a positive learning and collegial environment.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

All students have a detailed four year academic plan that is revised once a semester with the counselor, being modified to tailor the needs of each students. The course catalog outlines a variety of courses that would meet the needs of all types of students. There are many AP courses offered as well as support classes like AB tutorial that allows students with an IEP or 504 to work with a teacher and paraeducator to understand and complete coursework. There are also several AVID courses available as well as Success 101 which enrolls all the freshmen. There is a need for more course offerings at the school based on student and teacher discussions.

The school counselor meets with each senior and ensures they are prepared for graduation and beyond including visiting and applying to Cuesta College.

All students participate in at least one intra-curricular activity such as FFA, ASB or a sport. Every student at the school contributed to the ASB Community Thanksgiving this year. 75% of the students participate in at least one sport and over 90% have participated in FFA for at least a year.

Support services within the school include counselors, a speech pathologist, paraeducators, a school psychologist and a school resource officer. The Friday Night Live (FNL) program has a counselor that comes to the school two days a week to provide additional counseling services particular to drugs, alcohol, depression and suicide.

County assistance can be found through County Mental Health and Child Welfare Services although their services are stretched thin because of ever increasing needs for their services.

There is one Student Resource Officer at the school site, that was visible only Monday afternoon. The SRO works to monitor the community and neighborhood surrounding the school so students are not harassed going and coming to school.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Strong relationships between staff and students that are usually maintained over four years.
- Shandon High provides a safe and clean environment that is caring and supportive.
- A variety of support services are provided including extensive services in counseling for graduation and college preparation.
- Students have equal access to activities.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- More mental health and child welfare services were noted as a need in their self study.
- Continuing to monitor electronic devices to prevent student inappropriate behavior with emphasis on cyberbullying.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- During the interview process parents, staff and students the main answer to "What do you like about Shandon High School?" were that there is a family environment here. Students said that their teachers care about them and that there was at least one adult they felt comfortable with to go to if they needed help.
- Recent improvements have been made to the campus with paint, roofing, and technology. All classrooms have a large interactive smart board in their classrooms. All classrooms

Chromebook carts that students can use for their assignments. The infrastructure is also newer and can handle the new technology that is coming in.

- There are a range of support services including staff, counseling and outside agencies such as Friday Night Live services which includes mental health counseling. All students sign up for Cuesta College before graduation. Most students go to Cuesta College after graduation. A post-secondary survey of past FFA students showed that 11 out of 12 were enrolled in Cuesta College after graduating from Shandon High School.
- Students can participate in a variety of sports including basketball, football, track and cheerleading. There is a strong AG program that most students take throughout high school and are involved in FFA. There are many opportunities for leadership including ASB and class representation.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. ***Be sure that these can be documented by other sections of the report.***

Schoolwide Areas of Strength (list numerically)

1. A family environment including a caring and professional staff, and safe, clean and orderly facilities conducive to few discipline issues.
2. 100% graduation rate and a high community college attendance rate.
3. A-G and CTE pathways are offered even with the small size of the staff.
4. Integration of technology in the classroom with access to the internet and availability of devices.
5. Time each week is given for collaboration.

Synthesize schoolwide critical areas for follow-up and list numerically. ***Be sure that these can be documented by other sections of the report.***

- **Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee.** ***This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

Schoolwide Critical Areas for Follow-Up
(list numerically; Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Additional CTE Pathways
2. Continual trainings in CCGI Platform and integration of technology
3. Provide additional support to underperforming groups (SED, ELL, SpEd) for academic success
4. Increase course offerings, especially in the areas of VAPA, Driver's Education, and an Automotive class.
5. Explore ways to increase compensation for staff to retain teachers and decrease turnover in staff.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Develop a coherent, detailed and transparent list of essential standards for all courses including vertical alignment with the middle school. In addition, develop and implement formative assessments for these standards. Include, during staff collaboration, time for sharing and analysis of this data to help monitor and assist student in their successful mastery of these standards.
2. Develop a comprehensive site Professional Development plant to insure the consistent implementation of the newly district adopted curriculum in ELA and Math and future

NGSS state standards. This area is directly related to schoolwide areas for follow-up 1 and 3, supporting them. The use of formative (very often) and summative assessments will create data that can be analyzed to guide daily and long-term instruction. Professional Development in this areas will be key to the students success in SBAC assessments. Given the large increase of technology available to instructors and students, PD in the use of technology in the classroom will optimize the academic impact of technology in student accomplishments. Further PD in best practices and student group work and reflection on their progress could promote students high level thinking and problem solving skills.

3. Continuing increase of additional courses. Students have expressed interest in a driver's education program and an auto mechanics program. Continued expansion of the Visual and Performing Arts (VAPA) courses offered would help with both student and community involvement. These course would encourage students to come to school and keep them involved in their educational process. Visual and performing arts are excellent outreach opportunities to the community with art shows and performances. Community service involvement could be found for high school students to have after school arts programs for Shandon Elementary students.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**
- **Comments on the following school improvement issues:**
  - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
    - **Do the action plan sections address the critical areas for follow-up?**
    - **Will the action plan steps enhance student learning?**
    - **Is the action plan a "user-friendly" schoolwide action plan that has integrated all major school initiatives *(e.g., II/USP, technology plan, staff development plan)*?**
    - **Is the action plan feasible within existing resources?**
    - **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
  - **Existing factors that will support school improvement**
  - **Impediments to improvement that the school will need to overcome**
  - **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The action plan in the Self-study report was very well aligned to the LCAP and LCFF but lacked long-term goals and steps. The VC talked to the leadership team and they are working to present a finalized action plan under the guidance and suggestions of the VC.

Although the first proposed action plan did address the school identified critical areas for follow up and had steps to enhance student learning and success, it was not a long term plan. It did integrate all major school initiatives including the technology plan, staff development plant, LCFF, etc.

Given the commitment of the staff and administration the VC members believe that the school action plan is feasible within the existing resources of the site and the district. The family-like atmosphere of the school and the frequent collaboration and constant communication among staff will surely make their reviewed action plan doable and flexible to be updated and changed as necessary. All the items identified by the school as well as those identified by the VC have the goal of supporting school improvement, especially in the areas of curriculum, instruction, assessments, and support of student learning.

The VC does not see any impediments to the successful completion, monitoring, evaluation, and adjusting of the action plan to ensure student achievement of essential standards. Given the small size of the school, the typical "inertia" that encumbers the success of action plans in large schools is not a factor in this case.

Although the first draft had only short-term goals, the process for monitoring the accomplishment of the action plan was very sound, listing positions, type of evaluation, and deadlines for each item.

The modified long-range plan which will incorporate the VC recommendations and a timeline should become a living document to guide the school actions for the near future.