

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Meeting Agenda

Tuesday, November 14, 2017

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

Jennifer Moe

Robert Van Parlet

Shannon Plaisted

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, 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 HEARING

6.1 State Testing Apportionment Report Waiver

6.2 2016-17 Development Fee Report and the Five- Year Development Fee Summary

7.0 PUBLIC COMMENT

7.1 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]

8.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

8.1 Student Body Reports

8.2 Staff Reports

8.3 Bargaining Representative Reports

8.4 Board Reports

9.0 APPROVAL OF CONSENT AGENDA

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

- 9.1 Approval of the Minutes of October 10, 2017
- 9.2 Approval of Warrants and Payroll
- 9.3 Approval of Budget Report
- 9.4 Approval of Student Body Funds Report
- 9.5 Approval of Personnel Action Report
- 9.6 Approval of the Quarterly Interest On All Funds

10.0 ACTION ITEMS

- 10.1 Approval to Rescind the October 10, 2017 Approval of the Personnel Action Report
- 10.2 Approval of the Personnel Action Report from October 10, 2017
- 10.3 Approval of the Sale of Surplus Items
- 10.4 Approval of the SJUSD District Wide Safe School Plan
- 10.5 Approval of the State Testing Apportionment Report Waiver
- 10.6 Approval of the Specialized Ag Incentive Grant Application
- 10.7 Approval of the 2017-18 Amended Local Control Accountability Plan
- 10.8 Approval of Resolution 2017-18-5 Development Fee Report and the Five-Year Development Fee Summary
- 10.9 Approval of the California School Dashboard Progress Report of Local Priorities
- 10.10 Approval of the Agreement with Moss, Levy & Hartzheim LLP for 2016-17 Bond Fund Audit
- 10.11 Approval of the Continuing Disclosure Services Agreement with Dale Scott & Company Inc. for Bond
- 10.12 Approval of Request for Shortened School Day Student # 2017-18-3
- 10.13 Board Vote on Election of At Large Member to County Committee on School District Organization
- 10.14 Approval of the Disposition of ASB Stadium Funds
- 10.15 Approval of Agreement with Cal Poly SLO EAP Sr. Yr. Math Course (ESM)

11.0 ACTION ITEMS

BOARD BYLAWS/BOARD POLICIES/ ADMINISTRATIVE REGULATIONS

Update Board Policies & Administrative Regulations:

- 11.1 Approval of the First Reading of AR 3514.2 Integrated Pest Management
- 11.2 Approval of the First Reading of BP 3515 Campus Security
- 11.3 Approval of the First Reading of AR 3515 Campus Security
- 11.4 Approval of the First Reading of BP 3515.2 Disruptions
- 11.5 Approval of the First Reading of AR 3515.2 Disruptions
- 11.6 Approval of the First Reading of BP 3515.3 District Police/ Security Department
- 11.7 Approval of the First Reading of AR 3515.3 District Police/ Security Department
- 11.8 Approval of the First Reading of BP 3515.4 Recovery for Property Loss or Damage
- 11.9 Approval of the First Reading of AR 3515.4 Recovery for Property Loss or Damage
- 11.10 Approval of the First Reading of BP 3515.5 Sex Offender Notification
- 11.11 Approval of the First Reading of AR 3515.5 Sex Offender Notification
- 11.12 Approval of the First Reading of BP 1330 Use of School Facilities
- 11.13 Approval of the First Reading of AR 1330 Use of School Facilities
- 11.14 Approval of the First Reading of E 1330 Use of School Facilities
- 11.15 Approval of the Second Reading of BP 3511 Energy And Water Management
- 11.16 Approval of the Second Reading of AR 3511 Energy And Water Management
- 11.17 Approval of the Second Reading of BP 3511.1 Integrated Waste Management
- 11.18 Approval of the Second Reading of AR 3511.1 Integrated Waste Management
- 11.19 Approval of the Second Reading of AR 3512 Equipment
- 11.20 Approval of the Second Reading of E 3512 Equipment

- 11.21 Approval of the Second Reading of BP 3514 Environmental Safety
- 11.22 Approval of the Second Reading of AR 3514 Environmental Safety
- 11.23 Approval of the Second Reading of BP 3514.1 Hazardous Substances
- 11.24 Approval of the Second Reading of AR 3514.1 Hazardous Substances

12.0 INFORMATION/DISCUSSION ITEMS

- 12.1 Measure K Bond Update
- 12.2 SJUSD Enrollment
- 12.3 District Calendar of Events
- 12.4 Raptor Technologies Scanner
- 12.5 Special Education Report
- 12.6 Shandon Elementary School Report
 - Middle School Honor Roll
- 12.7 Shandon High School Honor Roll
- 12.8 Superintendent's Report
 - Basketball Schedule
 - Thanksgiving Feast
 - Board Vacancy Application
 - Board Vacancy Interview Questions

14.0 FUTURE AGENDA ITEM REQUESTS

15.0 ANNOUNCEMENTS

The next meeting of the Board of Trustees is a Special Board Meeting scheduled for December 7, 2017 at **5:00 PM at the Shandon High School Library.**

The next regular meeting of the Board of Trustees is scheduled for December 14, 2017 at **Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM.**

16.0 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

NOTICE OF PUBLIC HEARING

The Shandon Joint Unified School District hereby gives notice that a Public Hearing will be held as follows:

TOPICS OF HEARING:

State Testing Apportionment Report Waiver

HEARING DATE: November 14, 2017

TIME: 7:00 p.m.

LOCATION: ***Shandon High School, Library***
101 South 1st Street
Shandon, CA 93461

Purpose: A Public hearing will be held by the Shandon Joint Unified School District Board to receive public testimony and input from the community regarding the waiver of the state testing apportionment informational report. A public hearing must be held in order to file the waiver. This waiver applies to the CAASPP Apportionment of the 2016-17 administration for Shandon Joint Unified School District to receive reimbursement for state testing. Certified reports that are processed after March 1, 2017, will not be processed for payment without waiver request approved by the State Board of Equalization.

Ed Code Title: CAASPP

Ed Code Section: CCR, Title 5, Section 862(b)(2)(A)

Ed Code Authority: 33050

Posted at the following locations:

District Office/Shandon High School – Official posting site
Shandon Elementary School
Shandon Post Office
MOT Office

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

The Shandon Joint Unified School District hereby gives notice that a Public Hearing will be held as follows:

TOPICS OF HEARING:

2016-17 PUBLIC REPORT OF DEVELOPER FEES

HEARING DATE: November 14, 2017

TIME: 7:00 p.m.

LOCATION: ***Shandon High School, Library***
101 South 1st Street
Shandon, CA 93461

The 2016-17 Public Report of Developer Fees and Five Year Summary will be reviewed as part of the agenda for the Regular Board Meeting.

SUBJECT: 2016-17 Public Report of Developer Fees The developer fee and summary reports have been available to the public at our District Administrative Offices since October 30, 2017.

Posted at the following locations:

District Office/Shandon High School – Official posting site
Shandon Elementary School
Shandon Post Office
MOT Office

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Minutes of October 10, 2017

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☒ Consent ☐ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

Provided for your approval are the Minutes for the October 10, 2017 Board Meeting.

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Meeting Minutes

Tuesday, October 10, 2017

1.0 OPEN SESSION

1.1 Board President Thomason called the meeting to order at 6:30PM.

Members present: Marlene Thomason, President; Jennifer Moe; Robert Van Parlet;
Shannon Plaisted; 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 6:32PM.

2.0 CLOSED SESSION

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

2.2 Conference With Legal Counsel—Anticipated Litigation Significant exposure to potential litigation pursuant to GC 54956.9(d)(2) and GC 54956(e)(1): (Eight [8] potential cases)

Board President Thomason adjourned closed session at 7:27pm.

3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Thomason reconvened the meeting to open session at 7:32PM 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 passed to approve the agenda (Plaisted/Twisselman)(5/0) Moe, Parlet, Plaisted, Thomason, and Twisselman vote aye.

6.0 PUBLIC COMMENT /PUBLIC HEARING

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- Christian Uzeta and Cynthia Rendon attended the Board Meeting. Christian Uzeta presented the ASB report that was provided in the Board Packet.

7.2 There were no Staff Reports.

7.3 There were no Bargaining Representative Reports.

7.4 There were no Board Reports.

8.0 APPROVAL OF CONSENT AGENDA

A motion passed to approve the consent agenda (Twisselman/Plaisted) (5/0) Moe, Parlet, Plaisted, Thomason, and Twisselman voted aye.

9.0 ACTION ITEMS

- 9.1 A motion was passed to approve a Provisional Appointment to Fill the Vacancy on the SJUSD Board of Trustees (Twisselman/Moe)(5/0)Moe, Parlet, Plaisted, Thomason, and Twisselman voted aye.

Interviews and Appointment of the Provisional Board Member will occur at a Special Board Meeting on December 7, 2017 at 5:00PM.

- 9.2 A motion was passed to approve the Agreement for Consultant Services between SJUSD and Arlene Suval (Plaisted/Moe)(5/0)Moe, Parlet, Plaisted, Thomason, and Twisselman voted aye.
- 9.3 A motion was passed to approve the Sale of Surplus Items (Moe/Plaisted)(5/0)Moe, Parlet, Plaisted, Thomason, and Twisselman voted aye.

10.0 ACTION ITEMS

BOARD BYLAWS/BOARD POLICIES/ ADMINISTRATIVE REGULATIONS

Update Board Policies & Administrative Regulations:

- 10.1-10.11 A motion passed to approve of the First Reading of BP 3511 Energy And Water Management, AR 3511 Energy And Water Management, BP 3511.1 Integrated Waste Management, AR 3511.1 Integrated Waste Management, AR 3512 Equipment, E 3512 Equipment, AR 3513.1 Cellular Phone Reimbursement, BP 3514 Environmental Safety, AR 3514 Environmental Safety, BP 3514.1 Hazardous Substances, and BP 3514.1 Hazardous Substances with the removal of 10.7 AR 3513.1 Cellular Phone Reimbursement and corrections(Moe/Parlet)(5/0)Moe, Parlet, Plaisted, Thomason, and Twisselman voted aye.
- 10.12-10.20 A motion was passed to approve of the Second Reading of BP 1312.1 Complaints Concerning District Employees, AR 1312.1 Complaints Concerning District Employees, BP 1312.2 Complaints Concerning Instructional Materials, AR 1312.2 Complaints Concerning Instructional Materials, E 1312.2 Complaints Concerning Instructional Materials, BP 1312.3 Uniform Complaint Procedures, AR 1312.3 Uniform Complaint Procedures, AR 1312.4 Williams Uniform Complaint Procedures, and E 1312.4 Williams Uniform Complaint Procedures with corrections (Plaisted/Moe)(5/0) Moe, Parlet, Plaisted, Thomason, and Twisselman voted aye.

11.0 INFORMATION/DISCUSSION ITEMS

- 11.1 The Measure K Bond Update was included in the Board Packet.
- 11.2 Stadium Funds Update- Diana Larsen handed out information on the ASB Stadium Fund Account. Diana explained the history behind the fund and gave an update on the balance of the account.
- 11.3 The SJUSD Enrollment was included in the Board Packet.
- 11.4 The District Calendar of Events was provided in the Board Packet.
- 11.5 A Special Education Report was provided in the Board Packet submitted by Special Ed Coordinator, Sue Cherry.
- 11.6 Principal Kepins presented the Shandon Elementary School Report and handed out a Professional Development Calendar at the Board Meeting.
- 11.7 Superintendent Taylor presented her Superintendent's Report that was included in the Board Packet.

14.0 FUTURE AGENDA ITEM REQUESTS

- Stadium Fund Account Disposition

15.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for November 14, 2017 at
Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM.

16.0 ADJOURNMENT

Board President Thomason adjourned the meeting at 9:22PM.

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: November 14, 2017

AGENDA ITEM TITLE:

Approval of Warrants and Payroll for October 2017

PREPARED BY:

Sadie Howard

AGENDA SECTION:

☐ Reports ☒ 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 #09 through #11

General Fund (01)	\$ 115,620.99
Food Service/Cafeteria Fund (13)	\$41,010.74
Bond Fund (21)	\$71,573.14

TOTAL WARRANT APPROVALS

\$228,204.87

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.

October 10 th	\$12,869.15
October 31 st	\$207,638.58

TOTAL

\$220,507.73

RECOMMENDED ACTION:

Approve Accounts Payable and Payroll warrants

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
ALMAGUER, LESLIE	REIMB.MILEAG CIT		43.87	10/02/2017
AMERIPRIDE UNIFORM SERVICES	INV#1501998099,T TOWELS		94.53	10/23/2017
AMERIPRIDE UNIFORM SERVICES	INV#1501988418,T TOWELS		86.05	10/10/2017
BREZDEN PEST CONTROL	INV#78488,ELEM S PEST CONTRON		405.00	10/24/2017
BREZDEN PEST CONTROL	INV#75543,HIGH S PEST CONTRON		405.00	10/10/2017
BRIGHTARROW TECHNOLOGIES	INV#7984,DIGIALT		80.00	10/10/2017
BURT INDUSTRIAL SUPPLY	INV#46112,SHOP S		499.24	10/23/2017
CHERRY, SUE	REIMB.MILEAGE,SE		75.44	10/10/2017
CHERRY, SUE	REIMB.MILEAGES		40.13	10/23/2017
CHERRY, SUE	REIMB.CLASSROOM		32.58	10/23/2017
CHERRY, SUE	REIMB.MILEAGE,10		92.08	10/27/2017
COAST VALLEY LEAGUE	COAST VALLEY LEA		60.00	10/10/2017
COAST VALLEY LEAGUE	COAST VALLEY LEA		60.00	10/10/2017
COAST VALLEY LEAGUE	COAST VALLEY LEA		60.00	10/10/2017
COAST VALLEY LEAGUE	COAST VALLEY LEA		60.00	10/10/2017
COAST VALLEY LEAGUE	COAST VALLEY LEA		60.00	10/10/2017
COAST VALLEY LEAGUE	COAST VALLEY LEA		60.00	10/10/2017
CONFORTI, EMILEE	REIM.AVID,MEAL,M		290.72	10/23/2017
CRYSTAL SPRINGS WATER	INV#13420,SEPT.2 DRINKING WATER		146.45	10/23/2017
DAVIS, MICHAEL LEE	INV#335,BUS#7,PA		27.97	10/23/2017
DAVIS, MICHAEL LEE	INV#331,BUS#5,45 BUS REPAIRS		150.00	10/10/2017
DAVIS, MICHAEL LEE	INV#330,BUS#2,45 BUS REPAIRS		100.00	10/10/2017
DAVIS, MICHAEL LEE	INV#329,BUS#1,45 BUS REPAIRS		150.00	10/10/2017
DAVIS, MICHAEL LEE	INV#333,BUS#7,SE BUS REPAIRS		50.00	10/10/2017
DAVIS, MICHAEL LEE	BUS#5,SER.CALL,S BUS REPAIRS		150.00	10/10/2017
DAVIS, MICHAEL LEE	INV#333,REIMB.PA		260.28	10/10/2017
DAVIS, MICHAEL LEE	INV#334,BUS#2,SE BUS REPAIRS		300.00	10/23/2017
DAVIS, MICHAEL LEE	INV#335,BUS#7,LA BUS REPAIRS		25.00	10/23/2017
DAVIS, MICHAEL LEE	INV#337,BUS#2,SE BUS REPAIRS		275.00	10/23/2017
DAVIS, MICHAEL LEE	INV#338,BUS#7,SE BUS REPAIRS		75.00	10/23/2017
DAVIS, MICHAEL LEE	INV#337,BUS#2,PA		17.23	10/23/2017
DAVIS, MICHAEL LEE	INV#338,,BUS#7,P		85.86	10/23/2017
NPS MILEAGE	AUG 2017 MILEAGE 2017/2018 MILEAGE		553.19	10/10/2017
DOBBERPUHL, AMANDA	MILES,MEALS,AVID		403.68	10/24/2017
ESSER, LORI	REIMB.CLASSROOM		80.77	10/23/2017
FERNANDEZ, JUAN	REIMB.MEAL,WASC		12.76	10/02/2017
FERNANDEZ, JUAN	REIMB.MILEAGE,WA		197.10	10/02/2017
FOLLETT SCHOOL SOLUTIONS INC.	INV#698973-3,LIB LIBRARY DONATION		206.11	10/23/2017
FOLLETT SCHOOL SOLUTIONS INC.	INV#675188F-6,LI LIBRARY DONATION		188.83	09/29/2017
FULLER, JONATHAN	10/26-11/03/17 N		414.00	10/23/2017
FULLER, JONATHAN	COLC,10/14-15/17		69.00	10/10/2017
GAVILANES, GABRIELA	REIMB.MILEAGE,9/		56.71	10/02/2017
J.B.DEWAR INC.	INV#221317, FUEL/GAS		1,002.80	10/10/2017
J.B.DEWAR INC.	INV#221186, FUEL/GAS		856.15	09/29/2017
KEPINS, SHANNON	REIMB.MILEAGE,SE		126.80	10/23/2017
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,MOWER P		102.64	10/10/2017
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,FFA SUP		298.83	10/10/2017
MCGRAW-HILL EDUCATION	INV#100053758001 ONLINE STUDYSYNC		679.80	10/23/2017

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
MCGRRAW-HILL EDUCATION	INV#99806977001,	WRIGHTING/READING BOOKS	267.05	10/10/2017
MCGRRAW-HILL EDUCATION	INV#247249,MATH	WRIGHTING/READING BOOKS	34.39	10/10/2017
MCGRRAW-HILL EDUCATION	99808185001,MATH	MATH BOOKS	561.74	10/10/2017
MILHOUS, SAMUEL	REIMB.FINGERPRIN		60.00	10/27/2017
MORTON, DEANNA	10/26-11/03/17 N		414.00	10/23/2017
MORTON, DEANNA	COLC,10/14-15/17		69.00	10/10/2017
MOSS LEVY & HARTZHEIM	INV#12277,AUDIT		1,000.00	10/10/2017
MULLAHEY CHRYSLER DODGE JEEP	INV#68592,2017 D		140.58	10/10/2017
OFFICE DEPOT	INV#967825548001	HIGH SCHOOL SUPPLIES	50.38	10/23/2017
OFFICE DEPOT	INV#967825181001	HIGH SCHOOL SUPPLIES	26.90	10/23/2017
OFFICE DEPOT	INV#964586470001	ELEM SUPPLIES	79.13	10/10/2017
OFFICE DEPOT	INV#965273521001	HIGH SCHOOL SUPPLIES	63.24	10/10/2017
OFFICE DEPOT	INV#965273895001	HIGH SCHOOL SUPPLIES	7.50	10/10/2017
OFFICE DEPOT	INV#965380522001	HIGH SCHOOL SUPPLIES	33.94	10/10/2017
OFFICE DEPOT	INV#965273521001		148.50	10/10/2017
OFFICE DEPOT	INV#963312411001	ELEM SUPPLIES	9.64	09/29/2017
OFFICE DEPOT	INV#962738026001	HIGH SCHOOL SUPPLIES	10.71	09/29/2017
OFFICE DEPOT	INV#964226491001	HIGH SCHOOL SUPPLIES	114.93	09/29/2017
OFFICE DEPOT	INV#964226833001	HIGH SCHOOL SUPPLIES	16.51	09/29/2017
OFFICE DEPOT	INV#962732611001	HIGH SCHOOL SUPPLIES	88.02	09/29/2017
OFFICE DEPOT	INV#962738027001	HIGH SCHOOL SUPPLIES	30.56	09/29/2017
OFFICE DEPOT	INV#963307397001	HIGH SCHOOL SUPPLIES	163.40	09/29/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#28511953-3,P	PG&E	11.13	10/23/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#5762161390-0	PG&E	215.70	10/10/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#5762161390-0	PG&E	8,327.05	10/10/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#6978927856-6	PG&E	111.41	09/29/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#1779527540-7	PG&E	280.00	09/29/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#3644187859-6	PG&E	206.21	09/29/2017
PACIFIC GAS & ELECTRIC COMPANY	ACC#6230961798-3	PG&E	321.52	09/29/2017
PASO ROBLES SAFE & LOCK	INV#135323,KEYS		9.54	10/10/2017
PASO ROBLES SAFE & LOCK	INV#135773,KEYS		16.16	10/24/2017
PORTVIEW PREPARATORY INC	INV#1937,SEPT.20	2017/2018 PORTVIEW SCHOOL	7,641.25	10/24/2017
PROCARE JANITORIAL SUPPLY INC.	INV#112419,CUSTO		224.22	10/10/2017
PROCARE JANITORIAL SUPPLY INC.	INV#113094,CUSTO		635.27	10/24/2017
RANCH WIFI	INV#4113,NOV.201		140.00	10/23/2017
RELIABLE OFFICE MACHINE REPAIR	INV#5641,OCT.201	MONTHLY COPIER MAINT.	50.00	10/10/2017
RENDON, OTILIA	REIMB.CALCULATOR		74.08	10/24/2017
SAN LUIS OBISPO COUNTY OFFICE	INV#180210,FINGE		154.00	10/10/2017
SAN MIGUEL GARBAGE # 200133	ACC#318244,OCT.2	DIST. TRASH	904.11	10/10/2017
SHMOOP	INV#2575CA4R,17/	LICENSE 17/18 YEAR	1,750.00	09/29/2017
SISC III	ID#68833,OCT.201		56,868.10	10/10/2017
SOUTH COAST REGION CATA	2017/18 CATA REG		290.00	10/23/2017
SPURR	INV#86508,SEPT.2	NATURAL GAS	88.30	10/23/2017
STATE BOARD OF EQUALIZATION	ACC#57415407,3RD		37.23	10/24/2017
STATE OF CALIFORNIA	ACC#94248135,3RD		184.84	10/24/2017
TECH TIME COMMUNICATIONS	INV#8392,QURTY.M		141.00	10/10/2017
U.S. BANK CORPORATE PMT SYSTEM	RENDON,OFFICE SU		30.87	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,OFFICE PI		32.31	10/02/2017

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,ELEM OFFI		83.20	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	RENDON,MOT SUPPL		172.92	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,AMAZ		106.18	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,ASB		952.22	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	MORTON, GREENHAND		790.00	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,ELEM ASB		21.49	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	VALENCIA,MOWER P		100.56	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	FULLER,PASO DUMP		67.26	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,POSTAGE		66.25	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,POSATAGE		57.70	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	RENDON,POSTAGE		1.82	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,LIBRARY B		86.63	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,V.BALL SU		517.19	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,FOOTBALL		203.22	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,MS.VOLLYB		19.25	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,AVID		1,080.00	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,AUG-OCT.1		80.00	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	RENDON,HEADLIGHT		40.90	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,VOORHEIS,		698.04	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	MORTON,CLASS ROO		222.48	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	FULLER,FFA RETRE		367.51	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	FULLER,NATL.CONF		2,800.54	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	MORTON,FFA NATL		4,102.73	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	MORTON,FFA NATL.		2,939.80	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	FULLER,NATL.CONF		1,616.57	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,WORLD ATL		292.50	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	FULLER,DOGDE TAI		500.00	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	MORTON,NURSERY S		92.24	10/02/2017
U.S. BANK EQUIPMENT FINANCE	INV#340531466,CO	MONTHLY COPIER CONTRACT	1,441.32	10/10/2017
VALLEY CHRISTIAN ACADEMY	VBALL TOURN.9/24		300.00	10/02/2017
VERIZON - 508105832-00001	ACC#508105832-00	HOT SPOTS	114.03	10/23/2017
VISSER, CHRIS	GRAIN DRILL JOHN		3,003.00	10/10/2017
VOORHEIS, ROBERT	REIMB.CLASSROOM		78.64	10/24/2017
VOORHEIS, ROBERT	REIMB.ART SUPPLI		101.30	10/02/2017
WASTE MANAGEMENT	ACC#86383075002,	PRKFELD TRASH	85.04	10/10/2017
WESTERN ASSOCIATION OF SCHOOLS	INV#12208,POSTPO		630.00	10/10/2017
WESTERN JANITOR SUPPLY # 2411	INV#146280,CUSTO		87.44	10/23/2017

TAL FUND 01

115,620.99

VENDOR NAME	FUND : 13 DESCRIPTION	CAFETERIA FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AMERIPRIDE UNIFORM SERVICES	INV#1501998099,T	TOWELS	20.00	10/23/2017
AMERIPRIDE UNIFORM SERVICES	INV#1501988418,T	TOWELS	20.00	10/10/2017
AYALA, MARIA	REIMB.CAFE FOOD,		13.77	10/10/2017
CRYSTAL CREAMERY	INV#620285701,CA		478.51	10/24/2017
CRYSTAL CREAMERY	INV#620236701,CA		431.68	10/10/2017
CRYSTAL CREAMERY	INV#620271701,CA		483.27	10/10/2017
CRYSTAL CREAMERY	INV#620278701,CA		577.02	10/10/2017
CRYSTAL CREAMERY	INV#620264701,CA		483.27	10/10/2017
GOLD STAR FOODS INC.	INV#2178344,CAFE		974.56	10/24/2017
GOLD STAR FOODS INC.	INV#2169806,CAFE		152.22	10/24/2017
GOLD STAR FOODS INC.	INV#2174248,CAFE		177.60	10/24/2017
GOLD STAR FOODS INC.	INV#2178344,CAFE		23.10	10/24/2017
GOLD STAR FOODS INC.	INV#2160085,CAFE		27.70	10/10/2017
GOLD STAR FOODS INC.	INV#2137861,CAFE		241.90	10/10/2017
GOLD STAR FOODS INC.	INV#2149242,CAFE		1,488.52	10/10/2017
GOLD STAR FOODS INC.	CRDT MEMO# 11683		17.70	10/10/2017
GOLD STAR FOODS INC.	CREDIT MEMO 1166		1,123.97	10/10/2017
GOLD STAR FOODS INC.	INV#2168531,CAFE		4,219.14	10/10/2017
GOLD STAR FOODS INC.	INV#2160086,CAFE		44.48	10/10/2017
GOLD STAR FOODS INC.	INV#2137861,CAFE		1,935.20	10/10/2017
GOLD STAR FOODS INC.	INV#2160085,CAFE		757.65	10/10/2017
NORMAN S WRIGHT DUCKWORTH	INV#9526,CAFE HO	CAFE HOOD	27,327.30	10/27/2017
THE BERRY MAN INC.	INV#10349793,CAF		180.35	10/24/2017
THE BERRY MAN INC.	INV#10343315,CAF		307.60	10/10/2017
THE BERRY MAN INC.	INV#10345792,CAF		254.80	10/10/2017
THE BERRY MAN INC.	INV#10341203,CAF		152.70	10/10/2017
THE BERRY MAN INC.	INV#10340451,CAF		239.63	10/10/2017
THE BERRY MAN INC.	INV#10347404,CAF		250.15	10/10/2017
THE BERRY MAN INC.	INV#10346088,CAF		17.30	10/10/2017
U.S. BANK CORPORATE PMT SYSTEM	WESCH,CAFE SUPPL		414.66	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,CAFE FOOD		31.90	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	WESCH,CAFE FOOD		426.43	10/02/2017

TAL FUND 13

41,010.74

VENDOR NAME	FUND : 21 DESCRIPTION	BUILDING FUND - BOND PROCEEDS EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
A&M CHURCH & SCHOOL FURNITURE	SES CLASSROOM TA	SES TABLES	5,469.41	10/23/2017
A&T ARBORISTIS & VEGETATION	INV#4773,MOT TRE	TREE WORK	9,195.00	10/10/2017
A&T ARBORISTIS & VEGETATION	INV#4774,ELEM TR	SES TREE TRIMMING	5,275.00	10/10/2017
ATEAM FENCING	INV#328,MOT FENC	MOT FENCING	4,000.00	10/10/2017
CHOP RESTAURANT SUPPLY	INV#88,HS RM#4,F	H.S.ROOM 4 SUPPLIES	8,130.21	10/10/2017
CHOP RESTAURANT SUPPLY	REF#113,DRAIN,HA	HAND WASHING SINK,SHS RM4	431.00	10/10/2017
PMSM ARCHITECTS	INV#4,BOND MODER		16,404.67	10/24/2017
ROSSI AND CARR ELECTRICAL INC	INV#17309,FLOOR		279.33	10/23/2017
ROSSI AND CARR ELECTRICAL INC	INV#17310,HS.RM#		412.82	10/10/2017
RSH CONSTRUCTION INC.	INV#615,RSTRM DO		987.00	09/29/2017
RSH CONSTRUCTION INC.	CLOSE PO	SHS RM#4,CABINET AND SINK INFI	0.00	10/10/2017
RSH CONSTRUCTION INC.	INV#622,HS.RM#4		14,600.00	10/10/2017
SHI	INV#B06806379,DE	TEACHER DEVICES	865.51	10/10/2017
U.S. BANK CORPORATE PMT SYSTEM	RENDON,BACKPACK		3,324.44	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	RENDON,HS.TABLE		53.86	10/02/2017
U.S. BANK CORPORATE PMT SYSTEM	TAYLOR,OFFICE CH		2,144.89	10/02/2017

TAL FUND 21

71,573.14

TAL DISTRICT

228,204.87

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Budget Report

PREPARED BY:

Sadie Howard

AGENDA SECTION:

☐ Reports ☒ 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				
OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE
						BUDGET % USED
REVENUE LIMIT SOURCES :						
REVENUE DETAIL						
8011	REV LIMIT STATE AID-CURR YEAR	1,469,878.00		1,469,878.00	901,919.00	567,959.00
8012	Rev Limit State Aid EPA	237,069.00		237,069.00	73,860.00	163,209.00
8021	HOME OWNERS EXEMPTION	9,716.00		9,716.00	.00	9,716.00
8041	SECURED TAX ROLLS	1,603,370.00		1,603,370.00	64,244.93	1,539,125.07
8042	UNSECURED ROLL TAXES	40,221.00		40,221.00	28,505.33	11,715.67
8043	PRIOR YEARS TAXES	8,029.00		8,029.00	402.69	7,626.31
8044	SUPPLEMENTAL TAXES	58,881.00		58,881.00	6,988.43	51,892.57
8045	EDUC REV AUGMENTATION FUND	142,636.00		142,636.00	.00	142,636.00
8097	PROPERTY TAXES TRANSFERS	94,571.00		94,571.00	.00	94,571.00
TOTAL REVENUE LIMIT SOURCES :		3,664,371.00	.00	3,664,371.00	1,075,920.38	2,588,450.62
FEDERAL REVENUES :						
8181	SP ED ENTITLEMENT PER UDC	50,593.00		50,593.00	.00	50,593.00
8182	SPEC ED-DISCRETIONARY GRANTS	5,603.00		5,603.00	.00	5,603.00
8290	ALL OTHER FEDERAL REVENUES	104,585.00	8,177.00	112,762.00	21,345.08	91,416.92
TOTAL FEDERAL REVENUES :		160,781.00	8,177.00	168,958.00	21,345.08	147,612.92
OTHER STATE REVENUES :						
8550	MANDATED COST REIMBURSEMENT	9,826.00	45,995.00	55,821.00	.00	55,821.00
8560	STATE LOTTERY REVENUE	58,401.00		58,401.00	1,877.95	56,523.05
8590	ALL OTHER STATE REVENUES	195,276.00	53,045.00	248,321.00	104,396.68	143,924.32
TOTAL OTHER STATE REVENUES :		263,503.00	99,040.00	362,543.00	106,274.63	256,268.37
OTHER LOCAL REVENUES :						
8650	LEASES & RENTALS	22,500.00		22,500.00	6,425.00	16,075.00
8660	INTEREST	1,350.00	2,038.00	3,388.00	2,017.26	1,370.74
8677	INTERAGENCY SERV BETWN LEA'S	46,396.00	20,890.00	67,286.00	16,284.88	51,001.12
8699	ALL OTHER LOCAL REVENUES	35,500.00	26,632.00	62,132.00	12,579.42	49,552.58
8792	TF OF APPORT FROM COE	168,190.00		168,190.00	29,723.00	138,467.00
TOTAL OTHER LOCAL REVENUES :		273,936.00	49,560.00	323,496.00	67,029.56	256,466.44
* TOTAL YEAR TO DATE REVENUES		* 4,362,591.00	* 156,777.00	* 4,519,368.00	* 1,270,569.65	* 3,248,798.35
						* 28.11

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
CERTIFICATED SALARIES :							
1100	CERTIFICATED TEACHER	1,299,945.00	41,234.00-	1,258,711.00	263,903.78	994,807.22	20.96
1150	CERTIFICATED TCHER EXTRA DUTY	10,125.00	3,375.00	13,500.00	325.00	13,175.00	2.40
1160	CERTIFICATED TEACHER SUBSTITUT	30,625.00		30,625.00	5,920.00	24,705.00	19.33
1190	CERTIFICATED TEACHER OTH ASSIG	62,167.00	2,000.00	64,167.00	7,237.80	56,929.20	11.27
1200	CERT PUPIL SUPPORT SALARY	61,899.00	525.00	62,424.00	12,903.93	49,520.07	20.67
1300	CERTIFICATED SUPERV & ADM SAL	30,750.00	6,150.00	36,900.00	12,300.00	24,600.00	33.33
1340	SCHOOL ADMINISTRATORS	180,837.00	3,492.00-	177,345.00	59,115.00	118,230.00	33.33
TOTAL CERTIFICATED SALARIES :		1,676,348.00	32,676.00-	1,643,672.00	361,705.51	1,281,966.49	22.00

CLASSIFIED SALARIES :

2100	INSTRUCTIONAL AIDE SALARIES	145,314.00	15,262.00	160,576.00	33,942.34	126,633.66	21.13
2130	INSTRUCTIONAL AIDE HOURLY	890.00		890.00	352.21	537.79	39.57
2150	INSTRUCTIONAL AIDE EXTRA DUTY	686.00	3,155.00	3,841.00	1,828.88	2,012.12	47.61
2160	INSTRUCTIONAL AIDE SUBSTITUTE	5,000.00		5,000.00	2,423.56	2,576.44	48.47
2170	INSTRUCTIONAL AIDE OVERTIME	.00		.00	316.90	316.90-	NO BDGT
2190	INSTRUCTIONAL AIDE STUDENTS	.00		.00	2,673.11	2,673.11-	NO BDGT
2200	CLASSIFIED SUPPORT SALARIES	296,374.00		296,374.00	84,272.71	212,101.29	28.43
2250	CLASSIFIED SUPPORT EXTRA DUTY	5,000.00		5,000.00	.00	5,000.00	0.00
2260	CLASSIFIED SUPPORT SUBSTITUTE	3,000.00		3,000.00	243.21	2,756.79	8.10
2270	CLASSIFIED SUPPORT OVERTIME	10,500.00		10,500.00	3,686.95	6,813.05	35.11
2400	CLERICAL/TECHNICAL/OFFICE SAL	166,560.00		166,560.00	49,092.94	117,467.06	29.47
2450	CLERICAL AND OFFICE EXTRA DUTY	.00	4,000.00	4,000.00	.00	4,000.00	0.00
2460	CLERICAL & OFFICE SUBSTITUTE	.00		.00	539.92	539.92-	NO BDGT
2470	CLERICAL & OFFICE OVERTIME	4,500.00		4,500.00	1,039.86	3,460.14	23.10
2900	OTHER CLASSIFIED SALARIES	20,600.00	12,660.00-	7,940.00	2,450.26	5,489.74	30.85
TOTAL CLASSIFIED SALARIES :		658,424.00	9,757.00	668,181.00	182,862.85	485,318.15	27.36

EMPLOYEE BENEFITS :

3101	STRS CERTIFICATED	310,669.00	48,984.00	359,653.00	50,755.20	308,897.80	14.11
3102	STRS CLASSIFIED	.00		.00	640.59	640.59-	NO BDGT
3201	PERS CERTIFICATED	7,371.00		7,371.00	1,364.28	6,006.72	18.50
3202	PERS CLASSIFIED	105,770.00	2,691.00	108,461.00	25,966.23	82,494.77	23.94
3301	SOCIAL SECURITY CERTIFICATED	3,033.00		3,033.00	526.16	2,506.84	17.34
3302	SOCIAL SECURITY CLASSIFIED	39,791.00	889.00	40,680.00	10,325.59	30,354.41	25.38
3311	MEDICARE - CERTIFICATED	23,148.00	1,734.00-	21,414.00	4,924.06	16,489.94	22.99
3312	MEDICARE - CLASSIFIED	9,308.00	208.00	9,516.00	2,481.12	7,034.88	26.07
3401	HEALTH & WELFARE CERTIFICATED	244,936.00	989.00	245,925.00	47,358.44	198,566.56	19.25
3402	HEALTH & WELFARE CLASSIFIED	176,375.00	5,575.00	181,950.00	29,703.24	152,246.76	16.32
3501	UNEMPLOYMENT - CERTIFICATED	792.00	53.00-	739.00	169.87	569.13	22.98
3502	UNEMPLOYMENT - CLASSIFIED	324.00	7.00	331.00	85.58	245.42	25.85
3601	WORKERS COMP - CERTIFICATED	39,275.00	3,346.00	42,621.00	8,387.65	34,233.35	19.67

UNRESTRICTED/RESTRICTED COMBINED		FUND: 01 GENERAL FUND				
OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE
EXPENDITURE DETAIL						
EMPLOYEE BENEFITS :						
3602	WORKERS COMP - CLASSIFIED	16,433.00	401.00	16,834.00	4,226.65	12,607.35
TOTAL EMPLOYEE BENEFITS :		977,225.00	61,303.00	1,038,528.00	186,914.66	851,613.34
BOOKS AND SUPPLIES :						
4100	APPRVD TEXTBKS/CORE CURRICULA	69,117.00	5,652.00	74,769.00	56,661.60	18,107.40
4300	MATERIALS AND SUPPLIES	151,561.00	126.00	151,687.00	22,296.44	129,390.56
4310	FUEL GAS	25,000.00		25,000.00	6,233.71	18,766.29
4318	COPIER USAGE	20,340.00		20,340.00	5,765.28	14,574.72
4319	TIRES AND TUBES	3,700.00		3,700.00	.00	3,700.00
4320	GREASE & OIL	600.00		600.00	181.30	418.70
4321	CUSTODIAL SUPPLIES	7,000.00		7,000.00	3,318.82	3,681.18
4325	TOOLS	500.00	100.00	600.00	267.22	332.78
4339	REPAIR PARTS	5,300.00		5,300.00	2,511.15	2,788.85
4355	SOFTWARE	-00	357.00	357.00	357.00	.00
4380	PAPER	4,500.00		4,500.00	590.93	3,909.07
4398	FUEL TAX	100.00		100.00	87.47	12.53
4400	NON-CAPITALIZED EQUIPMENT	22,446.00	9,333.00	31,779.00	29,400.69	2,378.31
TOTAL BOOKS AND SUPPLIES :		310,164.00	15,568.00	325,732.00	127,671.61	198,060.39
SERVICES, OTHER OPER. EXPENSE:						
5110	Subagmt SPED outside agency	96,795.00	22,000.00-	74,795.00	7,641.25	67,153.75
5200	TRAVEL & CONFERENCE	31,435.00	25,942.00	57,377.00	36,549.62	20,827.38
5230	MILEAGE	1,300.00		1,300.00	411.49	888.51
5300	DUES & MEMBERSHIPS	9,693.00	976.00	10,669.00	8,409.00	2,260.00
5400	INSURANCE	25,883.00	5,603.00	31,486.00	31,486.30	.30-
5510	WATER	5,974.00		5,974.00	1,268.20	4,705.80
5520	GAS	7,004.00	199.00	7,203.00	491.74	6,711.26
5530	ELECTRICITY	66,950.00		66,950.00	32,701.85	34,248.15
5550	DISPOSAL/GARBAGE REMOVAL	12,401.00		12,401.00	3,929.46	8,471.54
5600	RENTALS, LEASES, REPAIRS, IMPROV	5,000.00		5,000.00	.00	5,000.00
5640	REPAIRS/MAINT OF EQUIPMENT	12,800.00		12,800.00	2,475.00	10,325.00
5650	REPAIRS/MAIN - VEHICLES	2,000.00		2,000.00	.00	2,000.00
5800	PROFES'L/CONSULTG SVCS/OP EXP	76,313.00	8,769.00	85,082.00	43,970.19	41,111.81
5810	SERVICES PROVIDED BY SLOCOE	86,417.00		86,417.00	2,360.99	84,056.01
5822	MAINTENANCE AGREEMENTS	6,075.00		6,075.00	337.50	5,737.50
5830	HAZARDOUS WASTE DISPOSAL	1,273.00		1,273.00	.00	1,273.00
5840	PHYSICAL EXAMS-FINGERPRINTING	700.00		700.00	285.00	415.00
5845	RANDOM DRUG/ALCOHOL TESTING	500.00		500.00	.00	500.00
5855	OUTSIDE PRINTING	919.00	359.00	1,278.00	1,033.42	244.58
5865	IN LIEU OF TRANSPORTATION	11,200.00		11,200.00	553.19	10,646.81
5872	LEGAL FEES	27,443.00		27,443.00	376.87	27,066.13

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:							
5874	AUDIT FEES	5,871.00	1,000.00	6,871.00	210.00-	7,081.00	0.00
5890	OTHER SERVICES	3,500.00	.00	3,500.00	.00	3,500.00	0.00
5894	LICENSES AND PERMITS	300.00	.00	300.00	.00	300.00	0.00
5896	FEES	600.00		600.00	21.00	579.00	3.50
5922	COMMUNICATION - TELEPHONE SVCS	10,450.00	3,946.00	14,396.00	2,406.98	11,989.02	16.71
5930	COMMUNICATION - POSTAGE/METER	4,000.00		4,000.00	687.08	3,312.92	17.17
TOTAL SERVICES, OTHER OPER. EXPENSE:		512,796.00	24,794.00	537,590.00	177,186.13	360,403.87	32.95
CAPITAL OUTLAY :							
6400	EQUIPMENT	.00	14,000.00	14,000.00	14,000.00	.00	100.00
TOTAL CAPITAL OUTLAY :		.00	14,000.00	14,000.00	14,000.00	.00	100.00
OTHER OUTGOING :							
7141	OTH TUIT,EXC CST PMT TO DIST	155,811.00		155,811.00	.00	155,811.00	0.00
7142	OTH TUIT,EXC CST PMT TO COE	191,602.00		191,602.00	.00	191,602.00	0.00
TOTAL OTHER OUTGOING :		347,413.00	.00	347,413.00	.00	347,413.00	0.00
DIRECT SUPPORT/INDIRECT COSTS:							
7310	DIRSUP/IND CST INTERPGM	.00	30.00-	30.00-	.00	30.00-	0.00
TOTAL DIRECT SUPPORT/INDIRECT COSTS:		.00	30.00-	30.00-	.00	30.00-	0.00
* TOTAL YEAR TO DATE EXPENDITURES * *		4,482,370.00 *	92,716.00 *	4,575,086.00 *	1,050,340.76 *	3,524,745.24 *	22.95
OTHER FINANCING SOURCES (USES)							
CONTRIB. - RESTRICTED PROGRAMS:							
8980	CONTRIBUTIONS FR UNRESTR REV	.00	180.00	180.00	.00	180.00	0.00
TOTAL CONTRIB. - RESTRICTED PROGRAMS:		.00	180.00	180.00	.00	180.00	0.00
* TOTAL YEAR TO DATE OTHER FINANCING *		.00 *	180.00 *	180.00 *	.00 *	180.00 *	0.00

UNRESTRICTED/RESTRICTED COMBINED		FUND: 01 GENERAL FUND					
OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE			
ASSETS AND LIABILITIES :							
FUND RECONCILIATION							
9110	CASH IN COUNTY TREASURY	670,301.60	292,663.04	962,964.64			
9130	REVOLVING CASH ACCOUNT	1,000.00	500.00	1,500.00			
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	176,260.99	159,576.15	16,684.84			
9310	DUE FROM OTHER FUNDS	13,147.25	9,385.25	3,762.00			
9330	PREPAID EXPENDITURES (EXPENSES)	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	9,663.00			
9510	ACCOUNTS PAYABLE (CURRENT LIAB)	46,042.59	27,773.29	18,269.30			
9515	UNEMPLOYMENT	68.18	234.38	302.56			
9516	W/COMP PASS THROUGH	137,919.67	14,118.72	14,118.72			
9521	MEDICAL	34.00	73,530.50	64,389.17			
9550	PAYROLL HAND WARRANTS	.00	.00	34.00			
9650	DEFERRED REVENUE	1,190.68	1,190.68	.00			
* NET YEAR TO DATE FUND BALANCE * *		677,412.66 *	220,436.89 *	897,849.55 *			
9791	FUND BAL-BEGINNING BALANCE	677,412.66	.00	677,412.66			
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	220,436.89 *	220,436.89 *			
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	4,362,591.00	156,777.00	4,519,368.00	1,270,569.65	3,248,798.35	28.11
B.	EXPENDITURES	4,482,370.00	92,716.00	4,575,086.00	1,050,340.76	3,524,745.24	22.95
C.	EXCESS REVENUES (EXPENDITURES)	119,779.00	64,061.00	55,718.00	220,228.89	275,946.89	0.00
D.	OTHER FINANCING SOURCES (USES)	.00	180.00	180.00	.00	180.00	0.00
E.	NET CHANGE IN FUND BALANCE	119,779.00	64,241.00	55,538.00	220,228.89	275,766.89	0.00
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	64,241.00	621,874.66	897,641.55	275,766.89	144.34

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	6,749.28	206,312.72	3.16
8290	ALL OTHER FEDERAL REVENUES	.00	40,950.00	40,950.00	40,950.00	.00	100.00
TOTAL FEDERAL REVENUES :							
		213,062.00	40,950.00	254,012.00	47,699.28	206,312.72	18.77
OTHER STATE REVENUES :							
8520	CHILD NUTRITION	16,289.00		16,289.00	553.90	15,735.10	3.40
TOTAL OTHER STATE REVENUES :							
		16,289.00	.00	16,289.00	553.90	15,735.10	3.40
OTHER LOCAL REVENUES :							
8634	FOOD SERVICE SALES	18,129.00		18,129.00	1,054.84	17,074.16	5.81
8660	INTEREST	.00	102.00	102.00	102.17	.17	100.16
8699	ALL OTHER LOCAL REVENUES	4,326.00	3,762.00	8,088.00	1,362.00	6,726.00	16.83
TOTAL OTHER LOCAL REVENUES :							
		22,455.00	3,864.00	26,319.00	2,519.01	23,799.99	9.57
* TOTAL YEAR TO DATE REVENUES							
		* * 251,806.00	* 44,814.00	* 296,620.00	* 50,772.19	* 245,847.81	* 17.11
EXPENDITURE DETAIL							
CLASSIFIED SALARIES :							
2200	CLASSIFIED SUPPORT SALARIES	58,721.00	13,519.00	72,240.00	16,885.21	55,354.79	23.37
2250	CLASSIFIED SUPPORT EXTRA DUTY	2,562.00	518.00	3,080.00	693.11	2,386.89	22.50
2260	CLASSIFIED SUPPORT SUBSTITUTE	.00		.00	38.82	38.82	NO BDGT
2300	CLASSIFIED SUPERV & ADMIN SAL	42,500.00	2,126.00	44,626.00	14,065.96	30,560.04	31.51
TOTAL CLASSIFIED SALARIES :							
		103,783.00	16,163.00	119,946.00	31,683.10	88,262.90	26.41
EMPLOYEE BENEFITS :							
3202	PERS CLASSIFIED	17,227.00		17,227.00	4,689.59	12,537.41	27.22
3302	SOCIAL SECURITY CLASSIFIED	6,434.00		6,434.00	1,813.33	4,620.67	28.18
3312	MEDICARE - CLASSIFIED	1,504.00		1,504.00	424.13	1,079.87	28.20
3402	HEALTH & WELFARE CLASSIFIED	33,444.00		33,444.00	7,041.16	26,402.84	21.05
3502	UNEMPLOYMENT - CLASSIFIED	51.00		51.00	14.62	36.38	28.66
3602	WORKERS COMP - CLASSIFIED	2,563.00		2,563.00	722.39	1,840.61	28.18
TOTAL EMPLOYEE BENEFITS :							
		61,223.00	.00	61,223.00	14,705.22	46,517.78	24.01

UNRESTRICTED/RESTRICTED COMBINED		FUND: 13 CAFETERIA FUND					
OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
EXPENDITURE DETAIL							
BOOKS AND SUPPLIES :							
4300	MATERIALS AND SUPPLIES	6,000.00		6,000.00	2,129.48	3,870.52	35.49
4355	SOFTWARE	.00		.00	305.00	305.00	NO BDGT
4700	FOOD	80,000.00		80,000.00	19,129.77	60,870.23	23.91
TOTAL BOOKS AND SUPPLIES :		86,000.00	.00	86,000.00	21,564.25	64,435.75	25.07
SERVICES, OTHER OPER. EXPENSE:							
5800	PROFES'L/CONSULTG SVCS/OP EXP	500.00		500.00	549.50	49.50-	109.90
5894	LICENSES AND PERMITS	300.00		300.00	.00	300.00	0.00
TOTAL SERVICES, OTHER OPER. EXPENSE:		800.00	.00	800.00	549.50	250.50	68.68
CAPITAL OUTLAY :							
6400	EQUIPMENT	.00	40,950.00	40,950.00	27,327.30	13,622.70	66.73
TOTAL CAPITAL OUTLAY :		.00	40,950.00	40,950.00	27,327.30	13,622.70	66.73
* TOTAL YEAR TO DATE EXPENDITURES		* 251,806.00	* 57,113.00	* 308,919.00	* 95,829.37	* 213,089.63	* 31.02

UNRESTRICTED/RESTRICTED COMBINED FUND: 13 CAFETERIA FUND

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
ASSETS AND LIABILITIES :				
FUND RECONCILIATION				
9110	CASH IN COUNTY TREASURY	40,950.00	57,462.72-	16,512.72-
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 *	45,057.18-*	20,312.14-*
9791	FUND BAL-BEGINNING BALANCE	24,745.04-	.00	24,745.04-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	45,057.18-*	45,057.18-*

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	251,806.00	44,814.00	296,620.00	50,772.19	245,847.81	17.11
B.	EXPENDITURES	251,806.00	57,113.00	308,919.00	95,829.37	213,089.63	31.02
C.	EXCESS REVENUES (EXPENDITURES)	.00	12,299.00-	12,299.00-	45,057.18-	32,758.18	366.34
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	12,299.00-	12,299.00-	45,057.18-	32,758.18	366.34
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	12,299.00-	12,446.04	20,312.14-	32,758.18	0.00

UNRESTRICTED/RESTRICTED COMBINED		FUND: 21 BUILDING FUND - BOND PROCEEDS				
OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE
REVENUE DETAIL						
OTHER LOCAL REVENUES :						
8660	INTEREST	.00	6,894.00	6,894.00	6,894.13	.13-
TOTAL OTHER LOCAL REVENUES :						
		.00	6,894.00	6,894.00	6,894.13	.13-
* TOTAL YEAR TO DATE REVENUES						
		.00 *	6,894.00 *	6,894.00 *	6,894.13 *	.13-*
EXPENDITURE DETAIL						
CLASSIFIED SALARIES :						
2250	CLASSIFIED SUPPORT EXTRA DUTY	.00	30,000.00	30,000.00	16,875.98	13,124.02
2270	CLASSIFIED SUPPORT OVERTIME	.00	176.00	176.00	175.68	.32
TOTAL CLASSIFIED SALARIES :						
		.00	30,176.00	30,176.00	17,051.66	13,124.34
EMPLOYEE BENEFITS :						
3202	PERS CLASSIFIED	.00	786.00	786.00	786.29	.29-
3302	SOCIAL SECURITY CLASSIFIED	.00	1,057.00	1,057.00	1,057.21	.21-
3312	MEDICARE - CLASSIFIED	.00	247.00	247.00	247.27	.27-
3502	UNEMPLOYMENT - CLASSIFIED	.00	9.00	9.00	8.52	.48
3602	WORKERS COMP - CLASSIFIED	.00	421.00	421.00	421.17	.17-
TOTAL EMPLOYEE BENEFITS :						
		.00	2,520.00	2,520.00	2,520.46	.46-
SERVICES, OTHER OPER. EXPENSE:						
5630	REPAIRS/MAINT - BUILDING	.00	2,430.00	2,430.00	2,430.04	.04-
5800	PROFES'L/CONSULTG SVCS/OP EXP	.00	10,000.00	10,000.00	1,500.00	8,500.00
TOTAL SERVICES, OTHER OPER. EXPENSE:						
		.00	12,430.00	12,430.00	3,930.04	8,499.96
CAPITAL OUTLAY :						
6170	LAND IMPROVEMENT	.00	156,462.00	156,462.00	52,327.00	104,135.00
6200	BUILDINGS & IMPROVEMNT OF BLDG	.00	2,198,736.00	2,198,736.00	526,880.15	1,671,855.85
6220	ARCHITECT FEES	.00	30,306.00	30,306.00	30,306.20	.20-
6423	Technology Equipment	.00	600,723.00	600,723.00	320,154.99	280,568.01
6500	EQUIPMENT REPLACEMENT	.00	113,630.00	113,630.00	113,629.44	.56
TOTAL CAPITAL OUTLAY :						
		.00	3,099,857.00	3,099,857.00	1,043,297.78	2,056,559.22
* TOTAL YEAR TO DATE EXPENDITURES						
		.00 *	3,144,983.00 *	3,144,983.00 *	1,066,799.94 *	2,078,183.06 *

UNRESTRICTED/RESTRICTED COMBINED

FUND: 21 BUILDING FUND - BOND PROCEEDS

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
ASSETS AND LIABILITIES :				
FUND RECONCILIATION				
9110	CASH IN COUNTY TREASURY	3,148,853.41	1,063,776.45-	2,085,076.96
9510	ACCOUNTS PAYABLE (CURRENT LIAB)	3,870.64-	3,870.64	.00
* NET YEAR TO DATE FUND BALANCE * *				
		3,144,982.77 *	1,059,905.81-*	2,085,076.96 *
9791	FUND BAL-BEGINNING BALANCE	3,144,982.77-	.00	3,144,982.77-
* EXCESS REVENUES (EXPENDITURES) * *				
		.00 *	1,059,905.81-*	1,059,905.81-*

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	6,894.00	6,894.00	6,894.13	.13-	100.00
B.	EXPENDITURES	.00	3,144,983.00	3,144,983.00	1,066,799.94	2,078,183.06	33.92
C.	EXCESS REVENUES (EXPENDITURES)	.00	3,138,089.00-	3,138,089.00-	1,059,905.81-	2,078,183.19-	33.77
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	3,138,089.00-	3,138,089.00-	1,059,905.81-	2,078,183.19-	33.77
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	3,138,089.00-	6,893.77	2,085,076.96	2,078,183.19-	245.81

UNRESTRICTED/RESTRICTED COMBINED FUND: 25 CAPITAL FACILITIES FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
8660	INTEREST	.00	74.00	74.00	74.34	.34-	100.45
8681	MITIGATION/DEVELOPER FEES	.00	1,836.00	1,836.00	1,836.00	.00	100.00
TOTAL OTHER LOCAL REVENUES :		.00	1,910.00	1,910.00	1,910.34	.34-	100.01
* TOTAL YEAR TO DATE REVENUES		.00 *	1,910.00 *	1,910.00 *	1,910.34 *	.34-*	100.01

UNRESTRICTED/RESTRICTED COMBINED		FUND: 25 CAPITAL FACILITIES FUND			
OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE	
ASSETS AND LIABILITIES :					
FUND RECONCILIATION					
9110	CASH IN COUNTY TREASURY	27,556.31	1,910.34	29,466.65	
* NET YEAR TO DATE FUND BALANCE	*	27,556.31 *	1,910.34 *	29,466.65 *	
9791	FUND BAL-BEGINNING BALANCE	27,556.31-	.00	27,556.31-	
* EXCESS REVENUES (EXPENDITURES)	*	.00 *	1,910.34 *	1,910.34 *	
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE					
A.	REVENUES	.00	1,910.00	1,910.00	.34- 100.01
B.	EXPENDITURES	.00	.00	.00	.00 NO BDGT
C.	EXCESS REVENUES (EXPENDITURES)	.00	1,910.00	1,910.00	.34- 100.01
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00 NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	1,910.00	1,910.00	.34- 100.01
F.	FUND BALANCE :				
	BEGINNING BALANCE (9791)	27,556.31	.00	27,556.31	.00 100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00 NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00 NO BDGT
	ADJUSTED BEGINNING BALANCE	27,556.31	.00	27,556.31	.00 100.00
G.	ENDING BALANCE	27,556.31	1,910.00	29,466.65	.34- 100.00

UNRESTRICTED/RESTRICTED COMBINED		FUND: 40 SPECIAL RESERVE - CAP OUTLAY					
OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
OTHER LOCAL REVENUES :							
8660	INTEREST	.00	3.00	3.00	3.43	.43-	114.33
TOTAL OTHER LOCAL REVENUES :		.00	3.00	3.00	3.43	.43-	114.33
* TOTAL YEAR TO DATE REVENUES		* *	3.00 *	3.00 *	3.43 *	.43-*	114.33

UNRESTRICTED/RESTRICTED COMBINED

FUND: 40 SPECIAL RESERVE - CAP OUTLAY

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
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FUND RECONCILIATION

ASSETS AND LIABILITIES :

9110	CASH IN COUNTY TREASURY	1,268.87	3.43	1,272.30
* *	* NET YEAR TO DATE FUND BALANCE	1,268.87 *	3.43 *	1,272.30 *
9791	FUND BAL-BEGINNING BALANCE	1,268.87-	.00	1,268.87-
* *	* EXCESS REVENUES (EXPENDITURES)	.00 *	3.43 *	3.43 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
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REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

A.	REVENUES	.00	3.00	3.00	3.43	.43-	114.33
B.	EXPENDITURES	.00	.00	.00	.00	.00	NO BDGT
C.	EXCESS REVENUES (EXPENDITURES)	.00	3.00	3.00	3.43	.43-	114.33
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	3.00	3.00	3.43	.43-	114.33

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	3.00	1,271.87	1,272.30	.43-	100.03

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Student Body Funds

PREPARED BY:

Sadie Howard

AGENDA SECTION:

☐ Reports ☒ 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 September 2017.

RECOMMENDED ACTION:

Approve the Student Body Funds.

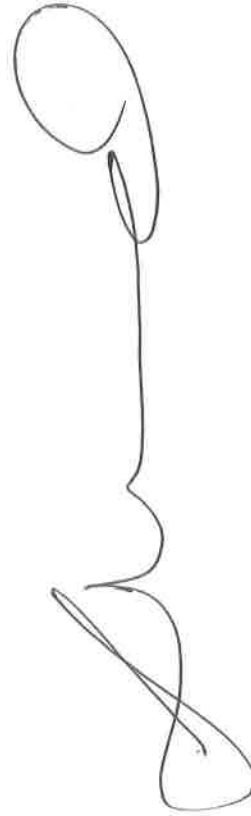
SHANDON UNIFIED SCHOOL DISTRICT
SHANDON HIGH SCHOOL STATEMENT OF STUDENT BODY FUNDS
September-2017

CLASSES CLUBS	Authorized Advisor	ENDING BAL. 8/31/2017	BALANCE FORWARD	WITHDRAWLS	DEPOSITS	ENDING BAL. 9/30/2017
High General	D. Sciocchetti	\$ 1,134.58	\$ 1,134.58	170.05	513.25	1,477.78
Seniors	Fuller/Morton	\$ 1,975.82	\$ 1,975.82			1,975.82
Junior	Cherry/Voorheis	\$ 1,201.20	\$ 1,201.20			1,201.20
Sophomore	Carroll/Acebo	\$ 1,226.32	\$ 1,226.32			1,226.32
Freshman	D. Sciocchetti/Stuart	\$ -	\$ -			0.00
Comm. Outreach Project	D. Sciocchetti	\$ 1,156.00	\$ 1,156.00			1,156.00
FNL	D. Sciocchetti	\$ 110.15	\$ 110.15			110.15
Gate/Officials	Taylor/BUS.OFFICE	\$ -	\$ -			0.00
Ag Mechanics Class	Fuller	\$ 619.71	\$ 619.71			619.71
Art Class	Acebo	\$ 24.22	\$ 24.22			24.22
Drama Class	Carroll	\$ 522.07	\$ 522.07			522.07
CTE Class	D. Sciocchetti	\$ 87.48	\$ 87.48			87.48
F.F.A. General	Morton/Fuller	\$ 9,133.23	\$ 9,133.23	550.00		8,583.23
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	\$ 1,721.52	\$ 1,721.52	360.65	329.08	1,689.95
*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
TOTAL in Fund Balances/Ties to Bank Balance		\$ 30,257.23	\$ 30,257.23	\$ 1,080.70	\$ 842.33	\$ 30,018.86



Shandon Elementary ASB Heritage Oaks Bank
August 1, 2017

CLASSES/CLUBS	BALANCE FORWARD 8/31/2017	CLUB XFERS	CASH RECEIVED	WITHDRAWALS	ENDING BALANCE 8/31/2017
SES ABS General	\$ 1,975.39		\$ 3,822.63	\$ 1,321.00	\$ 4,477.02
SES ASB Middle School	\$ 547.78		\$ 103.00		\$ 650.78
8th Grade	\$ 1,546.24		\$ 89.00	\$ 69.69	\$ 1,565.55
Library	\$ 154.85				\$ 154.85
Parkfield	\$ 88.45				\$ 88.45
Gate	\$ -				\$ -
TOTAL	\$ 4,312.71	\$ -	\$ 4,014.63	\$ 1,390.69	\$ 6,936.65



SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: November 14, 2017

AGENDA ITEM TITLE:

Approval of the Personnel Action Report

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☒ Consent ☐ Action ☐ First Reading ☐ Information ☐ Resolution

PERSONNEL ACTION REPORT

NEW HIRES

Sunshine Wright
Maria Sendejas
Keila Navarro
Garrett Anderson
Jerry Felgenhauer

CLASSIFICATION

Para Educator 7 hours
Para Educator 4 hours
Para Educator 7 hours(increased from 4 hours)
Long Term Substitute Teacher-P.E.
Certificated Teacher-P.E.

EFFECTIVE DATE

Nov. 1, 2017
Oct 27, 2017
Oct. 23, 2017
Oct. 30, 17-Dec.18, 17
Jan. 8, 2018

RESIGNATIONS

Cami Jewell
Elizabeth Solis

Para Educator 7 hours
Para Educator 7 hours

Nov. 3, 2017
Oct. 20, 2017

SPORT COACHES

Maribel Arroyo
Joes Diaz
Mario Contreras

M.S. Girls Basketball
H.S. Boys Basketball
H.S. Girls Basketball

Nov. 1, 2017
Nov. 1, 2017
Nov. 1, 2017

RECOMMENDED ACTION:

Approval of the Personnel Action Report

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Quarterly Interest on all Funds

PREPARED BY:

Sonia Stuart

AGENDA SECTION:

☐ Reports ☒ Consent ☐ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

Quarterly Interest Accrued for Funds on all Funds through September 30, 2017.

RECOMMENDED ACTION:

Approval of the Quarterly Interest Accrued Funds

Date last used from: 00/00/0000 To 99/99/9999
 Transaction Number from: 190202 To 190202
 Date entered from: 00/00/0000 To 99/99/9999

APPROVED TRANSACTIONS ONLY

Number	Date	Entered	Description	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	Debit	Credit
LN. Di	Detail	descr				
190202	10/20/2017	10/20/2017	17/18 1ST QTR INT 1.0859% MR			
	1. 018		01-0000-0-8660-0000-0000-000-0000-0000			2,038.04
	2. 018		13-5310-0-8660-0000-0000-000-0000-0000			102.17
	3. 018		21-0000-0-8660-0000-0000-000-0000-0000			6,894.13
	4. 018		25-0000-0-8660-0000-0000-000-0000-0000			74.34
	5. 018		40-0000-0-8660-0000-0000-000-0000-0000			3.43
			TOTAL AMOUNT		0.00*	9,112.11*
			DISTRICT TOTAL		0.00**	9,112.11**
			GRAND TOTAL		0.00***	9,112.11***

Entered by: MARU Approved: 10/20/2017 MARU

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:Approval to Rescind the October 10, 2017 Approval of the Personnel Action Report

PREPARED BY:Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

When this item was approved at the October 10, 2017, it was overlooked that there was a conflict of interest issue with more than one of the persons being approved and more than one Board member.

RECOMMENDED ACTION:

Approval

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The FISCAL REPORT as information updates

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Volume 37

For Publication Date: October 20, 2017

No. 21

Ask SSC . . . Can a Board Member Vote on a Union Contract That Affects a Relative?

Q. We have a new board member who has a close relative who works as a classified employee in our district. I have heard that there are rules prohibiting a board member from voting on issues that affect family members. Does that prohibition include voting on the classified union contract because of a board member's relationship with one of the members of the union?

A. The Education Code includes sections that specifically address what a board member can or cannot vote on as it relates to an immediate family member. In general, a board member must abstain from voting on something that uniquely affects an immediate family member; however, since voting on a collective bargaining unit contract affects all members, or a class of employees, the board member is allowed to vote.

Education Code Section 35107(e) states:

A member of the governing board of a school district shall abstain from voting on personnel matters that uniquely affect a relative of the member but may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the relative belongs. For purposes of this section, 'relative' means an adult who is related to the person by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree.

—John Gray

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Personnel Action Report from October 10, 2017

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

This item was considered at the October 10, 2017 Board meeting and is now being brought back for reconsideration.

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Meeting of the Board of Trustees
MEETING DATE: October 10, 2017

AGENDA ITEM TITLE:

Approval of Personnel Action Report

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☒ Consent ☐ Action ☐ First Reading ☐ Information ☐ Resolution

PERSONNEL ACTION REPORT

<u>NEW HIRES</u>	<u>CLASSIFICATION</u>	<u>EFFECTIVE DATE</u>
Doug Garrett	Certificated Teacher	Sept. 22, 2017
Amy Russell	Substitute Para Educator	September 2017
Stephanie Huerta	Substitute Teacher	September 2017
Maria Sendejas	Substitute Para Educator	September 2017
Amanda Dobberpuhl	Independent Study Teacher	September 2017
<u>RESIGNATIONS</u>		
Doug Garrett	Certificated Teacher	Sept. 22, 2017
<u>SPORT COACHES</u>		
Tim Ramirez	SES M.S. Boys Basketball Coach 2016/17	November 2017
Maribel Arroyo	SES M.S. Volleyball	September 2017
Aleks Hewitt	SES Flag Football	September 2017

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of Sale of Surplus Items

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

Provided is a list of items that the district would like to sell. The district has purchased many items with the help of the Measure K Bond.

- 5,000 Gallon Galvanized Water Tank

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the SJUSD District Wide Safe School Plan

PREPARED BY:

Shannon Kepins

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

California Education Code Section 32286 requires each school site to review and update its school safety plan by March 1 of each year. These plans must have policies that deal with crime, safety, child abuse reporting procedures, disaster preparedness, emergency shelters, discrimination, harassment, intimidation, bullying, hate crimes, toxic substances, and more.

RECOMMENDED ACTION:

Approval

Shandon Joint Unified School District

District Wide Safe School Plan



**for
Shandon Elementary School
Parkfield Elementary School
Shandon High School**

2017-2018

Board Approved February 9, 2016



District Wide Comprehensive Support Programs

Shandon Joint Unified School District

Vision

The schools in the Shandon Joint Unified School District will provide a safe environment where students learn to respect themselves, others and their surroundings, resulting in an environment conducive to high academic achievement.

Mission

Shandon Joint Unified School District is committed to providing a quality education in a safe environment which empowers students with the skills, knowledge and attitudes necessary for success.

District Wide Comprehensive Support Programs

Programs that promote Safe and Drug Free Schools for all students

Elementary Schools

- ❖ Character Counts
- ❖ YMCA After-School Club
- ❖ Counseling, "Circle of Friends"
- ❖ Red Ribbon Week

Middle School

- ❖ YMCA After-School Events
- ❖ GREAT
- ❖ Friday Night Live
- ❖ Resource Officer from Sheriff's Department Available five days a week
- ❖ Drug & Alcohol Services Counselor through Friday Night Live Grant
- ❖ Sports Programs

High School

- ❖ Friday Night Live
- ❖ Resource Officer from Sheriff's Department Available five days a week
- ❖ Weekly Counseling by Drug & Alcohol Services Counselor through FNL Grant
- ❖ FFA Program
- ❖ Sports Programs

Support Funded in part by:

- ❖ Safety Incentive Funds
- ❖ FNL Grant – Drug and Alcohol Services Funded Counselor
- ❖ Carl Perkins Grant
- ❖ District Contribution

District Wide Comprehensive Support Programs

Teresa Taylor, District Coordinator 238-0286

Safe School Plan

Support Groups

School Activities to Promote Positive Values

Shannon Kepins, Site Coordinator 238-1782

Shandon Elementary and Parkfield Elementary

Support Groups

School Activities to Promote Positive Values

Amanda Dobberpuhl, Site Coordinator 238-0286

Shandon High School

Safe and Drug-Free Schools

Circle of Friends

Teresa Taylor, Coordinator 238-0286

Shandon District MOT & Safety Director

Friday Night Live (FNL) Support Counselor 238-0286

Andy Needles, School Psychologist 238-0286

Funding Cycle

2017-18

Safe Schools Incentive	Funded by the District
Crossing Guard	Funded by the District
Playground Supervisors	Funded by the District

Programs to Meet Individual Needs of Students

Student Referred by Teacher, Administrator, Parent, or Self

- ❖ Student Study Team
- ❖ Reading Intervention
- ❖ Professional Development/Collaboration
- ❖ Counseling
- ❖ YMCA After-School Club
- ❖ Drug & Alcohol Specialist Counseling through FNL Grant (K-12)
- ❖ After School Tutoring

Safe School and Violence Prevention Act

Goal: To make the schools safer by reducing and preventing acts of violence on campus.

Strategies:

- ❖ Bullying Awareness, Conflict Resolution, Restorative Justice Practices, Emergency Response, Staff Professional Development
- ❖ Citizenship Rewards
- ❖ School Resource Officer Presentations
- ❖ Cooperation and Collaboration with Local Law Enforcement
- ❖ Campus Supervision
- ❖ Crossing Guard
- ❖ Teacher-Parent/Administrative Conferences
- ❖ Behavior Plans and Contracts
- ❖ Lock Block on Doors
- ❖ Emergency Response Drills
- ❖ SHS & Middle School FNL Activities for high school (Awareness Week and Teen Issues Day)

Safe & Drug-Free Schools

Goal: To attain totally drug-free and violence-free campuses where students can excel academically and socially.

Strategies:

- ❖ Resource Officer from the Sheriff's Department available five days a week
- ❖ SLO County Sheriff GREAT Program
- ❖ Red Ribbon Week Activities – K-8
- ❖ Counseling Services- K-12
- ❖ Health Education
- ❖ Conflict Resolution Programs
- ❖ Drug, Violence and Gang Prevention Staff Professional Development
- ❖ Communications to Families in English and Spanish on Bullying and Gang Violence Prevention
- ❖ SHS & SES Library Bullying and School Violence Prevention Videos and Books
- ❖ Conferences
- ❖ Athletics Random Drug-Testing
- ❖ Campus Supervisors
- ❖ Good Attendance Awards
- ❖ Academic Excellence Awards

Student Counseling and Support Groups

Goal: All students will have access to counseling and support services for their individual needs.

Strategies:

- ❖ School Counselor Counseling
- ❖ Friday Night Live Drug and Alcohol Services Counseling
- ❖ Counseling Services Provided by the School Psychologist
- ❖ Referrals for the Student and Family to County Public Service Agencies

Teenage Pregnancy Prevention

Goal: To prevent teenage pregnancies in the student population.

Strategies:

- ❖ Maturation Films Shown, by the School Nurse, Annually to 5th Grade Students. Parent Consent Required.
- ❖ Health Classes
- ❖ Teen Aid Program in the Health Ed Class
- ❖ High School Supplemental Health Instructional Materials, DVD's & Videos, Reviewed and Approved by Planned Parenthood in April 2010
- ❖ CAPSLO Health Education Program Each Year

Safe and Drug Free (SDFSC) & Tobacco Use

Goal: Provide information that discourages students from smoking now and in the future resulting in a reduction of the number of student smokers.

Strategies:

- ❖ Risks of Smoking Health Lessons
- ❖ Red Ribbon Week Activities
- ❖ Sheriff Department's School Resource Officer Presentation on Tobacco and Drug Use
- ❖ Counselor Provided Information As Requested
- ❖ Student Referrals to Cessation Programs
- ❖ Campus Posting of Permanent "Tobacco Free Campus" Signs
- ❖ SHS Library Collection of Books and Videos On Smoking and Smokeless Tobacco

Component 1: Personal Characteristics of Students and Staff

Goal: Students and staff feel safe, confident, and secure in the schools, enabling them to excel in their efforts.

Areas of Pride:

1. Students and staff are held to high standards of behavior. The standards emphasize respect for others by: a) respecting and appreciating cultural differences; b) using respectful language and behaviors; c) adhering to the dress code (for students); d) stopping bullying; and e) peaceful conflict resolution.
2. Staff demonstrates a high level of going “above and beyond” to meet student needs.
3. Programs are in place throughout the District to promote self-regulation of aggressive/violent behaviors as early childhood is a key stage in the development of such behaviors.
4. Student achievements are celebrated, work is displayed, and honor roll lists are posted and published.
5. Student/parent handbooks, newsletters, and most communications are sent home in English and Spanish.
6. Strong student leadership teams are very involved in school activities.

Areas for Desired Change:

1. Motivate students to set more goals for academic success and strive to their utmost to achieve them.
2. Eliminate drug, alcohol, and tobacco use among the student population.
3. Develop more comprehensive needs assessments for staff and students.
4. Increase parent involvement.
5. Reduce teen pregnancies.

Objective	Activities	Person(s) Responsible/Title	Timeline
<u>Professional Development</u> Staff will participate in Professional Development annually: <ul style="list-style-type: none"> • Child abuse reporting policies • Disaster response procedures • Discipline procedures, including suspension/expulsion policies, and notification of expelled students • Sexual harassment policy • School-wide dress code • Safety on campus, safe ingress and egress from campus • Hate crime policies/procedures • Suicide Prevention 	<ol style="list-style-type: none"> 1. Shandon Joint Unified School District Professional Development Training Days 2. Online SIPE Training Modules 3. SLOCOE Professional Development Trainings 	Teresa Taylor, Superintendent Shannon Kepins, SES Principal	Professional Development schedule initiated the first three days of the school year each year and continued throughout the year.

<p><u>Physical/Health Concerns</u></p> <p>Administration and staff will promote and coordinate activities and programs encouraging a healthy lifestyle, focusing on prevention and intervention of alcohol, tobacco, and drug use.</p>	<ol style="list-style-type: none"> 1. Friday Night Live activities, 2. Open House Community Outreach Night 3. Community Agency Presentations on Alcohol, Tobacco, and Drug Intervention 4. Harvest of the Month and Children's Farmers Market 5. Family Movie Night 6. Conflict Resolution, Cultural Awareness, Drug and Alcohol Use Prevention, Gang Involvement Prevention and Bullying Prevention Professional Development 7. Red Ribbon Week 8. One Cool Earth Partnership 9. Family Cooking Night 	<p>FNL Coordinator</p> <p>FNL Coordinator</p> <p>District Counselor</p> <p>Shandon District Cafeteria Manager</p> <p>SES Staff</p> <p>Shannon Kepins, SES Principal Teresa Taylor, Superintendent</p> <p>ASB Advisor</p> <p>SES Staff</p> <p>One Cool Earth</p>	<p>FNL Meetings will be held at least twice a month.</p> <p>Open House Community Outreach will be held in September of each year.</p> <p>Community agency presentations will be held periodically throughout the year.</p> <p>Harvest of the Month and Children's Farmers Market will be held monthly throughout the school year.</p> <p>Family Movie Night will be held once a trimester.</p> <p>Professional Development initiated by August 31 each year and updated throughout the year.</p> <p>Red Ribbon Week activities will be held the last week of October.</p> <p>Garden and Science Lessons will be held weekly.</p> <p>Family Cooking Nights will encourage family bonding and healthy eating. Events will occur twice a year.</p>
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<p><u>Ethnic/Cultural Diversity</u></p> <p>All students and staff will be recognized and respected for their ethnic and cultural diversity.</p>	<ol style="list-style-type: none"> 1. Curriculum Embedded with Ethnic/Cultural Diversity 2. Ethnic/Cultural Diverse Hiring Practices 3. Translation of all District Publications to Spanish 4. Celebrations of Special Cultural Events 	<p>District Staff</p> <p>Teresa Taylor, District Superintendent</p> <p>Bilingual Clerks</p> <p>ASB Officers/Teachers</p>	<p>Curriculum development throughout the year will include ethnic and cultural diversity.</p> <p>Candidates whose culture and ethnicity reflect those of the community will have priority in the hiring process.</p> <p>Throughout the year all written material and voice messages published by the District will be translated.</p> <p>Celebration of special cultural events will occur thought the year.</p>
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Component 2: The Schools' Physical Environments

Goal: The facilities provided by Shandon Unified School District will provide a safe environment and be a source of pride for the students, staff, and community.

Areas of Pride:

1. Shandon Elementary, Shandon High School and Parkfield Elementary School are all located centrally in their community and are an integral part of the community.
2. Custodial and maintenance staffs are supportive and responsive to requests of staff and the community.
3. Maintenance and facility repairs/modernizations are occurring through the passing of the Measure K Bond.

Areas for Desired Change:

1. Funding shortages challenge the areas of staffing and resources.
2. Emergency supplies such as tarps, blankets, water, and dried foods are inadequate to meet student and staff needs in an emergency situation.

Objective	Activities	Person(s) Responsible/Title	Timeline
<u>School Location</u> Schools will continue to be an integral part of the community and foster cooperation and support within the community.	<ol style="list-style-type: none"> 1. Community Service and Campus Improvement Projects 2. Community Use of School Facilities 	<p>Counselor High School Class Advisors</p> <p>Teresa Taylor, Superintendent</p>	<p>Projects ongoing throughout the year.</p> <p>Activities will occur throughout the year.</p>
<u>School Grounds</u> Schools will maintain a "closed campus" policy with students staying on campus after arrival until being dismissed from school or being checked out of school by their parent.	<ol style="list-style-type: none"> 1. Student Handbooks Defining Closed Campus Policy 2. Staff Enforcement of School Policy 	<p>Teacher</p> <p>Campus Supervising Staff</p>	<p>"Closed Campus" policy will be explained to students at the beginning of each year as part of the Student Handbook review.</p> <p>Daily monitoring of students will be done.</p>

School Buildings and Classrooms

Classrooms will be adequate in size for the student/teacher ratio, will be clean and well-maintained, and will incorporate bulletin boards, posters, and displays.

1. Periodic Room Inspections

Maintenance Staff

Monthly room inspections will take place as part of the Safety Committee Meeting.

2. Student Work Displays

Teachers

Displays will be changed at least once a month.

3. Routine Cleaning of Classrooms

Maintenance Staff

Classrooms will usually be cleaned daily or as needed.

4. Assessment of Student/Teacher Ratio Per Classroom Size

Teresa Taylor, Superintendent
Shannon Kepins, SES Principal
Maintenance Staff

Student/Teacher Ratio per classroom size for each classroom will be determined at the beginning of the year and monitored throughout the year.

Internal Security

School staff will notify and collaborate with the SLO County Sheriff School Resource Officer or other law enforcement representatives as appropriate on law enforcement related incidences.

The Emergency Response Plan and Safe School Plan will be current and staff will receive training on each plan.

1. SLO County Sheriff School Resource Officer Program Participation

2. Collaborative Relationship Between District and Law Enforcement

1. Professional Development Training on Emergency Response and Safe Schools

2. Collaborative Planning

Staff
School Resource Officer

Teresa Taylor, Superintendent

All Staff

Teresa Taylor, Superintendent
Maintenance Staff

The District will participate in partnership with SLO County Sheriff School Resource Officer Program throughout the school year.

Collaboration will occur throughout the year.

The Emergency Response Plan and Safe School Plan will be reviewed yearly and updated.

Periodic planning meetings will occur throughout the year.

Component 3: The Schools' Social Environment

Goal: Students have a positive learning environment where they have warm and supportive interactions with other students and staff.

Areas of Pride:

1. Shared-decision making is an important component in the administration of the schools.
2. EOC Migrant Head Start, District English Language Advisory Committee (DELAC), School Site Council, and Shandon YMCA Afterschool Program enhance the school curriculum.
3. Staff regularly model mutual respect for each other.
4. An increase in bilingual staff members provides increased academic support for students at home by providing materials and resources in English and Spanish.

Areas for Desired Change:

1. There is a need for more activities to promote positive interactions and understanding of diverse cultures.
2. Parents are active in the schools, volunteering significant time in the classrooms and on field trips.

Objective	Activities	Person(s) Responsible/Title	Timeline
<p><u>Leadership</u></p> <p>Administrators will provide clear and direct leadership, setting a positive and supportive tone for students and staff.</p>	<p>1. Well Organized Staff Meetings</p> <p>2. Open Communication Between Administration and Staff</p>	<p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p> <p>Administration, Staff, Students, and Board Members</p>	<p>Site and District Staff Meetings will be held monthly throughout the year.</p> <p>All District stakeholders will be encouraged to participate in shared decision-making throughout the year.</p>
<p><u>School Site Management</u></p> <p>All staff will demonstrate respect, awareness, and appreciation of cultural diversity, and will show sensitivity and responsiveness to individual student needs.</p>	<p>1. Respectful Work Environment</p> <p>2. Superintendent and Principal Actively Involved In All Extra-Curricular Activities</p>	<p>All Staff</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p>	<p>Staff will demonstrate respect for others throughout the year.</p> <p>A schedule of events will be planned before school begins each year.</p>

<p><u>Classroom Organization and Structure</u></p>			
<p>Classroom instruction and conditions will be conducive to learning and will feature positive relations among students and staff.</p>	<ol style="list-style-type: none"> 1. Diverse Instructional Strategies Addressing Individual Student Learning Styles 2. Student Study Teams 3. High School Tutors Assisting Shandon Elementary School Students 	<p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal Counselor RSP Teachers Classroom Teachers</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal Counselor</p>	<p>Throughout the year instruction will be monitored to verify inclusion of diverse instructional strategies.</p> <p>Held as needed to address individual student needs.</p> <p>Tutors will be scheduled at the beginning of the school year.</p>
<p>Interruptions to classroom instructional time will be minimized.</p>	<ol style="list-style-type: none"> 1. Emergency Only or Parent/Guardian Requested Sign Out Only Interruptions 	<p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p>	<p>Throughout the year classroom instructional time will be interrupted as little as possible.</p>
<p>All staff will receive training on recognizing and preventing bullying.</p>	<ol style="list-style-type: none"> 1. Bullying Awareness Training 2. Incident Forms 	<p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p>	<p>Bullying prevention training will occur annually at the beginning of the school year.</p> <p>Forms will be available by the first of each school year, and an adequate supply maintained throughout the year.</p>

<p><u>Discipline and Consequences</u></p> <p>Discipline procedures will be fair and consistent, clearly delineated, and will be well known by students and staff.</p>	<ol style="list-style-type: none"> 1. Use of Discipline Matrix 2. Collaboration With School Resource Officer 3. K-5 Progressive Discipline and Classroom Management Plan 4. Discipline Policies Published in Student Handbook, Newsletters, and Classroom Postings 	<p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal</p> <p>Shannon Kepins, SES Principal K-5 Staff</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal District Administrative Assistant Classroom Teachers</p>	<p>Discipline Matrix will be used in every discipline event.</p> <p>The School Resource Officer will be immediately notified of and included in serious discipline issues that could involve infraction of the law including truancy.</p> <p>Continued monitoring of the effects of discipline consequences and positive rewards throughout the year.</p> <p>The Discipline Policy will be published annually and/or whenever changes are made.</p>
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Component 4: The School's Culture
(The general atmosphere or spirit of the school)

Goal: Students and staff feel safe, confident, and secure in the schools, enabling them to excel in their efforts.

Areas of Pride:

1. Counselor meets regularly with students in support groups and individually.
2. Students and staff are recognized for their accomplishments and special efforts.
3. Motivational resources and programs in values, beliefs, and attitudes are available.

Areas for Desired Change:

1. There is a need for more activities featuring cultural/ethnic diversity.

Objective	Activities	Person(s) Responsible/Title	Timeline
<u>Affiliation and Bonding</u> The general atmosphere or spirit of each school will be safe, positive, and encouraging.	1. Promotion of Sense of "Family" Within School By Students, Parents, and Staff 2. Security Screening of Employees and Volunteers	Teresa Taylor, Superintendent Shannon Kepins, SES Principal Teresa Taylor, Superintendent District Administrative Assistant	Strategies will be developed during professional development throughout the year. Every new employee and all volunteers will complete District screening process before being allowed to work with students.
<u>Behavioral Expectations</u> Behavioral expectations will be well-known and clearly delineated.	1. Clearly Communicated Behavioral Expectations 2. Staff will model positive, encouraging, and supportive behavior for students.	Teresa Taylor, Superintendent Shannon Kepins, SES Principal Teachers All staff	Behavioral expectation will be made clear to students and parents the first week of school and be reinforced throughout the year. Staff will model expected student behaviors throughout the year.

<p><u>Academic Expectations</u></p> <p>Students will be successful in their academic endeavors.</p>	<p>1. Staff Expectation of Best Effort and Performance of All Students</p> <p>2. Student Assistance Services</p> <ul style="list-style-type: none"> - Title III - Title I - ELD - Special Education - Remedial Math and Language Arts - Supplementary Classes - Ongoing Data Analysis and Evaluation - Curriculum Review Committees - Standards-Based Instruction - Tutoring - Homework Club - Remediation Classes - Reading Specialist <p>3. Effective and Productive Use of Class Time</p>	<p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal Teachers</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal Teachers</p> <p>All Staff</p>	<p>Staff expectations of students will be ongoing throughout the year.</p> <p>Services will be ongoing throughout the year as available funding allows.</p> <p>Students will be on task at all times.</p>
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<p><u>Support and Recognition</u></p> <p>Recognition will be given to students and staff for positive behaviors and accomplishments.</p>	<ol style="list-style-type: none"> 1. Immediate Recognition and Positive Feedback To Students 2. Shandon Elementary School Classroom and Playground Good Behavior Recognition 3. Shandon High School Academic Excellence Rewards 4. Good Attendance Recognition 5. Shandon Elementary School K-5 Academic Awards 6. Sports Award Presentations 7. FFA Awards Banquet 8. SHS Student of the Month 9. Shandon Elementary School 6-8 Academic Awards 10. Middle School Student of the Month 	<p>All staff</p> <p>Shannon Kepins, SES Principal Elementary School Teachers</p> <p>Teresa Taylor , Superintendent ASB Advisor</p> <p>Teresa Taylor, Superintendent Shannon Kepins, SES Principal Counselor</p> <p>Shannon Kepins, SES Principal Elementary School Teachers</p> <p>Teresa Taylor, Superintendent Athletic Director</p> <p>Deanna Morton, Teacher Jon Fuller, Teacher</p> <p>Teresa Taylor, Superintendent Counselor High School Teachers</p> <p>Shannon Kepins, SES Principal Elementary School Teachers</p> <p>Middle School Teachers</p>	<p>Administration will review periodically to ensure success.</p> <p>Recognition will be given weekly.</p> <p>Awards Assemblies will be held in January and June of each year.</p> <p>Good Attendance Recognition awards will be given out at least every quarter or trimester.</p> <p>Academic Awards will be given at least every trimester.</p> <p>Sports Awards will be given out in May of each year for all sports.</p> <p>FFA Awards will be given out in May of each year.</p> <p>Each month staff will choose a student of the month.</p> <p>Award Assemblies will be held in December and June of each year.</p> <p>Each month staff will choose a student of the month.</p>
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SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the State Testing Apportionment Report Waiver

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

This waiver applies to the CAASPP Apportionment of the 2016-17 administration for Shandon Joint Unified School District to receive reimbursement for state testing. Certified reports that are processed after March 1, 2017, will not be processed for payment without waiver request approved by the State Board of Equalization. Board approval of the waiver is required in order to proceed.

RECOMMENDED ACTION:

Approval

[Logoff](#)

Waiver Request System

Submission

Instructions:

- Fields marked with an asterisk (*) are required.
- The format for all dates is mm/dd/yyyy.
- Use the 'Attachments' section below to attach all supporting documents if required.
- Make sure all information is accurate before selecting submit. You will not be able to edit this waiver once you have submitted the form.
- DO NOT at any time hit the back button. You will lose all your information.
- Use brackets [] for putting Education Code section to be waived. See FAQ for details.
- Do not use abbreviations for bargaining units.
- Refer to the FAQ for general questions.
- The waiver request page is time sensitive. You must be able to complete the waiver request within two hours. Failure to complete and submit the waiver request in the two hours will result in the loss of all previously entered information.

District Information

*County: San Luis Obispo ▼

*District: Shandon Joint Unified ▼

*Address: 101 South First St.

*City: Shandon

*State: CA

*Zip code: 93641

Fax: 8052381782 *

Waiver Information

*Period of request start date: 03/01/2017

*Period of request end date: 11/25/2017

*Is this waiver a renewal? ☒ No ☐ Yes

*Waiver topic: State Testing Apportionment Report ▼

*Ed Code title: CAASPP ▼

*Ed Code section: 862

*Ed Code authority: 33050

*Education Code or California Code of Regulations (CCR) section to be Waived. If the request is to waive a portion of a section, type the text of the pertinent sentence of the law, or those exact phrases requested to be waived (use [] to strike out).

Title 5, Education, Division 1, Chapter 2, Subchapter 3.75, Section 862, 32A: transmitted electronically in a manner prescribed by the contractor(s) and/or the CDE by March 1

*Student population

*Located in a(n) city

*Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations. If more space is needed, please attach additional documents using the 'Attachments' section below.

District staff thought that the report had submitted by March 1st but the email had been lost between shifting and replacing of personnel.

Public Hearing

*Date of public hearing:

*How was the required public hearing advertised?

Information was posted at all school sites, District MOT Office, District Office,& County Library

Approvals/Review

*Local board approval date:

*Please identify the appropriate council(s) or advisory committee(s) that reviewed this waiver.

School Site Council and DELAC Meeting

*Date the committee/council reviewed the waiver request:

*Were there any objection(s) ☒ No ☐ Yes

Bargaining Unit

If the specific waiver you are submitting requires bargaining unit participation select yes and fill out the information. If it does not require bargaining unit participation, select no.

*Does the district have any employee bargaining units? ☐ No ☒ Yes

Delete BU	Consulted on date	BU Name
Delete	10/20/2017	Shandon Teachers' Association
Delete	10/23/2017	California School Employees Association
<input type="text" value="Add additional bargaining unit(s)"/>		

Attachments

*Is this waiver associated with an apportionment related audit penalty? (per EC 41344) ☒ No ☐ Yes

*Has there been a Categorical Program Monitoring (CPM) finding on this issue? ☒ No ☐ Yes

If needed, upload additional file(s) here (must be Word, Excel, or PDF format)

Choose File

No file chosen

Upload

Contact Information

*Title: Ms. ▼

*First name: Shannon

*Last name: Kepins

*Position: Principal

*E-mail: skepins@shandonschools.org

*Area code: 805

*Telephone: 238-1782

Extension:

☒ I hereby certify that I have gone through my authorizing school district and or Special Education Local Plan Area (SELPA), that I am the superintendent or the superintendent's designee and that the information provided on this application is true and correct.

Submit

[Menu](#)

Questions: Waiver Office | 916-319-0824

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Assessment Development and Administration Division
California Department of Education
1430 N Street, Suite 4409
Sacramento, CA 95814

**California Assessment of Student
Performance and Progress
2015-16 Apportionment Information Report**

Return to: Charissa Hudson, Analyst
By e-mail at ADADFiscalSupport@cde.ca.gov
OR by fax at 916-319-0969
OR by U.S. mail to address noted

This report was compiled from the California Assessment of Student Performance and Progress (CAASPP) information provided to the testing contractor by the local educational agency (LEA) for the Smarter Balanced Summative Assessments, the California Alternate Assessments (CAAs), the California Standards Tests (CSTs), the California Modified Assessment (CMA), the California Alternate Performance Assessment (CAPA), and the Standards-based Tests in Spanish (STS). The number of pupils tested with a CDE-certified grade two diagnostic assessment per California Education Code Section 60644 reflects the number reported by the LEA to the CDE by the CDE-specified deadline. The LEA CAASPP Coordinator must certify the accuracy of the report by signing the report and transmitting the report to the Assessment Development and Administration Division Fiscal Support Office by e-mail at ADADFiscalSupport@cde.ca.gov, by fax at 916-319-0969, or by U.S. mail to the address noted above by **March 1, 2017**. Signed reports should be kept on file at the LEA for approximately one year. Certified reports postmarked after March 1, 2017, will not be processed for payment without a waiver request approved by the State Board of Education.

District, County Office, or Charter School Name:

Shandon Joint Unified

CDS Code: 4068833 Charter #: _____

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Total	Rate	Funding
A	Number of pupils enrolled on the last day of the CAASPP testing window for the LEA												
		25	20	24	26	15	23			14	147		
Computer-based Assessments:													
B	Number of pupils tested with any portion of the Smarter Balanced Summative Assessments												
		24	20	24	25	15	23			13	144	\$4.00	\$576.00
C	Number of pupils tested with any portion of the CAAs												
		1	0	0	0	0	1			0	2	\$5.00	\$10.00
Paper-pencil Assessments:													
D	Number of pupils tested with any portion of the Smarter Balanced Summative Assessments ¹												
												\$4.00	\$0.00
E	Number of pupils tested with any portion of the CSTs or CMA for science ²												
				0			0		18		18	\$2.52	\$45.36
F	Number of pupils tested with any portion of the CAPA for science												
				0			1		0		1	\$5.00	\$5.00
Pupils Without Scores (not included in rows B through F):													
G	Number of pupils who were not tested due to parent or guardian exemption												
		0	0	0	0	0	0		1	0	1	\$0.38	\$0.38
H	Number of pupils without scores for any reason other than parent/guardian exemption												
		0	0	0	1	0	0		1	1	3	\$0.38	\$1.14
Optional Assessments:													
I	Number of Spanish-speaking English learner pupils tested with any portion of the STS												
												\$2.52	\$0.00
J	Number of pupils tested with a CDE-certified grade two diagnostic assessment												
												\$2.52	\$0.00
K	Total 2015-16 CAASPP Apportionment Amount (Total of rows B through J):												\$637.88

¹Only specific LEAs approved by the CDE that met specific criteria and are unable to access the computer-based version of the test.

²Pupils in grades five and eight who did not take any portion of the required Smarter Balanced Summative Assessments and are not included in the numbers reported in rows B or D.

Certification: Per California Code of Regulations, Title 5, Education, Division 1, Chapter 2, Subchapter 3.75, Section 862, I certify the accuracy of this report.

LEA CAASPP Coordinator Name	LEA CAASPP Coordinator Signature	Phone	Date
Shannon Hepins	Shannon Hepins	865-238-1782	10/12/17



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 11, 2017

Dear Local Educational Agency California Assessment of Student Performance and Progress Coordinators:

**2015–16 CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
APPORTIONMENT INFORMATION REPORT**

The purpose of this letter is to provide you with the 2015–16 California Assessment of Student Performance and Progress (CAASPP) Apportionment Information Report for your local educational agency (LEA). Per California *Education Code (EC)* Section 60640(l), the California Department of Education (CDE) apportions funds to reimburse LEAs for expenses incurred by the LEA to administer CAASPP summative assessments. The enclosed apportionment report indicates the amount your LEA will be reimbursed for assessments administered during the previous 2015–16 school year. The amounts to be apportioned to the LEA were calculated based on the following rates approved by the State Board of Education (SBE) in January 2016:

- \$4.00 per pupil tested with any portion of the Smarter Balanced Summative Assessments
- \$5.00 per pupil with significant cognitive disabilities tested with the California Alternate Assessments (CAAs)
- \$2.52 per pupil tested with any portion of the California Standards Tests (CSTs) or California Modified Assessment (CMA) for science and not included in the number of pupils administered any portion of the Smarter Balanced Summative Assessments
- \$5.00 per pupil with significant cognitive disabilities assessed with the California Alternate Performance Assessment (CAPA) for science
- \$0.38 per pupil without scores (e.g., a pupil not tested with any portion of a CAASPP assessment due to exemption by parent or guardian)
- \$2.52 per Spanish-speaking English learner pupil tested with the Standards-based Tests in Spanish (STS) at the option of the LEA
- \$2.52 per pupil tested with any portion of a CDE-certified grade two diagnostic test at the option and cost of the LEA per *EC* Section 60644 as reported to the CDE by the LEA

The CDE compiled the number of pupils by grade per rate category provided in the enclosed report using information provided directly to the testing contractor by the LEA for the Smarter Balanced Summative Assessments, the CAA, the CSTs, the CMA, the CAPA, and the STS. The number of pupils tested with a CDE-certified grade two diagnostic assessment per *EC* Section 60644 reflects the number reported by the LEA to the CDE by the CDE-specified deadline.

Certification of Apportionment Information Report: Per CAASPP regulations (*California Code of Regulations*, Title 5, Education, Division 1, Chapter 2, Subchapter 3.75, Section 862) the apportionment reports are being provided directly to LEA CAASPP Coordinators electronically. The CAASPP Apportionment Information Report does not require the signature of the district superintendent or charter school administrator. To be eligible for a CAASPP apportionment payment, the LEA CAASPP Coordinator must certify the accuracy of the enclosed report by signing the report, and returning the report to the Assessment Development and Administration Division Fiscal Support Office by **March 1, 2017**. Signed reports may be returned to the CDE by e-mail at ADADFiscalSupport@cde.ca.gov, by fax at 916-319-0969, or by U.S. mail to the address noted on the report. Signed reports should be kept on file at the LEA for approximately one year following submission to the CDE. Certified reports postmarked after March 1, 2017, cannot be processed for payment without a waiver request approved by the SBE. Waiver information can be found on the SBE Waiver Web page at <http://www.cde.ca.gov/re/lr/wr/>.

Grade Two Diagnostic Assessment Reimbursement: If your LEA administered any CDE-approved grade two diagnostic assessment during 2015–16 and Row J is blank on the apportionment report, in order to receive a reimbursement, you must complete a Grade Two Diagnostic Assessments Report, sign, and return the form to the CDE along with the enclosed apportionment report. The grade two reimbursement will be added to your CAASPP apportionment total when payment is processed. You can find the Grade Two Diagnostic Assessments Report on the CDE CAASPP Apportionment Information Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppapprtinfo.asp>.

Corrections to Apportionment Information Report: Written requests to the CDE to correct the number of pupils per apportionment rate category as reported on the enclosed report should be e-mailed to Charissa Hudson at ADADFiscalSupport@cde.ca.gov. The CDE will work with the LEA to resolve discrepancies.

Offset of Mandated Costs: Per the 2016 Budget Act, CAASPP apportionment funds shall first be used to offset any state-mandated reimbursable costs that otherwise may be claimed through the state mandates reimbursement process for the CAASPP System. LEAs shall reduce their estimated and actual mandated reimbursement claims by the amount of funding provided to them from the CAASPP apportionment.

If you have questions regarding the attached CAASPP Apportionment Information Report, please contact Charissa Hudson, Analyst, Assessment Development and Administration Division, Fiscal Support Office, by phone at 916-319-0361 or by e-mail at ADADFiscalSupport@cde.ca.gov.

Sincerely,



Michelle Center, Director
Assessment Development and Administration Division

MC:ch

Enclosure

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Specialized Ag Incentive Grant Application

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

Agriculture Instructor Jon Fuller has submitted this grant for your approval to be used to construct a storage unit for agriculture program equipment.

RECOMMENDED ACTION:

Approval

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

Shandon Joint Unified School District
(District)

Agriculture Teacher

Title

Signature of Principal _____

Contact Phone Number: (805) 238 - 0286

Date of Approval of Local Agency Board:

14-Nov-17

CRITERIA FOR SELECTION:

1. Site must have matched original Agriculture Career Technical Education Incentive Grant Application.
2. Site shall not have received Specialized Agricultural Career Technical Education Incentive Grants totaling more than \$10,000 within the past three years. For example, if a site received an \$8,000 grant last year, then they are eligible for up to \$2,000 this year.
3. Site must be able to match the Specialized Agricultural Career Technical Education Incentive Grant.
4. Site must show expenditures that are unique in nature, i.e. purchasing new equipment for a computer lab, science lab, mechanics laboratory, etc.
5. Site must attach detailed budget to this application.

Total Amount of Funds Requested (Maximum of \$10,000)

\$10,000.00

PART A - Please describe in detail the proposed use of funds (use additional pages if needed).

Specialized Ag Incentive Grant funds are requested to purchase and construct a steel structure for securing equipment and Agriculture Department vehicles on the school farm. This funding is important to create a safe, secure, weather proof structure for housing of Agriculture Department tractors, implements, machinery, vehicles, trailers, and tools that are currently housed in the School District MOT yard or on the school farm, exposed to weather and possible tampering. By performing fabrication and erection of the proposed 30' by 80' structure with Ag Construction students, a considerable amount of savings will result (prevailing wage for school construction project is nearly \$50/hr.) and additionally, students will benefit from the experience and direct involvement of developing a project from conception to completion. Proposed expenditures include steel tubing for supports and posts, heavy plate and anchoring studs, sheet steel for roofing, wire panel sides, fabricated gates, rebar, concrete footings, and aggregate base. Students will have exposure and skill enhancement using laser equipment, forming and pouring concrete, measuring and cutting heavy steel beams, plasma cutting, dual shield welding, arc welding, gate and hinge fabrication, and base compaction. An equipment storage facility has been listed on the Shandon Ag Department's 5 year plan for 10 years, but has thusfar been too costly. With the aquisition of the SAIG and CTEIG Matching Funds, along with student involvement in construction, this proposed facility can finally be realized, and more importantly, the equipment and vehicles that belong to the Agriculture Department can be properly maintained and secured on the school farm.

PART B - How will this project improve the local program? (Use additional pages if needed.)

A permanent equipment storage facility will be useful for decades as a means of housing current equipment, vehicles, and implements, as well as future purchases that will require protection from weather, vandalism, or tampering. As funding for the Shandon Agriculture Department has increased, so has the number and value of agricultural equipment and Ag Department vehicles. A structure to secure these new purchases and extend the useful life of each, is an intelligent purchase, and a recommendation from Ag Advisory members, the Regional Supervisor, and the School District Superintendent. Additionally, incorporating student participation in "real life" construction and fabrication right on the school farm is a prime opportunity to enhance the current instruction in the Ag Construction curriculum with relevant, practical experience. Students will benefit from the participation of erecting a large steel structure, improve their welding, cutting, and fabricating skills while simultaneously taking pride in their school farm environment.

PART C - FINANCIAL SCHEDULE*

Line	Acct. No.	Classification	A Description of Item for Which Funds will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies			
2			Subtotal for 4000	\$0.00	\$0.00
3	5000	Services and Other Operating Expenses such as: Services of	1.		
4		Consultants, Staff Travel, and	2.		
5		Conferences; Rentals, Leases,	3.		
6		and Repairs; Bus Transportation	4.		
7			5.		
8			Subtotal for 5000	\$0.00	\$0.00
9	6000	Capital Outlay: Includes Sites	1. Equip Storage Structure	\$10,000	\$10,000
10		and Improvements of Sites;	2.		
11		Buildings and improvement of	3.		
12		Buildings; Equipment	4.		
13			Subtotal for 6000	\$10,000.00	\$10,000.00
14			Total for 4000-6000 Lines 2, 8, 13	\$10,000.00	\$10,000.00

TOTAL Specialized Ag Career Technical Education Incentive Grant Funds

\$10,000.00

*** Attach a detailed budget with this application.**

COAST PIPE

805.237.9793

3050 Ramada Dr. Ste. A

Paso Robles, CA 93446

Estimate

Date	Estimate #
10/19/2017	2072

Name / Address
Shandon Joint Unified School District attn: Accounts Payable P. O. Box 79 Shandon, CA 93461

			Project
Qty	Description	Rate	Total
17	4 x 4 x .250 x 20' Tube	157.95	2,685.15T
16	2" x 21' Sch 10 New Pipe	39.69	635.04T
8	60" x 16' Wire Horse Panel	64.70	517.60T
16	4 x 2 x .120 x 20" HS Tubing	59.09	945.44T
8	60" x 16' Wire Horse Panel	64.70	517.60T
5	W4 x 13# x 40' W.F. Beam	277.28	1,386.40T
868	26 ga. PBR Panel- Galvalume	2.37	2,057.16T
	28 @ 31'0"		
	If you dont want to handle 31' long panels we can split these in half		
280	8" x 2 1/2" x 14ga. C Purlin Galv.	3.06	856.80T
	14 @ 40'0"		
1,250	12 x 1.1/2 SDS INT HD	0.13	162.50T
750	14 x 7/8 Fastener SDS Lap	0.13	97.50T
1	In Bound Freight On Materials	75.00	75.00
12	2 3/8" Hinge Gate Sleeve (2.375OD)	6.50	78.00T
1	5/8" x 20' Hot Rolled Square	19.70	19.70T
		Subtotal	\$10,033.89
There will be a 20% restock fee on returned items. NO RETURNS ON SPECIAL ORDERS.		Sales Tax (7.25%)	\$722.02
		Total	\$10,755.91

ESTIMATE**BILL TO: SHANDON UNIFIED SCHOOL DISTRICT**

101 South 1st Street
PO Box 79
Shandon, CA 93461
PH: 805-238-0286
FAX: 805-238-0777

Estimate Date:

Prepared by:

DATE	QTY	DESCRIPTION	PRICE EACH	AMOUNT
	80 yds.	Decomp. Granite Base Material / Trucking		\$4,500.00
	15 yds.	Ready Mix Concrete / Delivery		\$2,000.00
	1	40' Storage Container		\$3,000.00
		Miscellaneous Construction Material / Lumber		\$500.00

	Sub Total:	\$10,000.00
Tax Rate:_____	Tax:	\$0.00
	Estimated Shipping:	\$0.00
	Previous amount owing:	\$0.00
	Credit:	\$0.00
	Total Due:	\$10,000.00

Code:

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the 2017-18 Amended Local Control Accountability Plan

PREPARED BY:

Shannon Kepins

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

The state of California requires that all LEA's measure growth on State and Local Priorities through metrics addressed in the LCAP.

Metrics were added to our LCAP to address the following State and Local Priorities.

Priority 1 – Degree to which Teachers are Appropriately Assigned

Number of Teachers appropriately credentialed (Goal 2, Page 37)

Sufficient standards-aligned instructional materials (Goal 2, Page 37)

Priority 2 – Academic Content and Performance Standards

Reflection/Self Evaluation of Implementation of academic content and performance standards (Goal 2, Page 37)

Priority 4 – Pupil Achievement

EL making progress on CELDT (Goal 2, Page 37)

% of pupils passing AP exam (Goal 2, Page 37)

% of pupils passing EAP (Goal 2, Page 37)

Priority 5 – Pupil Engagement

HS Grad rates (Goal 1, Page 32)

Priority 6 – School Climate

Pupil expulsion rates (Goal 3, Page 63)

RECOMMENDED ACTION:

Approval

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Shandon Joint Unified School District

Contact
Name and
Title

Shannon Kepins, Principal

Email
and
Phone

skepins@shandonschools.org
805-238-1782

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Shandon Joint Unified School District encompasses roughly 600 square miles and has total enrollment of 315 students ranging in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 80, Shandon Elementary School for grades TK-8 with a current enrollment of 221, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 14.

The student population of the district is primarily Hispanic making up 72.49% of the student body. 20.39% of the students are Caucasian, 1.29% are African American, .32% are Pacific Islander, and 5.5% are multiple ethnicities or declined to state.

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 have to travel 20 miles to the nearest town to shop for food, clothing and fuel. The schools serve as valuable resources for the community by providing access and information about state agencies and assistant programs, counseling services.

Parkfield Elementary School is located in a rural and isolated section of Monterey County. The community of Parkfield is socio-economically 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".

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Shandon Joint Unified School District worked with stakeholders to align the District and School Site Plans with our LCAP and established 4 goals to promote student success.

Goal 1: Attendance: SJUSD will increase attendance of all district students. *3 Actions pg:25-28*

Goal 2: Academic Achievement: SJUSD will increase academic achievement for all students so that they are career and college ready. *22 Actions pg:29-54*

Goal 3: School Climate: SJUSD will create a positive school climate. *5 Actions pg:55-60*

Goal 4: Stakeholder Communication and Parent Involvement: SJUSD will maintain communication and expand involvement opportunities between the district, community, parents, staff, and students. *6 Actions pg:61-68*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Shandon Elementary made significant academic gains for all students in ELA (+19.7 points) and Mathematics (+33.4 points). See LCAP Goal 2 (pg. 29), Actions 2, 3, 7, 8, 9, 11, 20, 21, 22

Subgroup populations also have significant academic improvements:

* English Learners increased 20.5 points in ELA and 38.3 points in Mathematics

* Socioeconomically Disadvantaged increased 25.2 points in ELA and 32.2 points in Mathematics

*Hispanic subgroup increased 18 points in ELA and 32.7 points in mathematics

Shandon High School maintains a graduation rate of 100%.

100% of graduating seniors plan to attend a 2 or 4 year post-secondary institution or military. See LCAP Goal 2 (pg. 29), Actions 1, 4, 6

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The overall performance for state indicator Suspension Rate was categorized as orange for both Shandon Elementary and Shandon High School. The Suspension Status for Shandon High School is "Low" (1.4%) which equates to 1 student who was suspended during the 2014-2015 school year. However, the Performance Indicator was classified as "orange" because status and change could not be calculated without certified CALPADS data from the 2013-2014 school year, and Shandon Joint Unified School District did not certify CALPADS during the 2013-2014 school year.

The Suspension Status for Shandon Elementary School is "very high" (7.4%) which equates to 18 students who were suspended during the 2014-2015 school year. The assigned Performance Indicator is "orange" because status and change could not be calculated without certified CALPADS data from the 2013-2014 school year. However, Shandon Elementary

GREATEST NEEDS

recognizes that their suspension rate is high and has taken steps to improve this by implementing alternatives to suspension and exploring social and emotional curriculum that can assist students in conflict resolution and restorative justice strategies. See LCAP Goal 3 (pg. 55), Actions 1-5

English Learner Progress Status for Shandon Elementary is "Medium" (67.1%) and was assigned a Performance Indicator of "orange". The district has taken steps to improve English Learner Progress by designating a District EL Coordinator to work with the County Office of Education to increase the quality of ELD instruction including designated and integrated ELD. The coordinator is also working with staff to exam the progress of EL students and determines which students are meeting performance expectations required for reclassification. The district has also increased Bilingual para-educator support to assist teachers during designated ELD. See LCAP Goal 2 (pg.32), Actions 1, 2, 10, 12, 13, 20

Parkfield Elementary was not assigned any performance indicators because there were fewer than 30 students in any year used to calculate the status and change.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Shandon Joint Unified School District does not currently have state indicators for which the performance for any student group is two or more performance levels below the "all students" performance. However, when analyzing CAASPP data, a performance gap can be identified for English Learner students in both ELA and math. 21 % of English Learner students met or exceeded standard as indicated by the ELA CA Summative Assessment compared to 47% of English Only students. 21% of English Learner students met or exceeded standard as indicated by the Mathematics CA Summative Assessment compared to 32% of English Only students.

To address the gap, SJUSD LCAP includes the following actions and services (LCAP Goal 2, pg.32):

- *Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, CA Standards, and instructional strategies.

- *Analyze and support district math and ELA program adoption with professional development and analysis of student achievement.

- *Maintain and refine comprehensive Response to Intervention model at all sites that adequately address the needs of students.

- *Continue to provide classroom support through para-educators.

- *Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.

- * Staff will meet by trimester/quarter to analyze academic performance of English Language Learners and utilize Designated ELD instruction to support students in meeting the State and District's reclassification requirements.

- * Provide monitoring and support for re-designated Fluent English Proficient students for at least two years after reclassification.

- * Maintain reading intervention support through a half-time Reading Specialist.

- *Adopt New California Standards aligned ELA curriculum for grades TK, K, and 1.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Considering stakeholder feedback and research on effective practices, we are utilizing LCFF Supplemental Funds to support implementation of 37 Actions/Services designed to improve services for low income, English Learner, and foster youth.

*Provide para-educator and bilingual assistance in parent communication and academic support for EL students. See LCAP Goal 2 (Action 10, 11) and LCAP Goal 4 (Action 3)

*Maintain and refine comprehensive Responsive to Intervention by providing after school tutoring and homework club for students who are struggling academically or who do not have an in home support system. See LCAP Goal 2 (Action 9)

*Adopt and implement Social-Emotional and Anti-Bullying Curriculum to support the social development of all students. See LCAP Goal 3 (Action 2)

* Increase AVID and CTE Course offerings at Shandon High School to increase College and Career Readiness. LCAP Goal 2 (Action 6)

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,482,370

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$542,963

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are primarily operational and mandated costs that contribute to the District's overall function and educational program:

Maintenance Operations \$308,246 (\$408,336-\$100,090 utilities and Internet) Includes salaries and supplies

Transportation \$204,044 (Includes salaries, home to school, field trips, vehicle purchases)

General Office and Classroom Supplies \$96,900 (\$187,933-\$16,534 after school athletics-\$61,230 LCAP-\$17,269, MOT Supplies + \$4,000 Postage) Resource 0000-1400

Utilities and Internet \$104,090 Object 55XX-59XX

Special Education Services \$799,575

\$3,664,371

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase attendance of all district students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Shandon Joint Unified School Board Goal #1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

District unexcused tardy rate will decrease by 10%.
District attendance rates will increase to 96.5%.
Reduce chronic absenteeism rates by 10%.
Maintain current low dropout rate in each of the following school years.

ACTUAL

*District unexcused tardy rate decreased by 7.7%. Goal Not Met
*District satisfactory attendance rate as recorded on P2 was 95.19% for 2016-2017, and a decrease of .95% from 96.14% in 2015-2016. Goal Not Met
*District Severe Chronic Absenteeism rate for 2016-2017 was 2.4% compared to 2.1% in 2015-2016. Goal Not Met
*Shandon High School had a graduation rate of 100% for 2016-2017. Goal Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
Analyze attendance data and refine attendance plan including implementation of Student Attendance Review.	Data was reviewed monthly. District team worked with San Luis Obispo County Office of Education to assist the LEA in establishing a procedure for analyzing attendance data and informing parents of excessive absences. Administration participated in the counties Attendance Discipline an Oversight Committee. Saturday school was offered to recoup ADA.
BUDGETED	ESTIMATED ACTUAL
\$1,000 Supplemental Concentration	\$8,610 Supplemental and Concentration (\$6,550 – AEIRES, \$366 – Auto Caller, \$1,000 – Postage, \$111- Mileage, \$583 – Saturday School)

Expenditures

Action

2

Actions/Services

PLANNED	ACTUAL
Staff and administration meets quarterly to analyze district/school attendance to improve learning.	Administration met with site staff quarterly to review student attendance and implementation of incentives to increase pupil attendance.
BUDGETED	ESTIMATED ACTUAL
No Additional Cost to District	No Additional Cost

Expenditures

Action

3

Actions/Services

PLANNED

Students with perfect attendance will be recognized by trimester.

ACTUAL

Students with perfect attendance were recognized at each quarter, trimester or semester awards assembly. Each trimester, students with perfect attendance were given a party to celebrate their achievement and entered into a drawing for prizes such as Laptops, Kindle Fires, Jamba Juice, and Cold Stone gift cards.

BUDGETED

ASB Fundraising

ESTIMATED ACTUAL

\$970 ASB Fundraising

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Actions and Services for this goal were executed as planned; however, successful and fluid implementation of Student Attendance Review has not been fully achieved. Creating a time for monitoring attendance and notifying parents of the attendance concerns and the SARB process will be necessary for full implementation.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The percentage of SJUSD students with satisfactory attendance was less than anticipated. Modifications to the current actions will be made to encourage students to attend school on a regular basis.

SJUSD fell slightly short of reaching their goal of decreasing their Chronic Absenteeism rate. More consistent attendance monitoring and parent notification of chronic absenteeism will be needed to meet this goal.

SJUSD made progress in decreasing first period tardies; however, rates still fell short of anticipated expectations. Actions and services are still relevant and will continue to be implemented as planned for 2017-2018.

Expenditures were met as expected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SJUSD were not assigned a scale score based on the Chronic Absenteeism LCFF Evaluation Rubric. However, SJUSD recognizes that a timeline must be in place for the management and support staff to maintain consistent attendance monitoring and parent notification of the SARB process. See LCAP Goal 1, Action 1.

Feedback from parent LCAP meetings has suggested that Shandon Elementary School adjust their guidelines for recognition of student attendance to include those students who have been excused with a doctor's note. See LCAP Goal 1, Action 3

Goal 2

Increase academic achievement for all students so that they are career and college ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL: Shandon Joint Unified School Board Goal #1

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Number of failing grades will decrease by 5%
 Percentage of graduating students deemed CSU/UC ready based on completion of A-G course work will increase by 10%
 Increase percent of students attaining mathematic skill level of incoming freshmen capable of taking Algebra to 70%
 Increase percent of students re-designated by 5% per year
 Available devices will increase by at least 20%
 Music education will be provided at least once a week to all students
 Provide a coordinated PK-12 Physical Education Program so all teachers can participate in planning and collaboration to address student achievement

ACTUAL

*19.3% or 16/83 students received a failing grade the 1st semester of 2016-2017 compared to 25% or 17/68 students in 2015-2016 and 23% or 15/64 students in 2014-2015. Goal Met
 *15.4% or 2 of 13 students graduating were CSU/UC ready based on completion of A-G course work compared to 6.7% or 1 of 15 students in 2015-2016. Goal Met
 *86% or 18 of 21 incoming Freshmen have attained a mathematic skill level capable of taking Algebra or higher compared to 57% or 16 of 28 students in 2015-2016. Goal Met
 * 11 out 152 or 7% of EL students were redesignated as English Fluent Proficient in 2016-2017 compared to 6% in 2015-2016. Goal Not Met
 *Available technology devices increase by 250% with

one to one Kindle devices for grades k-3, 30 additional laptops for grades 6-8, and 60 additional laptops for grades 9-12. Goal Met

*Lack of qualified staff prevented music education from being provided weekly. Music appreciation was introduced to students during lunch with exposure to a variety of genres. Goal Not Met

*A coordinated Physical Education Program was established for grades K-8. The program will be expanded to 12th grade in 2017-2018. Goal Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

PLANNED

Determine student academic and life skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as Success 101.

Actions/Services

ACTUAL

All 9th grade students were enrolled in Success 101. Eleven Sophomores, six Juniors, and two Seniors are enrolled in Success 102. Cuesta College came to present educational options for high school students. 75% of all high school students attended a visit to a 4 year college. All seniors attended the Cuesta College Promise Presentation.

BUDGETED

SLOPE GRANT \$17,489

\$31,479 Supplemental and Concentration

Expenditures

ESTIMATED ACTUAL

\$25,293 SLOPE GRANT

\$18,965 Supplemental and Concentration

Action

2

Actions/Services	PLANNED	Provide professional development in California Standard including Math, English Language Arts, English Language Development and Next Generation Science Standards to include instructional strategies.	ACTUAL	Teachers participated in 10 half days of professional development to support instruction on math, ELA and NGSS.
	BUDGETED	\$15,000 Supplemental Concentration	ESTIMATED ACTUAL	\$3,590 Supplemental Concentration
Expenditures				
Action				

3

Actions/Services	PLANNED	Analyze and support District Math and ELA program adoption with professional development and analyses of student achievement.	ACTUAL	Professional development to support district Math and ELA adoptions were provided throughout the school year in the form of Publisher based webinars and local experts through San Luis Obispo County Office of Education. District Utilized online ALEKS Program and Fuel Education to track and analyze student achievement.
	BUDGETED	\$10,000 Supplemental and Concentration	ESTIMATED ACTUAL	\$4,611 Supplemental and Concentration
Expenditures				
Action				

4

Actions/Services	PLANNED	Provide staff development in AVID teaching strategies grades 6-12.	ACTUAL	Staff attended AVID Summer Conference. AVID following up training was provided 5 times throughout the year by district staff.
	BUDGETED	\$10,000 Supplemental and Concentration	ESTIMATED ACTUAL	\$12,500 Supplemental and Concentration
Expenditures				
Action				

5

Actions/Services	PLANNED	Increase credit recovery options at the high school and ongoing course availability.	ACTUAL	The district purchased Shmoop to increase online course offering for credit recovery. Online courses were offered during summer school to obtain credit recovery for multiple semesters.
	BUDGETED	\$5,000 Supplemental and Concentration	ESTIMATED ACTUAL	\$5,000 Supplemental and Concentration

Action 6

Actions/Services	PLANNED	Refine course offerings at the high school to ensure availability of career and college readiness.	ACTUAL	Shandon High School increased the number of CTE courses offered. All Seniors were enrolled in CTE/A-G Cyber Security Government course. All 9 th graders were enrolled in AVID and Success 101. Honors English classes were added for 9 th and 10 th graders. All Seniors were enrolled in Expository Reading and Writing Honors course. Advanced Welding 101/Dual Enrollment Course was offered to 11 th and 12 th grade students.
	BUDGETED	\$20,648 SLOPE Grant	ESTIMATED ACTUAL	\$25,455 College Readiness Grant \$25,293 Supplemental and Concentration

Action 7

Actions/Services	PLANNED	Implement and refine ongoing assessments, establish quarterly benchmarks to measure student learning.	ACTUAL	Shandon High School created quarterly benchmark assessments for ELA and Math. Shandon and Parkfield Elementary are utilizing CAASPP Interim Assessments and Step Up to Writing Benchmarks to monitor student learning and progress.
	BUDGETED	No Additional Cost to District	ESTIMATED ACTUAL	No Additional Cost to District

Action

8

PLANNED

Maintain and refine comprehensive Response to Intervention model at all sites that adequately address the needs of students.

Actions/Services

ACTUAL

Teachers in grades k-8 identified at risk students and planned small group instruction to meet the individual needs of their students. Shandon Elementary purchased Fountas and Pinnell reading intervention and assessment materials to support classroom and reading intervention instruction. Shandon High School provided after school tutoring for at risk students.

BUDGETED

\$13,212 - Title I

Expenditures

ESTIMATED ACTUAL

\$13,050 Title I
\$3,500 SLOCOE Homeless Grant

Action

9

PLANNED

Continue to provide classroom support through para-educators.

Actions/Services

ACTUAL

7 Para-Educators were utilized throughout the LEA to support special education and EL students in meeting academic expectations.

BUDGETED

No Additional Cost to District

Expenditures

ESTIMATED ACTUAL

\$35,761 General Fund
\$99,096 Special Education
\$8,362 Title III

Action

10

PLANNED

Maintain bilingual support for parent communication and attendance monitoring.

Actions/Services

ACTUAL

The LEA maintains 4 bilingual office staff to meet translation needs for effective parent communication, and attendance monitoring.

Expenditures		BUDGETED \$76,832 Supplemental and Concentration	ESTIMATED ACTUAL \$91,809 Supplemental and Concentration (50% for 4 bilingual office personnel)
Action	11		
Actions/Services		PLANNED Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.	ACTUAL Teachers participated in 2 half day trainings designed to assist them in integrating and implementing ELD standards through ELA instruction. Training was provided through San Luis Obispo County Office of Education.
Expenditures		BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost
Action	12		
Actions/Services		PLANNED Evaluate the effectiveness of the district's reclassification criteria for English Learner Students.	ACTUAL Administration examined the state criteria for reclassifying English Learner Students to Fluent English Proficient and adjusted district criteria to meet proficiency levels of Met Standard as reported on ELA CAASPP.
Expenditures		BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No additional Cost to District
Action	13		
Actions/Services		PLANNED District Counselor will serve as the Foster Youth liaison to document and address needs of Foster Youth.	ACTUAL District Counselor served as the Foster Youth Liaison to document and address needs of Foster Youth. He attended training on identifying and providing support and services for Foster Youth. The counselor provided the staff with information about Foster Youth and services that are available to support

BUDGETED
\$300 Title I

Expenditures

Action

14

this population.

ESTIMATED ACTUAL
\$300 Title I

PLANNED

Continue to increase the quality of the libraries.

Actions/Services

ACTUAL

District has established a library committee that meets to review library procedures for purchasing and weeding books. District works with a library consultant (\$1910) to assist us in maintaining an effective and resourceful library that meets the educational needs of students and instructional needs of teachers. \$1200 was used to purchase nonfiction books about Elements, Biographies, Amendments and History. \$2400 was used to purchase for Fiction books:

Hi-low books
Graphic novels
Bilingual books
Teen angst
Next in series of books
Award winning fiction
lots of genres (All AR books)
Shandon Elementary also increased their graphic novels with Dork Diaries and Diary of a Wimpy Kid series-\$270.90.

BUDGETED

\$2,000 Library Donation
\$3,000 Supplemental and Concentration

Expenditures

ESTIMATED ACTUAL

\$1,910 Supplemental and Concentration
\$3,600 Library Donations
\$270.90 – Shandon Elementary ASB Fundraising

Action

15

Actions/Services	PLANNED	Continue to upgrade and add technology.	ACTUAL	30 new laptops were added to support students in grades 6-8. 90 Kindle Fires were added to support learning of students in grades k-2. Increase IT Technician position to 1FTE.
	BUDGETED	\$29,000 Supplemental and Concentration	ESTIMATED ACTUAL	\$19,247 CTE College Readiness Grant \$41,262 Supplemental and Concentration

Action **16**

Actions/Services	PLANNED	Maintain physical education/sports programs.	ACTUAL	The district hired a part time PE teacher to support the development of large motor and foundational sport skills for students in grades k-8. High School sports included volleyball, football, basketball, and softball/baseball. Middle school sports included flag football, volleyball, basketball, soccer, and track.
	BUDGETED	\$40,000 Unrestricted General	ESTIMATED ACTUAL	\$84,905 Supplemental and Concentration (\$36,479 part-time PE teacher and \$48,426 Middle and High School After School Sports)

Action **17**

Actions/Services	PLANNED	Explore ways to increase music education offered to students.	ACTUAL	Current staff does not have musical background/knowledge. Music was introduced into the cafeteria during lunch to increase exposure to multiple genres of music. A high school teacher has expressed an interest in teaching guitar next year.
	BUDGETED	No Additional Cost to District	ESTIMATED ACTUAL	No Additional Cost to District

Action **18**

Actions/Services	PLANNED	Implement and refine certificated and classified evaluation system/expectation to better support instructional practices.	ACTUAL	Certificated and Classified evaluation systems and procedures are subject to negotiation and they were not discussed this school year.
	BUDGETED	No Additional Cost to District	ESTIMATED ACTUAL	No Additional Cost to District

Action **19**

Actions/Services	PLANNED	Continue to explore a school-wide program evaluation tool that supports student outcomes and instructional needs.	ACTUAL	SJUSD purchased a Survey Monkey account and utilized the account to create surveys for staff, students and parents. Surveys were available online through our district website. A paper version was made available for those without internet access. The California Healthy Kids Surveys are given to students in grades 7, 9, and 11. All survey data is analyzed to evaluate perceptions of the district and to identify areas of strength and growth.
	BUDGETED	No Additional Cost to District	ESTIMATED ACTUAL	\$300 Unrestricted General

Action **20**

Actions/Services	PLANNED	Provide monitoring and support for re-designated Fluent English Proficient students.	ACTUAL	Teachers were notified of their students who were re-designated Fluent English Proficient within the last two years. Student academic progress was closely monitored to make sure that re-designated students were performing the same as their English Only peers.
	BUDGETED	No Additional Cost to District	ESTIMATED ACTUAL	No additional Cost to District

Action

21

Actions/Services	PLANNED	ACTUAL
	Adopt Ca Standards ELA Curriculum for grades TK-8.	ELA Curriculum, Wonders, was adopted for grades 2-5 and Study Sync was adopted for students in grades 6-8.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$30,000 Supplemental and Concentration	\$38,766 Supplemental and Concentration

Action

22

Actions/Services	PLANNED	ACTUAL
	Maintain reading intervention support through a half-time Reading Specialist.	A half-time Reading Specialist worked with students in grades k-5 who were reading 1 or more years below grade level.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$46,500 Supplemental and Concentration	\$47,413 Supplemental and Concentration

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Actions and services for this goal were generally executed as planned with the exception of Actions 17, 18, and 21.</p> <p>Action 17: Explore ways to increase music education offered to students - The intent of this goal was to bring music education into each classroom. This action could not be fully implemented due to lack of resources to hire a music teacher and current staff does not possess the skills necessary to teach music.</p> <p>Action 18: Implement and refine certificated and classified evaluation systems/expectation to better support instructional practices - This action was not implemented due to contractual limitations and bargaining unit negotiation timelines.</p> <p>Action 21: Adopt CA Standards ELA Curriculum for grades TK-8 - This action was partially implemented with ELA curriculum adoptions for grades 2-8. TK-1st grade did not adopt new ELA curriculum due to lack of funds.</p> <p>The actions and services implemented to support goal 2 have positively influenced the academic achievement of SJUSD students as recorded in CAASPP. ELA scores for all students increased by 19.2 points and Math scores for all students increased by 32.3 points.</p> <p>Academic improvements were also identified in EL and Socioeconomically Disadvantaged subgroups. English Learner students increased in ELA by 20.6 points and in Math by 36.8 points.</p> <p>Socioeconomically Disadvantaged students increased in ELA by 25.7 points and by 32.4 points in Math.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Differences between estimated actual and budgeted expenditures were primarily due to additional donations and grant funded projects and materials. There was an increase in office and IT staffing. The district increased after school sports for both Middle and High School students increasing estimated expenditures to provide coaching, transportation, and equipment. District funds spent on staff development was less than expected due to local trainings and free publisher based webinars which reduced registration and travel costs. In addition, negotiated increases in salaries with certificated and classified personal resulted in an increase in the District's budgeted expenditures.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>SJUSD recognizes the need to have CA standard aligned curriculum available to all students and will extend the ELA adoption to include grades TK-1st. See LCAP Goal 2, Action 22</p> <p>Parent and student survey results expressed a desire to increase music education for SJUSD students; therefore, the District will increase course offerings to include Beginning Guitar. See LCAP Goal 2, Action 18</p> <p>To begin preparation to meet the rigor of NGSS, Shandon and Parkfield Elementary will utilize supplemental Science curriculum until state approved materials are available for adoption. See LCAP Goal 2, Action 23</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Goal 3

Create a positive school climate

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL: Shandon Joint Unified School Board Goal #2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School site leadership teams will be held regularly and specifically include climate/culture needs.
Facilities improvements will be made according to 5 year maintenance plan.
Increase the percent of parents indicating that the school provides a safe environment for learning to 75%.
Decrease number of suspensions at Shandon Elementary School by 20%.

ACTUAL

*Leadership teams met weekly to discuss academic, behavioral, and climate strengths and weaknesses of the LEA.
*Shandon High School had new paint and carpet installed and the LEA successfully passed a Bond that will assist with modernization and facilities. Work is scheduled to begin June of 2017.
*76% of parents feel that the LEA provides a safe environment for learning as indicated by annual parent survey compared to 70.5% of parents in 2015-2016. Goal Met
* Suspension rate for Shandon Elementary decreased by 7.5% in 2016-2017 with 8 pupil suspensions or 3.5% compared to 11% with 27 pupil suspensions in 2015-2016. Goal Not Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action
1

Actions/Services	PLANNED	Maintain school site leadership teams with superintendent to address climate/culture needs.	ACTUAL	Site leadership teams met weekly to discuss climate and culture needs.
	BUDGETED	No Additional Cost to District	ESTIMATED ACTUAL	No Additional Cost to District
Expenditures				

Action 2

Actions/Services	PLANNED	Continue to refine district wide/school-wide student positive behavior program and recognition.	ACTUAL	Shandon Elementary continued weekly recognition of students who displayed desired behaviors. A male and female Middle school student of the month was recognized monthly.
	BUDGETED	\$150 Unrestricted General	ESTIMATED ACTUAL	\$50 Shandon Elementary ASB
Expenditures				

Action 3

Actions/Services	PLANNED	Refine district-wide/school-wide anti-bullying and tolerance program(s).	ACTUAL	Bullying and tolerance was discussed during collaboration and teachers worked together to establish a common language and behavioral expectations to use with all students in all settings. Students in grades k-8 participated in assemblies that carried anti-bullying messages such as Retro Bill.
	BUDGETED	Embedded Cost	ESTIMATED ACTUAL	No Additional Cost to District
Expenditures				

Action 4

Actions/Services	PLANNED	Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs.	ACTUAL	Site level administration was maintained to address behavior, parent communication, data management, and social emotional needs.
	BUDGETED	\$114,000 Supplemental and Concentration	ESTIMATED ACTUAL	\$116,719 Supplemental and Concentration

Action 5

Actions/Services	PLANNED	Maintain student counseling support.	ACTUAL	Student Counseling support was provided through the District Counselor, School Psychologist, and FNL.
	BUDGETED	\$5,000 Supplemental and Concentration	ESTIMATED ACTUAL	\$5,000 Supplemental and Concentration

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

All Actions and Services for this goal were completed as planned. Site and District Leadership Teams met regularly to discuss behavior and discipline expectations as well as alternatives to suspensions. Students demonstrating desired positive behaviors were recognized weekly. Counseling support continues to be high priority in meeting the social emotional needs of our students.

The use of suspension as a means to correct undesired behavior at Shandon Elementary continues to be a concern; however, alternatives to suspension have been successful in decreasing the school's suspension rate by 7.5% from last year.

Surveys revealed that 76% of parents and 51% of students feel that SJUSD provides a safe learning environment for students and both parents and students support the district's efforts to recognize positive student behaviors. 90% of parents and 50.84% of students surveyed report feeling welcomed at Shandon Schools. 76% of parents and 37.2% of students feel that school facilities are well maintained, clean, and safe.

District expenditures were met as expected with the exception of increased administrative costs due to negotiated salary and benefit increases.

Staff, Parent and Student surveys revealed that more education is needed to assist students in their social development by promoting positive peer interactions and problem solving skills. Therefore, the district will adopt Social-Emotional and Anti-Bullying Curriculum to be utilized in grades k-8. See LCAP Goal 3, Action 2

LCFF Evaluation Rubric identified Suspension Rates as an area of growth for Shandon Elementary. Shandon Elementary will work to refine positive behavior programs and recognition to promote Multi-Tiered Systems of Support through implementation of the SUMS Initiative and decrease Suspensions at Shandon Elementary by 10%. See LCAP Goal 3, Action 5

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 4

Expand communication between the district, community, parents, staff, and students

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL: Shandon Joint Unified School Board Goal #2

ANNUAL MEASURABLE OUTCOMES

EXPECTED

DELAC committee meetings participation will increase by 10%
Written communication to parents **will** be translated as needed.
Academic expectation of students participating in extra-curricular activities **will** be clearly articulated to staff, students and parents through written notifications and verbal presentations to students, staff, and parents.

ACTUAL

*Despite written and verbal notices, childcare and food, DELAC committee meeting participation did not increase as expected. Goal Not Met
*100% of written and verbal communication is conducted in English and Spanish. Goal Met
*Parent, staff and student surveys indicate that 100% of stakeholders understand the academic expectation of students participating in extracurricular activities. Staff was informed of the academic expectations of students participating in extracurricular activities through staff meetings and written communications. Students and parents were informed of these expectations through the district athletic packet and verified by their signature of such materials. The District Athletic Director also verbally informed/reminded students and

parents of the academic expectations. Goal Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	PLANNED	ACTUAL
	Maintain/enhance parent/community involvement through School Site Council, DELAC, and community meetings to provide ongoing feedback and assist in development of the LCAP.	LCAP goals and progress was discussed in open session of four board meetings, and once at School Site council, DELAC and community meetings. At each meeting, stakeholders were encouraged to give input on future goals.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	No Additional Cost to District	\$75.60 Unrestricted General

Action

2

PLANNED
Continue to provide appropriate education options for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta educational opportunities.

Actions/Services

ACTUAL

Parents were given access to AERIES student portal at the beginning of the school year. Teachers assisted parents in logging into the Portal during Back to School Night and staff was available to support parents throughout the year. LEA partnered with Cuesta College to offer English Language Development classes to

parents and community members.	
ESTIMATED ACTUAL	
No Additional Cost to District	

BUDGETED

No Additional Cost to District

Expenditures

3

Action

PLANNED	ACTUAL
Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders.	LEA maintained classified support to meet the translation needs and stakeholder communication.
BUDGETED	ESTIMATED ACTUAL
\$4,000 Supplemental and Concentration	\$1,000 Supplemental and Concentration

Actions/Services

Expenditures

4

Action

PLANNED	ACTUAL
Continue to provide and refine opportunities for school based involvement of parents and community.	To promote parent involvement, Shandon Elementary hosted 3 family movie nights, Doughnuts with Dads and Muffins with Moms. Parent volunteers were solicited at the beginning of the school year and parent volunteer packets were provided to each family. Fliers and all call system were utilized to inform families of involvement opportunities.
BUDGETED	ESTIMATED ACTUAL
No Additional Cost	\$420 Shandon Elementary ASB

Actions/Services

Expenditures

Action

5

Actions/Services	PLANNED Continue to refine, implement, and communicate clear academic expectations of student participation in extra-curricular activities.	ACTUAL Policies and academic expectations were clearly defined and translated in the Athletic Packet. Parents were required to sign that they were informed of the expectations. Students and staff were informed about the academic expectations through administration, coaches and the Athletic Director.
	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost to District

Expenditures

Action

6

Actions/Services	PLANNED Continue implementation of communication strategies to engage parents and community by school and students.	ACTUAL LEA continued to utilize fliers, marquee, and the all call system to inform parents, students, and the community of school events. All communication is provided in both English and Spanish.
	BUDGETED No Additional Cost to District	ESTIMATED ACTUAL No Additional Cost to District

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions 3, 4, 5, and 6 for LCAP Goal 4 were fully and successfully implemented. All verbal and written parent communication is provided in the parent's primary language. SJUSD has increased the opportunities for parents to participate in social and educational events.

Actions 1 and 2 for LCAP Goal 4 were fully implemented but partially successful. SJUSD continues to struggle with parent and community attendance and participation in planning and informational meetings. Our remote location has made it difficult to obtain family services and supports from outside agencies.

88% of parents surveyed feel that they are well informed of their child's progress and 76% feel that they understand teacher expectations. In addition, 79% of parents reported that school encourages parent participation.

Student surveys indicate that 68.57% of students understand teacher expectations and 61.24% feel that they are well informed of their academic progress.

Bilingual support continues to be needed to support clear and effective communication between the District, parents and the community. Family outreach and engagement opportunities will be continued to strengthen the home school connection.

Differences in estimated actual and budgeted expenditures were due to an effort to increase parent involvement by providing more outreach opportunities for families. Time spent after school to meet the District's translation needs was decreased due to additional bilingual office support which allowed time for translations during the school day.

All 6th -12th grade students need direct instruction on how to access AEIRES Student Portals as a result we expect the percentage of students who feel informed about their progress to increase by 10%. LCAP Goal 4, Action 7

Stakeholder Engagement

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout the 2016-2017 school year, the LCAP goals and district data was reviewed and input for suggested changes in goals and /or actions were solicited.

Presentations (PowerPoint and written handouts) on state priorities for the LCAP were presented to stakeholder groups. Surveys and discussion groups were used to involve staff, parents, and students in the process of gathering input. The Superintendent attended monthly Community Advisory meetings to update the community on the District goals and seek input from the community. District staff attended LCAP and LCFF professional development activities to insure proper development and implementation of the plan.

Input from stakeholder groups, collected data, and surveys was used to evaluate the effectiveness of each goal and supporting action described in the 16/17 LCAP. Based on that information, services will continue as planned for the 17/18 school year with continuing to upgrade our technology, modernize our facilities, strengthen the social emotional development of students and explore options to make music education available to all students, continue with middle and high school sports and coordinated physical education, and a .5 FTE Reading Specialist to assist with intervention and reading support.

LCAP discussions were held with Stakeholders on the following dates:

- * Regularly Scheduled Open Session Board Meetings – December 13, 2016; January 10, 2016; March 14, 2017; April 4, 2017
 - * Delac/Site Council Meetings-September 14, 2016; October 12, 2016; November 9, 2016; January 11, 2017; February 8, 2017; March 14, 2017
 - * Spanish Parent Meeting- March 14, 2017
 - * English Parent Meeting- March 14, 2017
 - * Certificated and Classified Staff Meeting- October 5, 2016; November 2, 2016; February 4, 2017; February 8, 2017
 - * Certificated Bargaining Group- October 19, 2016; February 1, 2017
 - * Classified Bargaining Group- February 1, 2017
- Staff, student and parent surveys were distributed and completed April 7, 2017-May 15, 2017.

A public hearing for the LCAP was held on June 13, 2017 and it was board approved on June 22, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

All stakeholders input indicated that the 16/17 goals were appropriate for moving our district forward in preparing our students for success. However, a need for Social Emotional and Anti-Bullying curriculum was identified thus adding an action under School Climate. In addition, parent groups expressed a desire to expand our perfect attendance incentives to include those students who had excused absences and were verified by a doctor's note. Music education continues to be a high priority.

To increase parent communication, it was suggested that we include both Spanish and English messages on the Marquee. It was also suggested that we purchase an electronic Marquee to assist in parent and community notifications.

The 2017-2018 LCAP will continue to be evaluated, discussed, and consistently monitored with stakeholders through Delac/Site Council and parent meetings, staff, student and parent meetings and surveys. LCAP will continue to be reviewed on a quarterly basis by administration and school board members and monthly during district staff meetings.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 1

Increase attendance of all district students

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Shandon Joint Unified School Board Goal #1

Identified Need

Data collected between the first day of school and P2 reporting during 2016-2017 reveals the following:

*Shandon Elementary reported 448 unexcused tardies in 2016-2017 compared to 547 unexcused tardies in 2015-2016

*Shandon High School reported 608 first period unexcused tardies in 2016-2017 compared to 521 first period unexcused tardies in 2015-2016

*Daily Average number of students who are tardy in SJUSD is 12.5

*Parkfield Elementary reported 23 unexcused tardies in 2016-2017 compared to 102 unexcused tardies in 2015-2016

*The District attendance rate for 16/17 was 95.19%

*The District chronic absenteeism rate for 16/17 was 2.4%

*The District dropout rate for 16/17 was 0%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Severe Chronic Absenteeism Rates (Local Indicator)	2.4%	2.0%	1.5%	1.0%
Satisfactory Attendance Rates	95.19%	95.5%	96.0%	96.5%

Dropout Rate	0%	0%	0%	0%
Daily Average number of students with Unexcused 1 st Period Tardies	12.5 - daily average number of students tardy	12-daily average number of students tardy	11.5 -daily average number of students tardy	11 – daily average number of students tardy
High School Graduation Rate (Local Indicator)	100%	100%	100%	100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Analyze attendance data and create a yearly timeline for SARB notifications and review.

BUDGETED EXPENDITURES

2017-18

Amount \$1000

Source Supplemental and Concentration

Budget Reference 0709-0-5800-0000-2700-050-0000-

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

\$1000

Supplemental and Concentration

0709-0-5800-0000-2700-050-0000-0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s) OR
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Staff and administration meets quarterly to analyze district/attendance.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount \$0

Source

Budget Reference

2019-20

Amount \$0

Source

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide ☒ Limited to Unduplicated Student Group(s) OR

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Students with perfect attendance or 1 excused absence with a doctor's note will be recognized by trimester at elementary schools and by semester at the high school.

BUDGETED EXPENDITURES

2017-18

Amount \$1000

Source ASB General

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount \$1000

Source ASB General

Budget Reference

☐ New

☐ Modified

☒ Unchanged

Goal 2

Increase academic achievement for all students so that they are career and college ready.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Shandon Joint Unified School Board Goal # 2

Identified Need

- *TK-1st grade ELA curriculum is not aligned to CA Standards
- *19.3% of students failed courses in 2013-2017 as compared to 25% in 15/16
- *15.4% (2 of 13) graduating seniors were CSU/UC ready based on completion of A-G course work
- *100% (13 of 13) graduating seniors plan to attend a 2 or 4 year post-secondary institution or military
- *Time needs to be designated for analyzation of benchmark assessments and lesson planning
- *7% of EL students were re-designated Fluent English Proficient
- * A (K-8) Reading Specialist continues to be needed to improve reading levels of students and to meet TIER 2 interventions
- *Limited internet access and out dated technology inhibits the use of curriculum delivered through technology in the classroom and student development of computer skills necessary to participate in online state academic testing.
- * Access to music education is not available to all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18			2018-19		2019-20	
High school students with 1 st semester failing grades	19.3%	18%			17%		16%	
Percent of Seniors completing A-G Requirements	15.4%	20%			25%		30%	
9 th grade students enrolled in Algebra or higher mathematics	86%	90%			95%		100%	
EI Re-designation rate	7%	10%			13%		16%	
Students who have access to music education	0%	5%			10%		15%	
Students who have met or exceeded CAASPP ELA Standards	40%	45%			50%		55%	

Students who have met or exceeded CAASPP Math Standards	29%	35%	40%	45%
Compliance with Williams Act requirements, teacher credentialing and teaching assignments (Local Indicator)	95% of teachers were appropriately assigned and fully credentialed in subject matter for pupils they teach.	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach.	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach.	100% of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach.
Compliance with Williams Act requirements, sufficient instructional materials (Local Indicator)	100% of students have their own assigned text and instructional materials.	Maintain 100%	Maintain 100%	Maintain 100%
Implementation of content and performance standards for all students, including EL students, including EL (Local Survey)	Based on the State Standard Implementation Reflection Tool, we are currently at the Full Implementation Stage for ELA and ELD and at the Initial Implementation Stage for Math, and NGSS.	Full Implementation and Sustainability for ELA and ELD, and Full Implementation for Math and NGSS. Exploration Phase for History-Social Science	Full Implementation and Sustainability for ELA, ELD, Math, and NGSS. Beginning Implementation for History-Social Science.	Full Implementation and Sustainability for ELA, ELD, Math, and NGSS. Initial Implementation for History-Social Science.
CELDT	31% of the students moved up at least one band	34% of the students moved up at least one band	37% of the students moved up at least one band	40% of the students moved up at least one band
Percentage of pupils passing Advanced Placement Exams	60% of students taking an AP exam passed with a score of 3 or higher.	63% of students taking an AP exam passed with a score of 3 or higher.	66% of students taking an AP exam passed with a score of 3 or higher.	69% of students taking an AP exam passed with a score of 3 or higher.
Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP	11% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 0% of 11 th grade students passed the Math Early Assessment Program with a score of 4.	14% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 3% of 11 th grade students passed the Math Early Assessment Program with a score of 4.	17% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 6% of 11 th grade students passed the Math Early Assessment Program with a score of 4.	20% of 11 th grade students passed the ELA Early Assessment Program with a score of 4. 9% of 11 th grade students passed the Math Early Assessment Program with a score of 4.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide Group(s) ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s) OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide professional development in Math, English Language Arts, English Language Development, and Next Generation Science, California Standards, and instructional strategies.

BUDGETED EXPENDITURES

2017-18

Amount \$6,679

Source

Supplemental and Concentration

2018-19

Amount

Source

Supplemental and Concentration

2019-20

Amount

Source

\$15,000

Supplemental and Concentration

Budget
Reference

0709-0-5200-000-7410-05X-0000-
0000

Budget
Reference

0709-0-5200-000-7410-05X-
0000-0000

Budget
Reference

0709-0-5200-000-7410-05X-0000-
0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Analyze and support District math and ELA program adoption with professional development and analysis of student achievement.	Provide professional to support student achievement through District math and ELA curriculum adoptions.	Analyze and support District NGSS curriculum adoption with professional development and analysis of student achievement.	

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$5,000	Amount	Amount
Source	Supplemental and Concentration	Source	Source
Budget Reference	0709-0-5200-000-7410-05X-0000	Budget Reference	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Determine student academic and like skills needs and provide workshops such as career/college presentations and visits as well as implementing programs such as Success 101, 102, and 103.

BUDGETED EXPENDITURES

2017-18

Amount \$48,178

Source

Supplemental and Concentration

Budget Reference 0709-0-1100-1110-1000-057-0000
01-7338-0-5200-1110-1000-057-0000-0000

2018-19

Amount

Source

Supplemental and Concentration

0709-0-1100-1110-1000-057-0000-0000
01-7338-0-5200-1110-1000-057-0000-0000

2019-20

Amount

Source

Supplemental and Concentration

Budget Reference 0709-0-1100-1110-1000-057-0000
01-7338-0-5200-1110-1000-057-0000-0000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All schools ☒ Specific Schools: Shandon Elementary and High School ☒ Specific Grade spans: 6-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: ☐ Specific Grade spans: ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide staff development in AVID teaching strategies grades 6-12.

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

Source Supplemental and Concentration

Budget Reference 01-0709-0-5200-1110-1000-057-0000-0000

2018-19

Amount

Source

Budget Reference 01-0709-0-5200-1110-1000-057

2019-20

Amount

Source

Budget Reference 01-0709-0-5200-1110-1000-057

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Staff will meet by trimester/quarter to analyze student performance on benchmark assessments and plan lessons to intervene with at risk students.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☒ Specific Schools: Shandon High School ☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Expand AVID and CTE course offerings at Shandon High School to ensure the availability of career and college readiness options.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$20,648

Source Supplemental and Concentration

Budget Reference 01-0709-0-1100-1110-1000-057-0000-0000

2018-19

Amount

Source

Budget Reference 01-0709-0-1100-1110-1000-057-0000-0000

2019-20

Amount

Source

Budget Reference 01-0709-0-1100-1110-1000-057-0000-0000

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☒ Specific Schools: Shandon High School ☒ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain or increase credit recovery options at the high school and ongoing course availability.

BUDGETED EXPENDITURES

2017-18

Amount \$6,611

Source Lottery

Budget Reference 6300-0-4100-1110-1000-057-0000-0709

2018-19

Amount

Source

Budget Reference 6300-0-4100-1110-1000-057-0000-0709

2019-20

Amount

Source

Budget Reference 6300-0-4100-1110-1000-057-0000-0709

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Students reading 1 or more years below grade level

Location(s) ☐ All schools ☒ Specific Schools: Shandon Elementary ☒ Specific Grade spans: k-5

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Expand and replace consumable Fountas and Pinnell Reading Intervention materials.

BUDGETED EXPENDITURES

2017-18

Amount \$13,450

Source Title 1 and Sums Initiative

Budget 01-3010-0-4100-1110-1000-059-0000-0709
Reference 01-7823-0-440-1110-1000-050-0000-0000

2018-19

Amount

Source

Budget 01-3010-0-4100-1110-1000-059-0000-0709
Reference 01-7823-0-440-1110-1000-050-0000-0000

2019-20

Amount

Source

Budget 01-3010-0-4100-1110-1000-059-0000-0709
Reference 01-7823-0-440-1110-1000-050-0000-0000

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain and refine comprehensive Response to Intervention model at all sites that adequately address the needs of students.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Continue to provide classroom support through para-educators.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$35,761 Supplemental
\$99,096 Special Education
\$8,362 Title III

Source Supplemental and concentration;
SPED, Title III

Budget Reference 01-0000-0-2100-1110-1000-05X-
0000-0000

2018-19

Amount \$35,761 Supplemental
\$99,096 Special Education
\$8,362 Title III

Source Supplemental and
concentration, SPED, Title III

Budget Reference 01-0000-0-2100-1110-1000-
05X-0000-0000

2019-20

Amount \$35,761 Supplemental
\$99,096 Special Education
\$8,362 Title III

Source Supplemental and concentration,
SPED, Title III

Budget Reference 01-0000-0-2100-1110-1000-05X-
0000-0000

01-3310-0-2100-5770-1190-05X-0000-0000
01-6500-0-2100-5770-1190-05X-0000-0000
01-4203-0-2100-1110-1000-05X-0000-0000

01-3310-0-2100-5770-1190-05X-0000-0000
01-6500-0-2100-5770-1190-05X-0000-0000
01-4203-0-2100-1110-1000-05X-0000-0000

01-3310-0-2100-5770-1190-05X-0000-0000
01-6500-0-2100-5770-1190-05X-0000-0000
01-4203-0-2100-1110-1000-05X-0000-0000

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain bilingual support for parent communication and attendance monitoring.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$93,645	Amount	\$95,518	Amount	\$97,428
Source	Supplemental and Concentration	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	01-0709-0-2400-0000-2700-05X-0000-0000	Budget Reference	01-0709-0-2400-0000-2700-05X-0000-0000	Budget Reference	01-0709-0-2400-0000-2700-05X-0000-0000

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s) _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Integrate and implement ELD standards and instructional ELA strategies in classroom instruction.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$0	Amount	\$0
Source		Source	
Budget Reference		Budget Reference	

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Staff will meet by trimester/quarter to analyze academic performance of English Language Learners and utilize Designated ELD instruction to support students in meeting the State and District's reclassification requirements.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action **14**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

Location(s)

☐ All schools

☐ Specific Schools:

☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☒ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools

☐ Specific Schools:

☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster Youth.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$300	\$300	\$300
Source	Source	Source
Title I	Title I	Title I
Budget Reference	Budget Reference	Budget Reference
01-3010-0-1200-000-3110-050-0000	01-3010-0-1200-000-3110-050-0000-0000	01-3010-0-1200-000-3110-050-0000-0000

Action **15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Continue to increase the quality of the libraries and expand the library collections.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$4,000	\$4,000	\$4,000
Source	Source	Source
Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Budget Reference	Budget Reference
01-0001-0-4300-0000-2420-050-0000-0000	01-0001-0-4300-0000-2420-050-0000-0000	01-0001-0-4300-0000-2420-050-0000-0000
01-0709-0-5800-0000-2420-050-0000-0000	01-0709-0-5800-0000-2420-050-0000-0000	01-0709-0-5800-0000-2420-050-0000-0000

Action **16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Continue to upgrade and add technology. Maintain 1FTE IT Technician.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$154,027	Amount	\$50,008	Amount	\$51,008
Source	Supplemental and Concentration Measure K	Source	Supplemental and Concentration	Source	Supplemental and Concentration
Budget Reference	01-0709-0-2200-0000-7710-050-0000-0000	Budget Reference	01-0709-0-2200-0000-7710-050-0000-0000	Budget Reference	01-0709-0-2200-0000-7710-050-0000-0000

Action **17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged		<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged		<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
Maintain physical education and sports programs. Increase from .50 FTE to 1 FTE PE Teacher.		Maintain physical education and sports programs. Maintain 1 FTE PE Teacher.		Maintain physical education and sports programs. Maintain 1 FTE PE Teacher.	

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$88,366	\$90,103	\$91,905
Source	Source	Source
Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Budget Reference	Budget Reference
01-0709-0-1100-1290-1000-059-0000-0000	01-0709-0-1100-1290-1000-059-0000-0000	01-0709-0-1100-1290-1000-059-0000-0000

Action **18**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☒ Specific Schools: Shandon High School ☒ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase music education by adding a beginning guitar course.	Maintain beginning guitar course and add an intermediate guitar course.	Maintain beginning and intermediate guitar courses and add an advanced guitar course.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$0	Amount \$0	Amount \$0
Source		Source	Source
Budget Reference		Budget Reference	Budget Reference

Action **19**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Modify school-wide survey evaluation tool to involve all stakeholders in planning goals and supports for student			

success.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$0	Amount \$0	Amount \$0
Source		Source	Source
Budget Reference		Budget Reference	Budget Reference

Action **20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged		<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Provide monitoring and support for re-designated Fluent English Proficient students for at least two years after reclassification.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$0	Amount	\$0
Source		Source	
Budget Reference		Budget Reference	

Action **21**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All grade level ☐ Students with Disabilities ☒ [Specific Student Group(s)] Students reading 1 or more years below

Location(s) ☐ All schools ☒ Specific Schools: Shandon Elementary ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

Maintain reading intervention support through a half-time Reading Specialist.

BUDGETED EXPENDITURES

2017-18

Amount \$48,078

Source Supplemental and Concentration

Budget Reference 01-0709-0-1100-1110-1000-059-0000-0000

2018-19

Amount \$49,040

Source Supplemental and Concentration

Budget Reference 01-0709-0-1100-1110-1000-059-0000-0000

2019-20

Amount \$50,020

Source Supplemental and Concentration

Budget Reference 01-0709-0-1100-1110-1000-059-0000-0000

Action 22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

Location(s)

☐ All schools

☒ Specific Schools: Shandon and Parkfield Elementary

☒ Specific Grade spans: TK, K, 1

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools:

☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☒ New ☐ Modified ☐ Unchanged

Adopt New California Standards aligned ELA curriculum for grades TK, - 1st, Spanish Curriculum for 9th-12th, and Math Curriculum for 9th-12th.

Adopt New California Standards aligned ELA curriculum for grades 9-12.

Adopt Next Generation Science Standards aligned curriculum for grades TK-8.

BUDGETED EXPENDITURES

2017-18

Amount \$42,000

Source Supplemental and Concentration

Budget Reference 01-0709-0-4100-1110-1000-05x-0000-0000

2018-19

Amount \$25,000

Source Supplemental and Concentration

Budget Reference 01-0709-0-4100-1110-1000-05x-0000-0000

2019-20

Amount \$25,000

Source Supplemental and Concentration

Budget Reference 01-0709-0-4100-1110-1000-05x-0000-0000

Action 23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)]

Location(s)

☐ All schools

☒ Specific Schools: Shandon and Parkfield Elementary

☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools:

☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide supplemental Next Generation Science Curriculum for grades k-8 through Mystery Science.

BUDGETED EXPENDITURES

2017-18

Amount

\$499

Source

Supplemental and Concentration

Budget Reference

01-0709-0-4100-1110-1000-05x-0000-0000

2018-19

Amount

\$1,499

Source

Supplemental and Concentration

Budget Reference

01-0709-0-4100-1110-1000-05x-0000-0000

2019-20

Amount

\$1,499

Source

Supplemental and Concentration

Budget Reference

01-0709-0-4100-1110-1000-05x-0000-0000

☐ New

☐ Modified

☒ Unchanged

Goal 3

Create a positive school climate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Shandon Joint Unified Board Goal #3

Identified Need

Shandon High School Facilities are rated as Fair on the SARC.
Shandon Elementary Facilities are rated as Fair on the SARC

Parkfield Elementary Facilities are rated as Good on the SARC.

76% of parents surveyed indicated that they believe that the school provides a safe environment for learning.

51.4% of students surveyed indicated that they feel safe at school.

20% of staff surveyed felt that more supports are needed in the area of social-emotional development.

Suspensions rates for Shandon Elementary are high at 3.5% with 8 pupil suspensions.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators		Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card	Shandon High School and Shandon Elementary facilities are rated "fair"		All site will be rated "good" or better by inspection	All site will be rated "good" or better by inspection	All site will be rated "good" or better by inspection
Parent Survey	76% of parents feel the school provides a safe learning environment	79% of parents feel the school provides a safe learning environment	82% of parents feel the school provides a safe learning environment	85% of parents feel the school provides a safe learning environment	
Student Survey	51.4% of students feel safe at school	55% of students feel safe at school	60% of students feel safe at school	65% of students feel safe at school	
Certificated Survey	80% of teachers feel that SJUSD meets the social emotional needs of the students	83% of teachers feel that SJUSD meets the social emotional needs of the students	86% of teachers feel that SJUSD meets the social emotional needs of the students	89% of teachers feel that SJUSD meets the social emotional needs of the students	
SES Suspension Rates - State Indicator	3.5%	3%	2.5%	2%	
District Expulsion Rate	0%	0%	0%	0%	

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain appropriate site level administrative support to address behavior, parent communication, data management, and social emotional needs.

BUDGETED EXPENDITURES

2017-18

Amount \$122,434

Source Supplemental and Concentration

Budget Reference 01-0709-0-1340-0000-2700-059-0000-0000

2018-19

Amount

Source

Budget Reference 01-0709-0-1340-0000-2700-059-0000-0000

2019-20

Amount

Source

Budget Reference 01-0709-0-1340-0000-2700-059-0000-0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☒ Specific Schools: Shandon Elementary School ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Expand MTSS by Adopting Second Step Social Emotional Curriculum and provide professional development.

2018-19

☒ New ☐ Modified ☐ Unchanged

Expand MTSS by Adopting Second Step Anti-Bullying Curriculum and provide professional development.

2019-20

☒ New ☐ Modified ☐ Unchanged

Refine and support teacher instruction and utilization of Second Step Anti-Bullying and Social Emotional Curriculum.

BUDGETED EXPENDITURES

2017-18

Amount \$13,197

Source SUMS Initiative

Budget Reference 01-7823-5200-0000-7410-050-0000-0000

2018-19

Amount

Source

Budget Reference 01-7823-5200-0000-7410-050-0000-0000

2019-20

Amount \$0

Source

Budget Reference 01-7823-5200-0000-7410-050-0000-0000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain Student Counseling support.

BUDGETED EXPENDITURES

2017-18

Amount \$5,000

Source Supplemental and Concentration

Budget Reference 01-3010-0-1200-0000-3110-050-0000-0000

2018-19

Amount

Source

Budget Reference 01-3010-0-1200-0000-3110-050-0000-0000

2019-20

Amount

Source

Budget Reference 01-3010-0-1200-0000-3110-050-0000-0000

\$5,000

Supplemental and Concentration

01-3010-0-1200-0000-3110-050-0000-0000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s) _____
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Maintain school site leadership teams with superintendent to address climate and culture needs.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget
Reference

2018-19

Amount

Source

Budget
Reference

2019-20

Amount

Source

Budget
Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to refine district wide/school-wide student positive behavior program and recognition to promote Multi-Tiered Systems of Support.

BUDGETED EXPENDITURES

2017-18

Amount \$150

Source Unrestricted General

Budget Reference 01-0709-0-4300-1110-1000-xxx-0000-0000

2018-19

Amount

Source

Budget Reference 01-0709-0-4300-1110-1000-xxx-0000-0000

2019-20

Amount

Source

Budget Reference 01-0709-0-4300-1110-1000-xxx-0000-0000

☐ New

☒ Modified

☐ Unchanged

Goal 4

Maintain communication and expand involvement opportunities between the district, community, parents, staff, and students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Shandon Joint Unified Board Goal #4

Identified Need

Low parent participation in Delac and Site Council meetings.

75% of parent surveys indicated that parents understood what teachers expected of their students

78.5% of parent surveys indicated that the school encourages parent participation

61% of student surveys indicated that they are informed of their progress

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Attendance	50% of Parents have participated in a school sponsored event	60% of Parents have participated in a school sponsored event	70% of parents have participated in a school sponsored event	80% of parents have participated in a school sponsored event
Student Survey	61% report that they are informed about their progress	71% report that they are informed about their progress	81% report that they are informed about their progress	91% report that they are informed about their progress
Parent Survey	75% report that they understand teacher expectations	78% report that they understand teacher expectations	81% report that they understand teacher expectations	84% report that they understand teacher expectations
Parent Survey	78.5% report that SJUSD encourages parent participation	80% report that SJUSD encourages parent participation	83% report that SJUSD encourages parent participation	86% report that SJUSD encourages parent participation

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain clear communication of academic expectations and student eligibility requirements for extra-curricular activities.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount \$0

Source

Budget Reference

2019-20

Amount \$0

Source

Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

Provide education opportunities for parents in areas identified as needed such as AERIES Student Portal, English Language Development, technology skills, and Cuesta ESL classes.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount \$0

Source

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☒ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain classified support to meet Spanish Language translation needs and to communicate with stakeholders.

BUDGETED EXPENDITURES

2017-18

Amount \$1,000

Source Supplemental and Concentration

Budget Reference 01-0709-0-2190-0000-1000-xxx-0000-0000

2018-19

Amount

Source

Budget Reference 01-0709-0-2190-0000-1000-xxx-0000-0000

2019-20

Amount

Source

Budget Reference 01-0709-0-2190-0000-1000-xxx-0000-0000

\$1,000

Supplemental and Concentration

01-0709-0-2190-0000-1000-xxx-0000-0000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to provide and refine opportunities for school based involvement of parents and community.

BUDGETED EXPENDITURES

2017-18

Amount \$500

Source SES ASB Fundraising

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

\$500

SES ASB Fundraising

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ **English Learners** ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ **Unchanged**

Continue implementation of communication strategies to engage parents and community by school and students.

2018-19

☐ New ☐ Modified ☒ **Unchanged**

2019-20

☐ New ☐ Modified ☒ **Unchanged**

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☒ Specific Schools: Shandon High School and Shandon Elementary ☒ Specific Grade spans: 6-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s) **OR**

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Provide each student with access to AERIES student Portal and teach students how to access their account to check on grades, progress, and assignments.

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 600,391

Percentage to Increase or Improve Services:

21.37 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see [instructions](#)).

SJUUSD has an unduplicated count over 55% that allows for the use of Supplemental and Concentration Local Control Funding Formula Funds in either school-wide or district-wide manner, depending on targeted needs. Due to the small size of the district, services and actions implemented through the LCAP will support all students as this will be the most effective use of funds.

The End

Based on staff and stakeholder feedback and research on effective practices we are implementing 29 Actions/Services to increase or improve services for all students and 8 Actions/Services specifically designed to improve services for low income, English learner and foster youth. In order to meet the needs of all students including low income, foster youth, and EL students the district will be implementing several new programs as well as enhancing existing programs.

- Increasing CTE and Honors/AP Courses to prepare all students for Career and College Readiness (Goal 2, Actions 3 & 6-\$68,826)
- Purchasing and implementing Social and Emotional Curriculum to increase Multi-Tiered Levels of Support for elementary students and provide alternatives to suspension (Goal 3, Action 2 - \$13,197 Sums Initiative Funds)
- Provide materials and training to teachers to improve instruction in ELA, Math, Science, and ELD (Goal 2, Actions 1,2, 12, 22 & 23 -\$62,499)
- Provide materials and training to teachers implementing reading intervention in grades k-5 to increase the number of students reading at or above grade level and maintain a half-time Reading Intervention Teacher for students reading 1 or more years below grade level (Goal 2, Actions 8,9 & 21-\$48,078)
- Increasing available technology and IT support to assist students in acquiring skills necessary for Career and College Readiness along with increasing students' access to California Standards based curriculum and technology based learning. (Goal 2, Action 16 - \$54,027 S/C, \$100,000 Measure K)
- Implementing music education for high school students through guitar classes (Goal 2, Action18)
- Provide AVID training to new staff members to support middle and high school students - The AVID program is a highly successful model for preparing underrepresented youth for college admission and attendance. (Goal 2, Action 4 -\$10,000)
- Providing Para-Educator support to assist teachers in intervention, ELD, and parent communications to improve student academic achievement and increase parent to school partnerships (Goal 2, Action 10 - \$35,761 & Goal 4, Action 3 -\$1,000)
- Maintaining current level of bilingual office staff to monitor daily attendance and assist in district communications regarding regular student attendance to reduce chronic absenteeism (Goal 2, Action 11 -\$93,645)
- Increase quality of District libraries and book collections to motivate student independent reading (Goal 2, Action15 - \$4,000)
- Increase Physical Education to 1FTE to allow teachers planning time to improve lesson quality (Goal 2, Action 17 -\$88,366)

- Maintain administrative support to guide curriculum and teacher instruction to meet the academic and behavioral needs of all students (Goal 3, Action 1 - \$122,434)

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of Resolution 2017-18-5 Development Fee Report and the Five-Year Development Fee Summary

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☐ Action ☐ First Reading ☐ Information ☒ Resolution

SUMMARY:

Government Code sections 66001 and 66006 impose certain requirements on public agencies that levy development fees. Districts collecting development fees must make an annual accounting of those fees available to the public. The Board must pass a resolution regarding the annual accounting of these Development Fees. The resolution and attachments have been on display in the District Office since 10/30/17.

In addition, Government Code section 66001(d) requires that for the fifth fiscal year following the first deposit into each account or fund, and every five years thereafter, the District must make an accounting summary of funds received and funds expended. For the current year, please see Attachment #2 which describes funds received for the 2016-17 fiscal year. Attachment #3 is the five-year summary of funds from 2012-2017 required by Government Code section 66001(d).

RECOMMENDED ACTION:

Approval

**RESOLUTION 2017-18-5 OF THE GOVERNING BOARD OF THE
SHANDON JOINT UNIFIED SCHOOL DISTRICT REGARDING
ANNUAL ACCOUNTING OF DEVELOPMENT FEES
FOR 2016-17 FISCAL YEAR
IN THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund 25
(Government Code sections 66001(d) & 66006(b))**

1. Authority and Reasons for Adopting this Resolution.

- A. This District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated 6/26/12, and is referred to herein as the “School Facilities Fee Resolution” and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620. These fees have been deposited in the following fund or account:

Capital Facilities fund 25 (the “Fund”);

B. Government Code sections 66001(d) and 66006(b) require this District to make an annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;

C. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than December 28, 2017, that this information be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it;

D. The Superintendent has informed this Board that a draft copy of this Resolution (along with Exhibits A and B which are hereby incorporated by reference into this Resolution) was made available to the public on October 30, 2017. The Superintendent has further informed this Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it;

E. The Superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by this Board in its School Facilities Fee Resolution.

2. What This Resolution Does.

This Resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. Findings Regarding the Fund.

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2016-17 Fiscal Year:

A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);

C. In reference to Government Code section 66001(d)(1), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;

D. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fee and the purpose for which it is charged;

E. In reference to Government Code section 66001(d)(3), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put are identified in Exhibit B;

F. In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the approximate dates on which the funding referred to in paragraph E above is expected to be deposited into the appropriate account or fund is designated in Exhibit B; and

G. In reference to the last sentence of Government Code section 66001(d), because all of the findings required by that subdivision have been made in connection with the fees that were levied in paragraphs C-F above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(e).

4. **Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

5. **Certificate of Resolution.**

I, Marlene Thomason, President of the Governing Board of the Shandon Joint Unified School District of San Luis Obispo County, State of California, certify that this Resolution proposed by _____, seconded by _____, was duly passed and adopted by the Board, at an official and public meeting this 14th day of November, 2017, by the following vote:

AYES:

NOES:

ABSENT:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Marlene Thomason, President of the Board

Kate Twisselman, Clerk of the Board

EXHIBIT A

**TO RESOLUTION REGARDING
ANNUAL ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2016-17
FOR THE FOLLOWING FUND OR ACCOUNT:**

Capital Facilities Fund 25 (the "Fund")

Per Government Code section 66006(b) (1) (A-H) as indicated:

- A. A brief description of the type of fee in the Fund:

Statutory school facilities fees.

- B. The amount of the fee.

**\$3.20 per square foot of assessable space of residential construction; and
\$0.51 per square foot of covered and enclosed space of commercial/industrial
construction; but subject to the district's determination that a particular project is exempt
from all or part of these fees.**

- C. The beginning and ending balance of the Fund.

See Attachment 1.

- D. The amount of the fees collected and the interest earned.

See Attachment 1.

- E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

Not applicable.

- F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

Not applicable.

- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

The District has not made any such interfund transfers or loans.

- H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.

EXHIBIT B

**TO RESOLUTION REGARDING
ANNUAL ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2016-17
FOR THE FOLLOWING FUND OR ACCOUNT:**

Capital Facilities Fund 25 (the "Fund")

Per Government Code section 66001 (d)(1)-(4) as indicated:

- A. With respect to only that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:
 - 1. Completion of Sports Field
 - 2. Completion of ongoing reconstruction projects as funds are available
- B. See section 3.D of the Resolution.
- C. With respect to only that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:
 - 1. Sports Field – no funds available at this time
 - 2. Reconstruction and upgrades cost not known at this time
- D. With respect to only that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund: July 1, 2017.
 - 1. Unknown at this time

**RESOLUTION 2017-18-5 OF THE GOVERNING BOARD OF THE
SHANDON JOINT UNIFIED SCHOOL DISTRICT REGARDING
ANNUAL ACCOUNTING OF DEVELOPMENT FEES
FOR 2016-17 FISCAL YEAR
IN THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund 25
(Government Code sections 66001(d) & 66006(b))**

1. Authority and Reasons for Adopting this Resolution.

- A. This District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated 6/26/12, and is referred to herein as the "School Facilities Fee Resolution" and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620. These fees have been deposited in the following fund or account:

Capital Facilities fund 25 (the "Fund");

- B. Government Code sections 66001(d) and 66006(b) require this District to make an annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;

- C. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than December 28, 2017, that this information be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it;

- D. The Superintendent has informed this Board that a draft copy of this Resolution (along with Exhibits A and B which are hereby incorporated by reference into this Resolution) was made available to the public on October 30, 2017. The Superintendent has further informed this Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it;

- E. The Superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by this Board in its School Facilities Fee Resolution.

2. What This Resolution Does.

This Resolution makes various findings and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. Findings Regarding the Fund.

Based on all findings and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2016-17 Fiscal Year:

A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);

C. In reference to Government Code section 66001(d)(1), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;

D. In reference to Government Code section 66001(d)(2), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fee and the purpose for which it is charged;

E. In reference to Government Code section 66001(d)(3), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put are identified in Exhibit B;

F. In reference to Government Code section 66001(d)(4), and with respect only to that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the approximate dates on which the funding referred to in paragraph E above is expected to be deposited into the appropriate account or fund is designated in Exhibit B; and

G. In reference to the last sentence of Government Code section 66001(d), because all of the findings required by that subdivision have been made in connection with the fees that were levied in paragraphs C-F above, the District is not required to refund any moneys in the Fund as provided in Government Code section 66001(e).

4. **Superintendent Authorized to Take Necessary and Appropriate Action.**

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution.

5. **Certificate of Resolution.**

I, Marlene Thomason, President of the Governing Board of the Shandon Joint Unified School District of San Luis Obispo County, State of California, certify that this Resolution proposed by _____, seconded by _____, was duly passed and adopted by the Board, at an official and public meeting this 14th day of November, 2017, by the following vote:

AYES:

NOES:

ABSENT:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Marlene Thomason, President of the Board

Kate Twisselman, Clerk of the Board

EXHIBIT A

**TO RESOLUTION REGARDING
ANNUAL ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2016-17
FOR THE FOLLOWING FUND OR ACCOUNT:**

Capital Facilities Fund 25 (the "Fund")

Per Government Code section 66006(b) (1) (A-H) as indicated:

- A. A brief description of the type of fee in the Fund:

Statutory school facilities fees.

- B. The amount of the fee.

**\$3.20 per square foot of assessable space of residential construction; and
\$0.51 per square foot of covered and enclosed space of commercial/industrial
construction; but subject to the district's determination that a particular project is exempt
from all or part of these fees.**

- C. The beginning and ending balance of the Fund.

See Attachment 1.

- D. The amount of the fees collected and the interest earned.

See Attachment 1.

- E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

Not applicable.

- F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

Not applicable.

- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

The District has not made any such interfund transfers or loans.

- H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.

EXHIBIT B

**TO RESOLUTION REGARDING
ANNUAL ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2016-17
FOR THE FOLLOWING FUND OR ACCOUNT:**

Capital Facilities Fund 25 (the "Fund")

Per Government Code section 66001 (d)(1)-(4) as indicated:

- A. With respect to only that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:
 - 1. Completion of Sports Field
 - 2. Completion of ongoing reconstruction projects as funds are available
- B. See section 3.D of the Resolution.
- C. With respect to only that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:
 - 1. Sports Field – no funds available at this time
 - 2. Reconstruction and upgrades cost not known at this time
- D. With respect to only that portion of the Fund remaining unexpended at the end of the 2016-17 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund: July 1, 2017.
 - 1. Unknown at this time

*SHANDON JOINT UNIFIED SCHOOL DISTRICT
DEVELOPER FEE
SUMMARY OF LAST FIVE YEARS (2012-2017)
REVENUES/EXPENSES*

	<u>REVENUES</u>	<u>EXPENSES</u>
2012-13 Beginning Balance	\$16,131.14	
2012-13	\$2,932.91	\$295.00
2013-14	\$41.62	\$8,556.49
2014-15	\$35.49	\$0.00
2015-16	\$4,502.52	\$0.00
2016-17	\$12,764.12	\$0.00
Totals	\$36,407.80	\$8,851.49
<i>Balance as of 6/30/17</i>		<u><u>\$27,556.31</u></u>
<i>(Beg Bal + Revenue - Expenses)</i>		

ANNUAL REPORT OF DEVELOPER FEES

School District Name: Shandon Joint Unified School District
Reporting Period: July 1, 2016 - June 30, 2017
Date Report Made Available to the Public: September 25, 2017
Date Report Presented to the Board: November 14, 2017

DESCRIPTION OF THE TYPE AND AMOUNT OF THE FEE

This district has levied school facilities fees pursuant to various resolutions, the most recent of which is dated 6/26/12. These resolutions were adopted under the authority of Government Code Section 53080 for the purpose of funding the construction or reconstruction of school facilities.

The amount collected by this district is \$3.20 per square foot of assessable space of residential construction; and \$.51 per square foot of covered and enclosed space of commercial/industrial construction; but subject to the district's determination that a particular project is exempt from all or part of these fees.

**ANNUAL DEVELOPER FEE REPORT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 2017**

DESCRIPTION	ACCOUNT CODE	TOTALS
<i>BEGINNING BALANCE</i>		14,792.19
REVENUE		
Mitigation/Developer Fees (Schedule A)	8681	12,623.80
Interest Income	8660	140.32
Other Income	8699	-
TOTAL REVENUE		12,764.12
EXPENDITURES		
Salaries & Benefits	1000-3999	-
Adminstration		-
Equipment	4000-4999	-
Services, Other Operating Expenses*	5000-5999	-
Travel & Conference		-
Rentals, Leases and Repairs		-
Other Services & Operating Expenses		-
Capital Outlay	6000-6599	-
Sites & Improvements of Sites*		-
Buildings & Improvements		-
TOTAL EXPENDITURES		-
OTHER FINANCING SOURCES/USES		
Transfers Out	7610-7629	-
Uses*	7438-7439	-
TOTAL OTHER SOURCES/USES		-
<i>ENDING BALANCE</i>		<u>\$ 27,556.31</u>

*Expenditures

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:Approval of the California School Dashboard Progress Report of Local Priorities

PREPARED BY:Shannon Kepins

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

The California Dashboard provides a quick overview of LEA performance on four State Priorities: Basic Services, Implementation of State Academic Standards, Parent Engagement, and School Climate. For these priority areas, the State Board of Education approved the local indicators and the required self-reflection tool for LEAs to utilize as a means of reporting progress on the local indicators. All local indicators must be updated annually based on locally available information and data and must be reported to the local governing board at a regularly scheduled meeting and to the stakeholders and public.

RECOMMENDED ACTION:

Approval



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Optional Narrative Summary for Shandon Joint Unified

*The Optional Narrative may not exceed 500 characters

Message

Shandon Joint Unified School District encompasses roughly 600 square miles and has total enrollment of 315 students ranging in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 80, Shandon Elementary School for grades TK-8 with a current enrollment of 221, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 9.

Save

Priorities
Priority 1 ✓
Priority 2 ✓
Priority 3 ✓
Priority 6 ✓

Finalize

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

California Department of Education
1430 N Street
Sacramento, CA 95814



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Priorities
Priority 1
Priority 2
Priority 3
Priority 6

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

0, 1, 1

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

0% of students without access to inst. materials

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

11

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

We have one teacher misassignment. This teacher is teaching 2 periods of Art and 1 period of Physics which are outside his credentialed area. The LEA Local Governing Board authorized the teacher to teach outside of their credentialed area while working on obtaining a CTE credential in the desired subject areas. We currently have 1 teacher vacancy in the area of Physical Education. This position is scheduled to be filled in January of 2018.

We have 9 incidents where facilities were rated as fair and 2 incidents where facilities were rated at poor. With the passages of our school bond, facilities are scheduled to be repaired over the next three years.

Submit Responses

Reset Form

Questions: lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

California Department of Education
1430 N Street
Sacramento, CA 95814



Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

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Priorities
Priority 1 ✓
Priority 2 ✓
Priority 3 ✓
Priority 6 ✓

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 4 5

Physical Education Model Content Standards

1 2 3 4 5

Visual and Performing Arts

1 2 3 4 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 5

Identifying the professional learning needs of individual teachers

1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☐ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Providing staff development designed to fully equip teachers in meeting the academic needs of our students is a priority of the district. On going, progressive staff development is outlined in our LCAP Actions.

Submit Responses

Reset Form

Questions: lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

California Department of Education

1430 N Street

Sacramento, CA 95814



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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

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

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K-5, 6-8, 9-12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Parent surveys were administered to all parents of students in grades TK-12 to seek input on LCAP goals and LEA progress on meeting academic and social needs of students. 59% of parent responses indicated that they agree with the statement that the LEA seeks input from parents/guardians in school and district decision making. 80% of parent responses indicated that they agree with the statement

the LEA promotes parental participation in programs. 91% of parents report that they feel welcomed at their child's school and 89% say they are well informed about their child's progress. 74% of parents reported that they feel their child is safe while at school, and 89% of parents feel that there is at least one caring adult at school that their child can confide in. 89% of parents stated that they know how to get a school concern addressed. We selected a local survey to report on this Priority because we wanted to give parents a safe and convenient way to communicate their overall impression on the LEA's progress and it supports our district LCAP Goal 4: Maintain communication and expand involvement opportunities between district, community, parents, staff, and students. All surveys were available in both English and Spanish. Surveys were offered in both paper and electronic versions and all responses were anonymous. Results were discussed with certificated and classified staff, shared at School Site Council/DELAC, and presented at a regularly scheduled board meeting. Survey feedback was analyzed and considered in formulating LCAP goals and plans of action.

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☐ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Submit Responses

Reset Form

Questions: lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Priorities	
Priority 1	✓
Priority 2	✓
Priority 3	✓
Priority 6	✓

Finalize

Student LCAP surveys, which measured students' perceptions of school safety and connectedness, were given to all students in grades 3-12. 51% of students in surveyed grades reported feeling safe at school and 66% reported feeling safe while traveling to and from school. Nearly 76% of students surveyed reported that they had at least one caring adult that they could confide in while at school, and 81% report knowing how to get their concerns about school addressed. 46% of students felt that the school meets their social needs, while 51% of students state feeling welcomed at school. 61% of students feel that they are well informed about their academic progress and 69% claim to know what their teacher's expectations are. Over 71% of students surveyed feel that their teachers believe they can succeed.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Submit Responses [Reset Form](#)

Questions: lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

California Department of Education
1430 N Street
Sacramento, CA 95814

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Agreement with Moss, Levy & Hartzheim LLP for 2016-17 Bond Fund Audit

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

State law requires that the expenditure of Measure K Bond funds be audited each year. This agreement allow for a audit of the 2016-17 Measure K Bond expenditures.

RECOMMENDED ACTION:

Approval



Moss, Levy & Hartzheim LLP

Certified Public Accountants

October 13, 2017

Teresa Taylor
Superintendent
Shandon Joint Unified School District
101 South First Street, Box 79
Shandon, CA 93461

RE: Performance Audit Proposal

Dear Ms. Taylor:

We are submitting our proposal for the performance audit of the Shandon Joint Unified School District Measure K bond funding for the fiscal year ended June 30, 2017.

Our performance audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to performance 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 sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives.

The objectives of our performance audit will be to document the expenditures charged to the voter approved General Obligation Bonds and determine whether all expenditures through June 30, 2017, charged to the Building Fund have been made in accordance with project budgets and guidelines, note any incongruities or system weaknesses, and provide recommendation for improvements.

The total fee for the performance audit for June 30, 2017, will not exceed \$1,000.

If this proposal is acceptable, please sign and return the enclosed copy of this letter in the envelope provided.

Sincerely,

Moss, Levy & Hartzheim LLP

Moss, Levy & Hartzheim, LLP

ACCEPTED:

BY: Teresa Taylor - Superintendent
(Name) (Title)

DATE:

10-19-17

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of the Continuing Disclosure Services Agreement with Dale Scott & Company Inc.
for Bond

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

State law requires that we prepare a yearly disclosure of services report associated with the Measure K Bond.

RECOMMENDED ACTION:

Approval



650 CALIFORNIA ST. 8TH FLOOR
SAN FRANCISCO, CA 94108
WWW.DALESCOTT.COM

October 3, 2017

Board of Trustees c/o
Teresa Taylor, Superintendent
Shandon Joint Unified School District
101 S. First Street
Shandon, CA 93461

**Re: Shandon Joint Unified School District
Continuing Disclosure Services Agreement**

Ladies and Gentlemen:

It is our understanding that the Shandon Joint Unified School District (the "District") wishes to comply with obligations under the continuing disclosure certificates the District has executed and delivered in connection with its outstanding long-term debt financings. Dale Scott & Company, Inc. ("DS&C") hereby agrees to assist the District as its continuing disclosure dissemination agent ("Dissemination Agent") in connection with this District goal, as set forth below in this agreement (the "Agreement").

- I. **Continuing Disclosure Services Provided.** DS&C shall perform all duties and services reasonable and necessary to accomplish the intent of this Agreement in a manner consistent with the standards and practices of professional Dissemination Agents. Services shall include:
 - a. **Preparation of Annual Report.** Include all relevant District information and required items from the continuing disclosure certificate ("CDC") from each of the District's outstanding financings. DS&C shall, whenever possible, attempt to consolidate information from separate CDCs into a single Annual Report.
 - b. **Annual Filing of Annual Report, Budget and Audit.** File all materials as required under each CDC with the Municipal Securities Rulemaking Board through its Electronic Municipal Market Access portal.
 - c. **Preparation and Filing of Notice of Significant Events.** Notices of significant market events are required to be filed within 10 days of their occurrence (as reported in publicly available media or as so informed by the District), including but not limited to:
 - Delinquencies, defaults, unscheduled drawdowns of debt service reserves or credit enhancements, defeasances, bankruptcies, bond calls, adverse tax opinions, etc.
 - Changes in the underlying rating of the District
 - Changes in the ratings of the insurers on the District's outstanding financings
 - Any other significant event
- II. **Compensation.** For the preparation and filing of the Annual Report (including budgets, audits and any other required data) and for the reporting of significant events, DS&C shall be paid an annual fee of \$3,000, payable within 30 days of receipt of invoice. Starting with the second year of this Agreement, the annual fee shall escalate by 5% of the previous annual fee. In addition, the District agrees to reimburse DS&C all reasonable and necessary out-of-pocket expenses at their direct cost plus 5%.
- III. **Effective Date, Terms, and Conditions.** This Agreement shall be effective on the date it is signed by an authorized representative of the District and shall last for a term of five years from that date. The first annual report DS&C will prepare and file under this Agreement shall be for fiscal year ending June 30, 2017. The District agrees that, during the term of this Agreement, DS&C shall be the sole Dissemination Agent hired by the District for the services described herein.

Either party may terminate this Agreement at any time with 30 days' written notice of such termination. If such termination is requested by the District, the District agrees to compensate DS&C for its services performed and expenses incurred through the effective date of termination as mutually agreed upon.



IV. Additional Matters

- a. **Governing Law.** This Agreement shall be governed and interpreted in accordance with the laws of California, without giving effect to principles of conflicts of law. Any litigation or arbitration between the parties will take place in the appropriate forum located closest to San Francisco, CA.
- b. **Attorneys' Fees.** If either party brings any action or proceeding to enforce, protect or establish any right or remedy arising out of or based upon this Agreement, including but not limited to the recovery of damages for its breach, the prevailing party shall be entitled to recovery of its costs and reasonable attorneys' fees, including the reasonable value of counsel services.
- c. **DS&C's Duty to Comply with Laws.** DS&C shall, at all times, comply with all laws, statutes, ordinances, rules and regulations applicable thereto, enacted and adopted by federal, state, regional, municipal or other government bodies, departments or offices thereof.
- d. **Assignment.** This Agreement shall be binding upon and inure to the benefit of the parties, their respective successors and assigns; provided however, neither party may assign or transfer any of its rights or obligations hereunder without prior written consent of the other party.
- e. **Independent Contractor.** DS&C are independent contractors and not agents or employees of the District and shall have no authority to act as an agent of the District, nor to enter into any agreement for or on behalf of the District except as provided herein.
- f. **Property of District.** All work performed by DS&C pursuant to this Agreement shall become the property of the District, is for the sole use of the District, and shall not be released to any third-party without prior written consent of the District.
- g. **Notices.** The parties may deliver any documents related to this Agreement or any notices required by email or other electronic means. The parties consent to (i) conduct business electronically, (ii) receive documents and notices by such electronic delivery, and (iii) sign documents electronically.
- h. **Entire Agreement.** This Agreement sets forth the entire agreement and understanding of the parties relating to the subject matter herein and supersedes all prior or contemporaneous discussions, understandings and agreements between them relating to the subject matter hereof.
- i. **Amendments and Waivers.** No amendment to this Agreement, nor any waiver of any rights under this Agreement, shall be effective unless in writing signed by the parties. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance.
- j. **Severability.** If a provisions of this Agreement is held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then such provision shall be excluded from this Agreement, and the balance of the Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.
- k. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original, and all of which together shall constitute one and the same agreement. Execution of a facsimile copy will have the same force and effect as execution of an original, and a facsimile signature will be deemed original and valid.
- l. **Construction.** This Agreement is the result of negotiations between the parties, and has been reviewed by each of the parties and their respective counsel, if any. Accordingly, this Agreement shall be deemed to be the product of the parties, and no ambiguity shall be construed in favor of or against any one of the parties.
- m. **No Municipal Advisory Services.** DS&C represents that it is not, in fact, conducting any municipal advisory services in the performance of this Agreement. The data that DS&C disseminates under the terms of this Agreement are of a factual nature and do not contain any opinions or advice of DS&C,

DS&C

and may not be relied upon as financial advice from DS&C. DS&C agrees to work with the District to ensure that the terms of the Agreement are interpreted and performed accordingly. The parties agree to immediately amend the Agreement as soon as either becomes aware of any term herein that inadvertently requests or requires that DS&C provide municipal advisory services.

- n. **As-Is Data.** The data DS&C disseminates under this Agreement may be produced from third-party sources. While such data is reasonably believed to be reliable, DS&C makes no representation regarding the accuracy, completeness or reliability of such data, and disseminates it strictly "as is." DS&C shall not be liable for any damages arising from use of, or reliance upon, such data, however caused and on any theory of liability.

Dale Scott & Company, Inc.

Shandon Joint Unified School District



Dale Scott

Name:

President

Title:

Date:

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:Approval of Request for Shortened School Day Student # 2017-18-3

PREPARED BY:Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

Student # 2017-18-3 is requesting to drop 2 classes that are held every other day morning. The student is a senior and is on schedule to graduate without those class credits.

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Board Vote on Election of At Large Member to County Committee on School District Organization

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

It has been requested that the Board Vote on the Election of At Large Member to County Committee on School District Organization.

RECOMMENDED ACTION:

Approval



**SAN LUIS OBISPO COUNTY
OFFICE OF EDUCATION**
LEADERSHIP • COMMUNITY • SERVICE
JAMES J. BRESCIA, ED. D., SUPERINTENDENT

REPRESENTATIVES OF THE GOVERNING BOARDS

**ELECTION OF MEMBERS TO COUNTY COMMITTEE
ON SCHOOL DISTRICT ORGANIZATION**

BALLOT

DISTRICT #2 (Term Expired)*

Steve Gell

☐

Stuart Selkirk (Incumbent)

☐

DISTRICT 4 (Term Expired)*

Juan Olivarria (Incumbent)

☐

Member-At-Large (Term Expired)*

Andrew Hays (Incumbent)

☐

Eileen Roach

☐

Biographies attached.

*Term expires 2021

RETURN ONE (1) BALLOT NO LATER THAN MONDAY, NOVEMBER 20, 2017 – 5:00 P.M.

**San Luis Obispo County Office of Education
Attn: Valerie Kraskey, Administrative Manager**

Member-At-Large

Andrew Hays

Mr. Hays has held the Member-at-Large seat on the County Committee on School District Organization since 1997. He is a long-time resident of Atascadero. Mr. Hays is a successful attorney specializing in business and real estate. He is a past President of the Atascadero Unified School District Board of Trustees, having served on that Board from 1996 to 2004.

Eileen Roach Biography

Eileen Roach is a California native who has lived in San Luis Obispo county for over 20 years. Eileen has a Computer Science degree from Cal State Fullerton with an emphasis on Accounting. As a software engineer for Cal Poly's Information Technology department, Eileen understands and manages data, giving her the ability to make broad conclusions based on the facts uncovered by data collection.

Eileen has a daughter who attended Cayucos Elementary school where Eileen was a treasurer for the PTA. Her daughter is now a freshman at Morro Bay High School, following her cousin's footsteps. With her husband and daughter, she enjoys many outdoor activities our county offers – hiking, beaching, kayaking, as well as school-related events.

Eileen also regularly attends school board meetings, Community Advisory Council meetings, and Coastal Commission meetings in order to keep abreast of local issues and keep involved in her community. She often speaks to the board at these meetings, voicing opinions on current issues.

Eileen's thinking pattern is analytical and data driven. When considering school district reorganizations, she examines the data as a vital step to evaluating any reorganization. She is aware that any changes must substantially meet the required criteria and standards. Eileen is familiar with analyzing data objectively. She recognizes the importance of understanding the source and limitations associated with the data itself so that incorrect conclusions are not drawn. If elected to the County Committee on School District Reorganization, Eileen is committed to examining the data and impact of any proposed changes with an open mind.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: November 14, 2017

AGENDA ITEM TITLE:

Approval of the Disposition of ASB Stadium Funds

PREPARED BY:

Diana Larsen, SLOCOE Fiscal Advisor to Shandon JUSD

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

At the last Board meeting, Diana Larsen gave a brief report on the history of the SHS Stadium project and funds, along with a pre-existing report prepared in 2006 by SJUSD staff. This report shows that in addition to all funds donated and received specifically designated for this project, the District also spent approximately \$40,000 in General Fund and School Facilities Fees funding on architectural and engineering fees on the furtherance of the project before ceasing all work on it.

These additional funds spent mean that the district spent all of the funds designated for the project, and spent considerably more than was donated or otherwise received for it.

There is a sum of money on deposit in the SHS ASB account of just over \$8,000 that is designated as being held for the Stadium Fund, and has been for about approximately 13 to 15 years. Technically speaking, all of these funds were spent by the District on architectural and engineering fees, but the District has never recouped this funding.

However, some of the donations that were made to this original fund were for specific items, namely a memorial bench and some "Hall of Fame" plaques, and these were never purchased. This could be seen as a breach of trust by those who made donations to the District and expected these donations to be honored.

There are several issues and actions to be dealt with tonight:

1. It is recommended that the Board direct the Superintendent to proceed with ordering the memorial bench and placing it in appropriate places on SHS property. This purchase is to be made from the remaining funds in the ASB Stadium Fund account, and will also require an approval action from the ASB Board.
2. It is recommended that the Board direct the Superintendent to proceed with ordering the plaques, if the records can be found for these, and placing them in an appropriate place on SHS property. This purchase is to be made from the remaining

funds in the ASB Stadium Fund account, and will also require an approval action from the ASB Board.

3. The Board should discuss whether to:

A. Allow the ASB to redirect the remaining funds to Athletic Funds within the ASB account as has been requested

OR

B. To recover these funds to the District's General or School Facilities Fund.

At a later date, the Board may wish to have a further discussion on whether it would like to add the Athletic Fields project (formerly called the Stadium Project) to its list of future projects to be funded by a future possible bond. The current bond funds are committed to other projects, and this project may cost between \$350,000-\$750,000 depending on the design and finishing chosen. If and when further information is needed, the District's current architect, PMSM, has all the records from that older project that can be brought up to date and discussed.

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: November 14, 2017**

AGENDA ITEM TITLE:

Approval of Agreement with Cal Poly SLO EAP Sr. Yr. Math Course (ESM)

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

The purpose of this agreement is for Cal Poly and SJUSD to form a joint partnership to formally establish, maintain and intentionally expand the San Luis Obispo County educational opportunities for the students through the Early Assessment Program Senior Math Course.

RECOMMENDED ACTION:

Approval

**JOINT PARTNERSHIP AGREEMENT
BETWEEN
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
CUESTA COMMUNITY COLLEGE
SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
ATASCADERO UNIFIED SCHOOL DISTRICT
COAST UNIFIED SCHOOL DISTRICT
LUCIA MAR UNIFIED SCHOOL DISTRICT
PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT
SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
SHANDON JOINT UNIFIED SCHOOL DISTRICT
TEMPLETON UNIFIED SCHOOL DISTRICT**

This Joint Partnership Agreement (Agreement) is entered into between the Trustees of the California State University on behalf of California Polytechnic State University, San Luis Obispo, collectively ("Cal Poly"), Cuesta Community College, San Luis Obispo County Office of Education ("SLOCOE") and Atascadero Unified School District, Coast Unified School District, Lucia Mar Unified School District, Paso Robles Joint Unified School District, San Luis Coastal Unified School District, Shandon Joint Unified School District, and Templeton Unified School District ("Districts") collectively referred to as Partners.

I. Purpose:

The purpose of this agreement is for the Partners to form a joint partnership to formally establish, maintain and intentionally expand the San Luis Obispo County educational opportunities for the Partners' respective students through the EAP Sr. Yr. Math course (ESM) program with the high schools of the District.

II. Scope of Agreement

Cal Poly Responsibilities and Commitments:

1. Serve as the primary point of contact and information hub to respond to questions and interest from institutions from outside the region regarding the ESM program.
2. Participate in and/or facilitate quarterly regional meetings involving curriculum and instructional administrators, principals, math faculty, research and assessment staff, Partner administrators and coordinators
3. Provide for faculty and administrative support with associated professional development opportunities
4. Assign a lead math faculty to:
 - a. Participate in the 4-day teacher certification training;
 - b. Participate Cal Poly, Cuesta College, SLOCOE and District teachers in four (4) half-day teacher collaborations throughout the school year;
 - c. Assist with the appropriate coaching and/or classroom observations to ensure the integrity of the curriculum and pedagogy; and
 - d. Contribute to course curriculum modifications as necessary.

5. Make any edits or additions to ESM course curriculum that may arise through the teacher certification training and or collaboration meetings with the teachers and Partners.
6. Host the course curriculum via Cal Poly's Moodle Platform and provide technology updates as necessary
7. Facilitate the matriculation of students who received a "Conditionally Ready for math college-level coursework" and who successfully complete the ESM course
8. Provide follow-up research data on students who matriculate to Cal Poly

Cuesta Community College Responsibilities and Commitments:

1. Participate in quarterly regional meetings involving curriculum and instructional administrators, principals, math faculty, research and assessment staff, Partner administrators and coordinators
2. Assign a lead math faculty to:
 - a. Serve a liaison between partners and Cal Poly's math department and other internal constituencies.
 - b. Participate in the four day teacher certification training
3. Assign Math Faculty to:
 - a. Participate along with Cal Poly, SLOCOE, and District teachers in three (3) half-day teacher collaborations throughout the school year providing guidance and feedback as needed;
 - b. Assist with the appropriate coaching and/or classroom observation to ensure the integrity of the curriculum modifications as necessary;
 - c. Contribute curriculum modifications as necessary
4. Facilitate the matriculation of students who successfully complete the College Ready Math course, ensuring that students receive the appropriate math placements.
5. Provide follow-up research data on students who matriculate to Cuesta Community College, including but not limited to:
 - a. Exploration of College Ready Math course as a possible element of multiple measures for placement.
 - b. Share aggregated data on students' placement results

SLOCOE Responsibilities and Commitments

1. Participate in and/or facilitate quarterly regional meetings involving curriculum and instructional administrators, principals, math faculty, research and assessment staff, Partner administrators and coordinators
2. Provide teacher certification training and help to facilitate site visits for a per-teacher fee
3. Provide the platform and facilitation of four (4) half-day teacher collaborations throughout each school year.
4. Provide recommendations for course curriculum updates that may arise through teacher collaboration meetings
5. If a school district does not have a qualified math coach or ESM Certified Teacher, provide coaching and/or classroom observations for a per-teacher fee
 - a. Service to include observation, coaching, and debriefing
6. Provide one (1) half-day administrator seminar follow-up for a per session fee

District Responsibilities and Commitments

1. Provide for all costs associated with the required Teacher Certification Training, including associated teacher compensation for training and collaboration participation, and SLOCOE training and materials fees
2. Facilitate new teacher observations of classes taught by veteran teachers
3. Ensure new teachers are observed and receive feedback within their first year
4. Provide additional coaching and mentoring support for new teachers
5. Enrollments in the ESM course are available to high school seniors who have passed Algebra 11 or Integrated 111 with a grade of C or better and/or received "Conditionally Ready or Standard Met" on junior year assessments. Students who receive a "Standard Nearly Met" will also be considered for enrollment
 - a. NOTE: students who complete the ESM course but who assessed as "Not College Ready will not receive exemption from the ELM from CSU

III. Term and Termination

The term of this Agreement shall commence on as of the date of final execution and shall continue until for a period of three (3) years. This Agreement may be terminated at any time by the written agreement of all Partners by giving sixty (60) days' notice to the other Partners.

IV. Math Program Components

The ESM course is designed to strengthen mathematical foundation and to prepare students to be successful in college level math. The goal of the course is to deepen conceptual understandings of mathematical theory, skills and strategies. The ESM is designed to incorporate National Common Core Standards for Mathematical Practice and is aligned with specific high school standards listed in the Common Core State Standards. Utilizing practical life applications, this course serves both college and career bound students.

V. Joint Partner Commitment

1. California Polytechnic State University San Luis Obispo (Cal Poly), Cuesta Community College SLOCOE, and the Districts will work collaboratively to explore additional public and private funds to support and enhance the activities outlined in this agreement
2. Cal Poly, Cuesta Community College SLOCOE, and the Districts will work together to help ensure ongoing collaboration
3. Cal Poly, Cuesta Community College SLOCOE, and the Districts will monitor the progress of this partnership as well as student success outcomes through the preparation of annual reports.

VI. General Provisions

1. Indemnification

Each Partner shall defend, indemnify, and hold harmless the other Partners and each of their trustees, officers, employees, agents and volunteers from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of, resulting from, or in connection with the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the party, its officers, subcontractors, assignees, employees or agents.

2. Insurance

Prior to commencement of services and during the life of this Agreement, each Party shall provide the other Partners with a current certificate of insurance evidencing its General Liability and Auto Liability insurance coverages in a sum not less than \$1,000,000 per occurrence, and the certificate shall include an attached policy endorsement naming the other Partners with a current certificate of insurance indicating workers' compensation coverage (as required by the State of California) and Professional Liability coverage in a sum not less than \$1,000,000 per occurrence.

It is understood and agreed that the California State University is a self-insured public agency of the State of California. The University maintains self-insurance programs to fund its General Liability, Professional Liability, Motor Vehicle Liability, and Workers' Compensation.

3. Applicable Law

This Agreement shall be construed in accordance with and governed by the laws of the State of California.

4. Amendments

This Agreement may be amended at any time by mutual agreement of the Partners without additional consideration, provided that any amendment shall take effect, it shall be reduced to writing and signed by all Partners.

5. No Agency

Nothing herein shall be construed to create an agency relationship between the Partners or any employment relationships between the Partners for any faculty or staff member.

6. Entire Agreement

This Agreement sets forth the entire agreement between the Partners and fully supersedes any and all prior agreements and understandings, written or oral, between the Partners pertaining to the subject matter hereof.

7. Use of Logos and Marks

The Partners shall not use any identifying marks of the other without the express written permission of the partner to whom it belongs.

8. Confidential Records and Data

Each Party to this Agreement shall not disclose records received from any other Party including personnel records and student records pursuant to FERPA, 20 U.S.C. § 1232g, *et seq.*, and California Education Code Section 49060, *et. seq.*, to any person or entity that is not a Party to this Agreement except as required by law. Each Party shall maintain the confidentiality of said records. In the event a Party receives a request for disclosure of such confidential records whether under the California Public Records Act a dually issued subpoena, or otherwise, said Party shall tender the request to the other Party who shall be responsible for addressing said request, including the defense of its claim of confidentiality. The Party asserting its claim of confidentiality shall hold harmless and defend the Party receiving such request from any liability, claim, loss, cost, attorneys' fees, and damages, as adjudged by a court of competent jurisdiction, arising out of a refusal to disclose such confidential records. All students, and the guardians of said students, participating in the ESM Program will have authorized for their student records associated with the ESM Program to be shared between and amongst the Parties to this Agreement.

9. Notices

Notices required under this Agreement shall be sent to the Partners at the addresses set forth below:

California Polytechnic State University
1 Grand Avenue
San Luis Obispo, CA 93407

Cuesta Community College
Highway 1; P.O. Box 8106
San Luis Obispo, CA 93403

San Luis Obispo County Office of Education
3350 Education Drive
San Luis Obispo, CA 93405

Atascadero Unified School District
5601 West Mall
Atascadero, CA 93422

Coast Unified School District
1350 Main Street
Cambria, CA 93428

Lucia Mar Unified School District
602 Orchard Street
Arroyo Grande, CA 93420

Paso Robles Joint Unified School District
800 Niblick Road
Paso Robles, CA 93447

San Luis Coastal Unified School District
1500 Lizzie Street
San Luis Obispo, CA 93401

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

Templeton Unified School District
960 Old County Road
Templeton, CA 93465

VII. Execution

IN WITNESS WHEREOF, this MOU has been executed by the Partners hereto.

Attest to content:

Approved on: _____

Shandon Joint Unified School District
By _____
Teresa Taylor, Superintendent

11.1-11.14

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: November 14, 2017

AGENDA ITEM TITLE:

Approval of the First Reading of Board Policies, Administrative Regulations, and Exhibits

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

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

AR 3514.2 Integrated Pest Management
BP 3515 Campus Security
AR 3515 Campus Security
BP 3515.2 Disruptions
AR 3515.2 Disruptions
BP 3515.3 District Police/ Security Department
AR 3515.3 District Police/ Security Department
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
BP 1330 Use of School Facilities
AR 1330 Use of School Facilities
E 1330 Use of School Facilities

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Integrated Pest Management

AR 3514.2
Business and Noninstructional Operations

****Note: Education Code 17608-17614 encourage the use of effective, least toxic pest management practices for the control and management of pests on district properties and require the identification of an integrated pest management (IPM) coordinator and/or school site designee to carry out program requirements. ****

****Note: The California Department of Pesticide Regulation (DPR) has established an IPM program for use by school districts, including a model program guidebook, a template for an IPM plan, and a web site containing a comprehensive directory of resources describing and promoting the use of IPM practices. ****

The Superintendent or designee shall designate an employee at the district office and/or school site to develop, implement, and coordinate an integrated pest management (IPM) program that incorporates effective, least toxic pest management practices. The IPM coordinator shall prepare and regularly update a districtwide or school site IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

Integrated pest management means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. (Education Code 17609; Food and Agricultural Code 13181)

****Note: Pursuant to Education Code 17610.5, certain pesticides are exempt from the notification, recordkeeping, and reporting requirements of Education Code 17611 and 17612. The exempted products are listed in 3 CCR 6147. ****

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. (Education Code 17610.5; 3 CCR 6147)

****Note: Education Code 17610.1 prohibits districts from using certain pesticides identified by the DPR or U.S. Environmental Protection Agency (EPA) that have been granted only a conditional or interim registration or an experimental use permit, have had their registration cancelled or suspended, or are being phased out of use. A list of pesticides prohibited for use on school sites by Education Code 17610.1 can be found on DPR's web site. ****

The IPM coordinator shall not use any pesticide that is prohibited by DPR or the U.S. Environmental

Protection Agency, as listed on the DPR web site. (Education Code 17610.1)

Program Components

****Note: The following section reflects IPM measures recommended by DPR in its California School IPM Model Program Guidebook and the EPA and should be modified to reflect district practice. ****

The district's program shall include, but not necessarily be limited to, the following components:

- 1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.*
- 2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken.*
- 3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.*
- 4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.*
- 5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.*
- 6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and label directions registered with the EPA as well as any disposal requirements indicated on the product label.*

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

- 7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.*
- 8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM.*

(cf. 4231 - Staff Development)

****Note: SB 1405 (Ch. 848, Statutes of 2014) added Education Code 17614 and Food and Agricultural Code 13186.5 to require that, beginning July 1, 2016, the IPM coordinator and any employee or contractor who intends to apply a pesticide at a school site must annually complete a DPR-approved training course. ****

Beginning July 1, 2016, the IPM coordinator and any employee or contractor who intends to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

Notifications

****Note: Education Code 17612 requires the district to annually issue a written notification to employees and parents/guardians containing the information specified in items #1-6 below; see E 4112.9/4212.9/4312.9 - Employee Notifications and E 5145.6 - Parental Notifications. A sample notification is available on the DPR web site. Education Code 17612 clarifies that the district is not required to issue the notice through first-class mail unless no other method is feasible. Pursuant to Education Code 17612 and 48980.3, the district may satisfy this requirement by including the notification in its annual parental notification. ****

Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. The notification shall include at least the following: (Education Code 17612)

- 1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it*
- 2. The Internet address (<http://www.cdpr.ca.gov/schoolipm>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184*

****Note: As amended by SB 1405 (Ch. 848, Statutes of 2014), Education Code 17612 requires the notification to include the information specified in items #3-4 below. ****

- 3. If the school has posted its IPM plan, the Internet address where the plan may be found*
- 4. The opportunity to view a copy of the IPM plan in the school office*
- 5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site*
- 6. Other information deemed necessary by the IPM coordinator*

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

******Note: Pursuant to Education Code 17611.5, as added by SB 1405 (Ch. 848, Statutes of 2014), whenever a school chooses to use a pesticide that is not exempted under Education Code 17610.5, the IPM plan must be posted on the school web site or, if the school does not have a web site, then on the district web site. If neither the school nor district has a web site, then the plan must be included in the annual parental notification issued pursuant to Education Code 17612 as described above. The following paragraph may be revised to reflect district practice. ******

If a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the school or district IPM plan on the school's web site or, if the school does not have a web site, then on the district web site. If neither the school nor district has a web site, then the IPM plan shall be included with the annual notification sent to staff and parents/guardians pursuant to Education Code 17612 as described above. The plan shall include the name of the school designee or IPM coordinator, the pesticides applied at the school site by school or district employees and hired pest control applicators, and a date when the plan shall be reviewed and updated as necessary. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

******Note: Education Code 17612 exempts emergency conditions from strict compliance with the notification requirements. However, the IPM coordinator must make every effort to provide the required notification for an application of a pesticide under emergency conditions. ******

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

Warning Signs

******Note: Education Code 17612 requires posting of a warning sign in each area of a school site where pesticides will be applied. A sample warning sign can be found on the DPR web site. ******

The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

- 1. The term "Warning/Pesticide Treated Area"***
- 2. The product name, manufacturer's name, and the EPA's product registration number***
- 3. Intended areas and dates of application***
- 4. Reason for the pesticide application***

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

Records

****Note: Food and Agricultural Code 13186 requires pest control operators to report the use of pesticides at a school site to the county agricultural commissioner or director. Pursuant to Education Code 17611, as amended by SB 1405 (Ch. 848, Statutes of 2014), any pesticide use that is not included in the report submitted pursuant to Food and Agricultural Code 13186 must be reported to the DPR by the school designee as provided below. The form that must be used for this report is available on DPR's web site. ****

At the end of each calendar year, the IPM coordinator shall submit to the DPR, on a form provided by the DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Legal Reference:

BUSINESS AND PROFESSIONS CODE

8593.2 Licensed pest control operators; training requirements

EDUCATION CODE

17366 Legislative intent (fitness of buildings for occupancy)

17608-17614 Healthy Schools Act of 2000

48980 Notice at beginning of term

48980.3 Notification of pesticides

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

6250-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 3

6147 Pesticides exempted from registration requirements

CODE OF REGULATIONS, TITLE 8

340-340.2 Employer's obligation to provide safety information

UNITED STATES CODE, TITLE 7

136-136y Insecticide, Fungicide and Rodenticide Act

Management Resources:

CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION PUBLICATIONS

California School IPM Model Program Guidebook

U.S. ENVIRONMENTAL PROTECTION AGENCY

Protecting Children in Schools from Pests and Pesticides, 2002

Pest Control in the School Environment: Adopting Integrated Pest Management, 1993

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Department of Pesticide Regulation, School IPM: <http://www.cdpr.ca.gov/schoolipm>

U.S. Environmental Protection Agency, Integrated Pest Management at Schools:

<http://www.epa.gov/pesticides/ipm>

(7/01 3/06) 4/15

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Campus Security

BP 3515
Business and Noninstructional Operations

****Note: The following optional policy should be modified to reflect district practice.****

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

****Note: A district's campus security strategy may be developed as part of the school's comprehensive school safety planning process (see BP/AR 0450 - Comprehensive Safety Plan). ****

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

****Note: The following optional section is for use by districts that have authorized the use of surveillance systems. Although courts have not ruled on the use of surveillance systems in a school setting, generally, the use of cameras (i.e., a "search" within the meaning of the Fourth Amendment) must be reasonable and the cameras must not be used in areas where there is a "reasonable expectation of privacy" (New Jersey v. T.L.O.). Thus, cameras should not be located in areas such as bathrooms, locker rooms, or private offices. Education Code 51512 prohibits the use of a recording device in a classroom without the prior consent of the teacher and principal. Examples of locations where cameras may generally be used include hallways, stairwells, parking lots, and cafeterias. For language about the use of cameras on school buses, see BP/AR 5131.1 - Bus Conduct. ****

****Note: Before adopting the use of such a system, a cost-benefit analysis should be conducted to determine whether surveillance cameras are the most effective method to address the particular security concerns on the campus (e.g., certain locations are difficult to monitor and other means of deterrence have not been successful). Another determination is whether the cameras will be monitored in "real time" by trained personnel or whether the images will be recorded and later used as "evidence." The district should also determine whether the system will record images 24 hours a day, during school hours, or on some other schedule. Because audio surveillance generally requires a warrant, if the district's equipment has audio capability, it should be disabled so that sounds are not recorded. ****

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)

(cf. 5145.12 - Search and Seizure)

****Note: According to the National Institute of Justice, signage is an important component of a successful system and can serve as a deterrent against vandals. The Institute also recommends that the signs state whether or not the system is being actively monitored so that potential victims are not under the impression that a person is watching events live and will be able to provide immediate assistance. It is also recommended that districts provide notice to students and parents/guardians about the district's surveillance program in order to clarify that there is no expectation of privacy in those locations where the cameras will be placed and that images from the cameras may be used in disciplinary proceedings.****

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

****Note: Pursuant to 20 USC 1232(g) (Family Educational Rights and Privacy Act) and Education Code 49061, any recording or image of a student collected by the district is considered a "student record" and thus is subject to those laws regarding access, disclosure, and retention. See BP/AR 5125 - Student Records. In addition, a recording or image of a staff member that may be used in a personnel action is subject to the laws regarding personnel records, including an employee's right to comment on derogatory information placed in his/her file. See AR 4112.6/4212.6/4312.6 - Personnel Files.****

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Legal Reference:***EDUCATION CODE******32020 Access gates******32211 Threatened disruption or interference with classes******32280-32288 School safety plans******35160 Authority of governing boards******35160.1 Broad authority of school districts******38000-38005 Security patrols******49050-49051 Searches by school employees******49060-49079 Student records******PENAL CODE******469 Unauthorized making, duplicating or possession of key to public building******626-626.10 Disruption of schools******CALIFORNIA CONSTITUTION******Article 1, Section 28(c) Right to Safe Schools******UNITED STATES CODE, TITLE 20******1232g Family Educational Rights and Privacy Act******COURT DECISIONS******New Jersey v. T.L.O. (1985) 469 U.S. 325******ATTORNEY GENERAL OPINIONS******83 Ops. Cal. Atty. Gen. 257 (2000)******75 Ops. Cal. Atty. Gen. 155 (1992)******Management Resources:******CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS******Safe Schools: A Planning Guide for Action, 2002******NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS******The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999******WEB SITES******CSBA: <http://www.csba.org>******California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>******National Institute of Justice: <http://www.ojp.usdoj.gov/nij>******Issued: 3/07***

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Campus Security

AR 3515
Business and Noninstructional Operations

****Note: The following optional administrative regulation may be used as a component of a comprehensive safety plan (see BP/AR 0450 - Comprehensive Safety Plan) and should be modified to reflect district practice.****

The Superintendent or designee shall ensure that *the district's* campus security ~~procedures are developed which is consistent with the goals and objectives of the district's comprehensive safety plan and site level safety plan~~ includes strategies to:

~~These procedures shall include strategies and methods to:~~

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include ~~an analysis~~ risk management analysis of the *each campus'* building security system, lighting system, and ~~campus~~ fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings from outsiders and discourage trespassing

These ~~procedures~~ *strategies* may include requiring visitor registration, ~~requiring~~ staff and student identification tags, and patrolling of places used for congregating and loitering.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)
(cf. 5112.5 - Open/Closed Campus)

3. Discourage vandalism and graffiti

These ~~methods~~ *strategies* may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5137 - Positive School Climate)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

5. Detect and intervene with school crime

These ~~procedures~~ **strategies** may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration ~~and communication~~ with local law enforcement agencies. ~~including providing for law enforcement presence.~~

(cf. 3515.3 - District Police/Security Department)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

All staff shall receive training in building and grounds security procedures.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Keys

****Note: The following optional section should be modified to reflect district practice.****

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned.

****Note: Pursuant to Penal Code 469, a person who knowingly possesses, duplicates, uses, or attempts to use or duplicate, a key without authorization may be guilty of a misdemeanor. ****

The person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall **immediately** report the loss to the principal or designee ~~immediately~~ and shall pay for a replacement key.

(3/89 6/96) 3/07

Policy Adopted by Shandon Board of Education: January 11, 2000

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

Disruptions

BP 3515.2

Business and Noninstructional Operations

****Note: The following optional Board policy and accompanying administrative regulation address disruption of school activities by nonstudents and may be revised to reflect district practice. In Reeves v. Rocklin Unified School District, a California Court of Appeal held that school officials have legal authority to control access to a school campus in order to prevent disruption to normal school activities and need not wait until an actual disruption occurs before restricting access to school grounds.****

****Note: Penal Code 626.9 (the Gun Free School Zone Act) prohibits possession of a firearm on school grounds or within 1000 feet of school grounds, with specified exceptions (e.g., law enforcement). SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a person holding a valid license to carry a concealed firearm applies only to the area within 1,000 feet of a school, but any such person shall not carry a firearm and/or ammunition onto school grounds unless he/she has written permission of the Superintendent or designee. See BP/E 3515.7 - Firearms on School Grounds for options for the Governing Board to authorize or not authorize the Superintendent or designee to grant such permission and, if so, criteria and conditions for him/her to grant permission.****

****Note: For language regarding disturbances by students, see BP/AR 5131.4 - Student Disturbances and BP/AR 5144.1 - Suspension and Expulsion/Due Process. Employees who cause a disruption may be subject to disciplinary action in accordance with the district's collective bargaining agreement and/or Board policy; see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action and AR 4218 - Dismissal/ Suspension/Disciplinary Action.****

The Governing Board is committed to ~~keeping the schools free from disruption and to keeping unauthorized persons from entering school grounds.~~ providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent or designee shall ~~provide for prompt removal from school premises of~~ **remove** any individual who, **by his/her presence or action**, disrupts or threatens to disrupt normal operations **at a school campus or any other district facility**, threatens the health **and** **or** safety of students or staff, **or causes property damage anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.**

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4158/4258/4358 - Employee Security)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.4 - Student Disturbances)

****Note: Specific strategies for responding to disruptions may be developed as part of the district's comprehensive school safety plan (see BP/AR 0450 - Comprehensive Safety Plan) and/or may be included in the district's emergency and disaster preparedness plan (see BP/AR 3516 - Emergencies and Disaster Preparedness Plan). The U.S. Department of Education's Guide for Developing High-Quality School Emergency Operations Plans recommends that a school emergency plan describe specific courses of action for addressing threats and hazards, including, but not limited to, criminal threats and actions and active shooter situations.****

~~District and school site safety plans shall specify action to be taken, including specific staff responsibilities, when an individual is causing a disruption. School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of Board Policy.~~ *The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.*

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

****Note: Education Code 48902 requires the principal or designee to notify law enforcement authorities when anyone possesses a firearm or explosive or sells or furnishes a firearm at school. In addition, pursuant to 20 USC 7151, districts are mandated to develop a policy to notify law enforcement whenever a student brings a firearm to school. For policies implementing this mandate, see BP/AR 5131.7 - Weapons and Dangerous Instruments and AR 5144.1 - Suspension and Expulsion/Due Process.****

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor

32211 Threatened disruption or interference with classes; misdemeanor

35160 *Authority of governing boards*
 44810 *Willful interference with classroom conduct*
 44811 *Disruption of classwork or extracurricular activities*
 48902 *Notification of law enforcement authorities*
 51512 *Prohibited use of electronic listening or recording device*

PENAL CODE

243.5 *Assault or battery on school property*
 415.5 *Disturbance of peace of school*
 626-626.11 *Schools, crimes, especially:*
 626.7 *Failure to leave campus or facility; wrongful return; penalties; notice; exceptions*
 626.8 *Disruptive presence at schools*
 626.81 *Misdemeanor for registered sex offender to come onto school grounds*
 626.85 *Misdemeanor for specified drug offender presence on school grounds*
 626.9 *Gun Free School Zone Act*
 627-627.10 *Access to school premises*
 653b *Loitering about schools or public places*
 12556 *Imitation firearms*
 30310 *Prohibition against ammunition on school grounds*

UNITED STATES CODE, TITLE 20

7151 *Gun-Free Schools Act*

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652
In Re Joseph F., (2000) 85 Cal.App.4th 975
In Re Jimi A., (1989) 209 Cal.App.3d 482
In Re Oscar R., (1984) 161 Cal.App.3d 770

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

911! *A Manual for Schools and the Media During a Campus Crisis, 2001*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

U.S. Department of Education: <http://www.ed.gov>

(11/06 3/10) 4/16

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

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Administrative Regulation

Disruptions

AR 3515.2

Business and Noninstructional Operations

Note: The following administrative regulation is optional and may be revised to reflect district practice. Education Code 35160 authorizes the Governing Board to maintain order in schools under its jurisdiction. Therefore, the district, in accordance with law, may authorize school administrators to direct certain individuals, as specified below, to leave school grounds. Penal Code 626.7 provides that a person who is directed to leave the campus and fails to leave, or later reenters without following the school's posted registration requirements, may be guilty of a misdemeanor. In addition, Penal Code 653b makes it a misdemeanor for anyone to loiter around a school and enhances penalties for loiterers who are required to register as sex offenders or to register with the local chief of police or sheriff for committing specified street gang offenses. For information regarding visitor registration requirements, see BP/AR 1250 - Visitors/Outsiders.

The principal, ~~or~~ designee or school security officer may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the ~~any~~ person, is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. This shall not apply to students, Governing Board members or employees of the school, or others required by their employment to be on school grounds. *except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:*

~~When an individual is directed to leave under such circumstances, the principal or designee shall inform the person that he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. (Penal Code 626.7)-~~

~~If an individual refuses to leave upon request or returns before the applicable period of time, the principal or designee shall notify law enforcement.-~~

~~The principal or designee may direct any specified sex offender or drug offender to leave school grounds. This does not apply to a student, parent/guardian of a student attending that school or an individual who has obtained prior written permission for entry from the principal or designee. Upon directing the individual to leave, the principal or designee shall inform the person that he/she will be guilty of a crime if he/she reenters the schools within seven days or otherwise establishes a pattern of unauthorized entry. (Penal Code 626.8, 626.85)~~

~~Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right of way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be for assigned school activities. (Penal Code 626.9, 626.10)~~

- 1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful*

conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)

2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)

3. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)

****Note: Penal Code 626.81 prohibits registered sex offenders from school grounds unless they have lawful business and written permission from the principal or designee. However, pursuant to Education Code 49091.10 and 51101, any sex offender who is a parent/guardian of a student must, like other parents/guardians, be allowed to be involved in the education of his/her child. Thus, districts must adopt reasonable measures to maintain the rights of such sex offender parents/guardians to be involved in their children's education, while keeping students safe. See BP 1250 - Visitors/Outsiders.****

4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.5 - Sex Offender Notification)

5. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)

****Note: Item #6 below authorizes the principal or designee to remove from school or a school activity any person who threatens the physical safety of a student at any grade level. Pursuant to Penal Code 626.8, it is a misdemeanor to threaten the physical safety of any student in grades K-8.****

6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)

7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)

(cf. 1240 - Volunteer Assistance)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 6145.2 - Athletic Competition)

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds

to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)

1. *Fails to leave or remains after being directed to leave*
2. *Returns to the campus without following the school's posted registration requirements*
3. *Returns within seven days after being directed to leave*

(cf. 0450 - Comprehensive Safety Plan)

Whenever an individual is causing or threatening to cause a disruption at any district facility other than a school campus, the Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.

Appeal Procedure

Any person who is asked to leave a **public** school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. *After reviewing the matter with the principal or designee and the person making the appeal*, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

(3/10 3/12) 4/16

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

District Police/Security Department

BP 3515.3

Business and Noninstructional Operations

****Note: Education Code 38000 authorizes the Board to establish a police or security department and to employ personnel to ensure the safety of district students and staff and the security of district real and personal property. The following optional policy may be revised as desired, including appropriate modifications to indicate whether the district has a "police" or "security" department. ****

To help ensure the safety of district students and staff and the security of district property, the Governing Board shall maintain a district police or security department.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.5 - Sex Offender Notification)

(cf. 3516.2 - Bomb Threats)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5142.1 - Identification and Reporting of Missing Children)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

(cf. 5145.12 - Search and Seizure)

Duties of district police officers or security officers shall be delineated in a job description developed by the Superintendent or designee.

(cf. 4158/4258/4358 - Employee Security)

(cf. 4200 - Classified Personnel)

****Note: The district may select either or both options below depending on whether it has a "security" and/or "police" department. ****

OPTION 1: (Security Department)

Persons employed or assigned as school security officers shall serve as watchpersons, security guards, or patrolpersons on or about district premises to protect persons or property, prevent the theft or unlawful taking of district property, or report unlawful activity to the district and local law enforcement agencies.

(Education Code 38001.5)

When district security officers are unable to perform their duties because of an emergency, including, but not be limited to, war, epidemic, fire, flood or work stoppage, or when the emergency necessitates additional security services, the Board may contract with a private licensed security agency. In such cases, the Board shall make a specific finding that an emergency exists and shall include this finding in the Board minutes. (Education Code 38005)

OPTION 2: (Police Department)

Persons employed as members of the district police department, when appointed and duly sworn, are peace officers for the purposes of carrying out their duties pursuant to Penal Code 830.32. (Education Code 38001)

****Note: AB 1436 (Ch. 292, Statutes of 2003) amended Education Code 35021.5 to delete the requirement that a school police reserve officer corps consist of unpaid volunteers. However, Education Code 35021.5 continues to express legislative intent that districts be allowed to use volunteer reserve officers to the extent necessary to provide a safe and secure school environment. The following optional paragraph is for use by districts that choose to establish a reserve officer corps, and may be revised to reflect district practice. ****

The district's police department may be supplemented by a school police reserve officer corps, which may include unpaid volunteer reserve police officers. For the duration of their specific assignment, school police reserve officers shall have the same powers and duties as other school police officers. (Education Code 35021.5; Penal Code 830.6)

(cf. 1240 - Volunteer Assistance)

****Note: The remainder of this policy is for use by all districts. ****

The Board expects district police or security officers to cooperate and regularly communicate with local law enforcement agencies, and to work collaboratively with other district staff and community members to develop long-term, proactive approaches that address the conditions affecting school safety.

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

District police or security officers shall conduct themselves in ways that promote goodwill and cooperation on the part of students, district staff and the general public.

Firearms

****Note: Pursuant to Penal Code 830.32, the Board may determine whether or not its police officers will carry firearms. Education Code 38001.5 implies that security officers also may or may not be permitted to carry firearms. ****

OPTION 1: The Board authorizes district police or security officers to carry firearms in accordance with law, Board policy and administrative regulations.

OPTION 2: *District police or security officers shall not carry firearms.*

Legal Reference:

EDUCATION CODE

35021.5 School police reserve corps

38000-38005 Security and police departments

39672 School peace officers, fingerprinting

45122.1 Classified employees, conviction of a violent or serious felony

49079 Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion

BUSINESS AND PROFESSIONS CODE

7583-7583.46 Private patrol operators

FAMILY CODE

6240-6274 Emergency protective orders

GOVERNMENT CODE

3300-3312 Public safety officers, rights and protections

8597-8598 Peace officers

PENAL CODE

290.45 Sex offenders, authority of peace officers

646.91 Emergency protective order for stalking

830-832.9 Peace officers, especially:

830.32 School district and community college police

830.6 Reserve police officers, powers and duties

832 Course of training prescribed by Commission on Peace Officer Standards and Training

832.2 School peace officers; training

832.7 Disclosure of personnel files in criminal or civil proceedings

836 Peace officers; warrants

12028.5 Taking custody of weapons

13510-13519.9 Standards for recruitment and training

13700-13702 Response to domestic violence

WELFARE AND INSTITUTIONS CODE

707 List of crimes

828-828.1 Disclosure of information re minors by law enforcement agency

COURT CASES

San Diego Police Officers Association et al. v. City of San Diego Civil Service Commission et al., 104 Cal.App.4th 275 (2002)

Management Resources:

CDE PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

WEB SITES

Commission on Peace Officer Standards and Training: <http://www.post.ca.gov>

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/lss/>

Attorney General's Office, Crime and Violence Prevention Center: <http://www.safestate.org>

(10/98 11/00) 11/03

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
District Police/Security Department

AR 3515.3
Business and Noninstructional Operations

****Note: Districts should revise the following optional regulation to reflect whether the district has a "police" or "security" department as authorized by Education Code 38000. ****

To be employed as district police or security officers, persons shall meet all the requirements for classified personnel in addition to specialized requirements as described below.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)
(cf. 4211 - Recruitment and Selection)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4215 - Evaluation/Supervision)

Chief of Police/Chief of Security

The district police or security department shall be supervised by a chief of police or chief of security designated by the Superintendent and working under the Superintendent's direction. (Education Code 38000)

****Note: Pursuant to Education Code 38000, the Board must set minimum qualifications for employment of the police chief or security chief, including but not limited to the qualifications described in the following paragraph. The district may expand the following paragraph to specify additional qualifications if desired. ****

Qualifications for the position of police or security chief include, but are not limited to, prior employment as a peace officer or completion of a peace officer training course approved by the Commission on Peace Officer Standards and Training. The police or security chief shall comply with this requirement within one year of initial employment in this position by the district. (Education Code 38000)

Qualifications of Security Officers

****Note: The following section is for use by districts that employ security officers pursuant to Education Code 38000 and 38001.5. ****

Every school security officer shall: (Education Code 38001.5)

1. Under the conditions described in Education Code 38001.5, submit to the district copies of his/her fingerprints on forms or electronically, as prescribed by the Department of Justice

2. Be determined to be a person not prohibited from employment by a school district pursuant to Education Code 44237 or 45122.1

**(cf. 3515.6 - Criminal Background Checks for Contractors)
(cf. 4112.5/4212.5/4312.5 Criminal Record Check)**

*****Note: Item #3 below is for use by districts that authorize security officers to carry firearms; see BP 3515.3.*****

3. Be determined by the Department of Justice to be a person who is not prohibited from possessing a firearm (Education Code 38001.5)

Each employee who works more than 20 hours a week as a school security officer shall complete a course of training developed by the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training. (Education Code 38001.5)

*****Note: The following paragraph is for use by districts that require school security officers to carry a firearm while performing their duties.*****

School security officers shall additionally satisfy the training requirements of Penal Code 832. (Education Code 38001.5)

Qualifications of Police Officers

*****Note: The following section is for use by districts that employ police officers pursuant to Education Code 38000 and 38001.*****

Before exercising the powers of a peace officer, district police officers shall satisfactorily complete an introductory course of training prescribed by the Commission on Peace Officer Standards and Training and shall pass the commission's examination. (Penal Code 832, 832.3)

If a person has passed this examination more than three years before being employed as a peace officer, or has a break in service of three or more years, he/she shall be required to pass the examination before beginning duties as a district police officer, unless he/she meets criteria required by law. (Penal Code 832)

Within two years of the date of first employment, district police officers shall have completed supplementary specialized training, approved by the Commission on Peace Officer Standards and Training, on the unique safety needs of a school environment. (Penal Code 832.3)

*****Note: The following paragraph may be expanded to include other trainings provided by the district.*****

The Superintendent or designee may provide district police officers with additional training in other public safety skills, including but not limited to first aid, rescue, cardiopulmonary resuscitation, emergency medical technician training, juvenile procedures and specialized safety equipment. (Education Code 38002)

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4231 - Staff Development)
(cf. 5141 - Health Care and Emergencies)*

****Note: The following paragraph is for use by districts whose Boards have established a school police reserve corps as authorized by Education Code 35021.5 and 38000; see BP 3515.3. AB 1436 (Ch. 292, Statutes of 2003) amended Education Code 35021.5 to delete the requirement that such a reserve corps be unpaid volunteers.****

School police reserve officers shall complete a course of training directly related to the role of school police reserve officers as prescribed in Penal Code 832.2. (Education Code 35021.5)

Equipment

Each district police or security officer shall wear a badge bearing the name of the district, carry an identification card bearing his/her photograph and signature and the signature of the Superintendent, and carry any other identification data required by local law enforcement agencies. (Education Code 38003)

****Note: Pursuant to Education Code 38003, the cost for the above items must be borne by the district. If a uniform is not required, the word "uniforms" should be deleted from the following paragraph.****

The district shall bear the cost of all required uniforms, equipment, identification badges and cards. (Education Code 38003)

The Board may provide and maintain motor vehicles for use by police or security department staff. When operated by a district officer in the performance of his/her duties, any vehicle is an authorized emergency vehicle and may be equipped and operated as such, as provided by the Vehicle Code. (Education Code 38004)

Personnel Files

****Note: The following section is for use by districts that have established a police department.****

Before any record containing an adverse comment is placed in a police officer's personnel file, he/she shall read and sign the record indicating he/she is aware of the comment. The police officer shall have 30 days to file a written response, which shall be attached to the adverse comment. (Government Code 3305-3306)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

A police officer may inspect his/her personnel file during usual business hours with no loss of compensation. If the officer believes that any portion of the material is mistakenly or unlawfully placed in the file, the officer may request, in writing, that the mistaken or unlawful portion be corrected or deleted and shall describe the reasons supporting those corrections or deletions. Within 30 days of the request, the Superintendent or designee shall either grant the officer's request or notify the officer of the decision to refuse to grant the request. The Superintendent or designee shall state in writing the reasons for refusing any request. (Government Code 3306.5)

Disciplinary Action

****Note: The following section is for use by districts that have established a "police" department. When a district police officer is under disciplinary investigation, Government Code 3300 provides the officer with the right to receive copies of any reports or complaints made by investigators or other persons, except those that are confidential. The court in San Diego Police Officers Association et al. v. City of San Diego Civil Service Commission et al. ruled that personnel records of a public safety officer cannot be disclosed at public disciplinary appeal hearings without the officer's consent. ****

Any investigation of a district police officer that could lead to punitive action shall be conducted in accordance with Government Code 3303-3304.

If the Superintendent or designee decides to impose discipline following investigation and any predisciplinary response or procedure, he/she shall notify the police officer in writing within 30 days of the decision, including the date that the discipline shall be imposed. (Government Code 3304)

****Note: Pursuant to Government Code 3304.5, an administrative appeal initiated by a police officer shall be conducted in accordance with district rules and procedures. Districts should consult legal counsel prior to initiating discipline against a police officer or whenever an investigation is undertaken. ****

Any appeal by a police officer shall be conducted in accordance with Board policy and administrative regulation. (Government Code 3304.5)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(10/98 11/00) 11/03

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Recovery For Property Loss Or Damage

BP 3515.4
Business and Noninstructional Operations

****Note: Pursuant to Education Code 48904, parents/guardians are liable for the costs of damages caused by the willful misconduct of their minor children (1) that results in damage to school property, an employee's personal property, or injury or death of a district student, employee, or volunteer, and (2) for any reward paid by the district; see section below entitled "Rewards." This amount is adjusted annually for inflation by the Superintendent of Public Instruction. For 2017, the liability of a parent/guardian must not exceed \$19,200 for damages and \$19,200 for the reward. For situations not addressed by the Education Code, Civil Code 1714.1 provides for parent/guardian liability for the willful misconduct of their minor child which results in injury, death, or property damage. The limit under this statute is adjusted every two years for cost-of-living by the Judicial Council of California and, effective July 1, 2017, parent/guardian liability must not exceed \$42,100.****

****Note: Pursuant to Penal Code 640.5 and 640.6, an individual who has been found to have defaced district property with graffiti may be fined or ordered by a court to perform community service. Depending on the amount of damage, Penal Code 594 also specifies that an individual, or the parent/guardian of a minor, who has been convicted of vandalism may be ordered to clean up and repair the property and to keep the property free from graffiti for one year.****

****Note: The following optional policy may be modified to reflect district practice.****

~~The Governing Board shall seek reimbursement of damages and rewards from any individual or from the custodial parent/guardian of any minor who commits any act of theft or vandalism.~~

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. To discourage such acts, the district shall seek reimbursement of damages, within the limitations specified in law, from any individual, or from the parent/guardian of any minor, who has committed theft or has willfully damaged district or employee property.

*(cf. 0450 - Comprehensive Safety Plan)
 (cf. 3515 - Campus Security)
 (cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
 (cf. 4158/4258/4358 - Employee Security)
 (cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
 (cf. 5131 - Conduct)
 (cf. 5131.5 - Vandalism and Graffiti)
 (cf. 5136 - Gangs)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)*

Rewards

*****Note:** Government Code 53069.5 authorizes the Governing Board to offer rewards for information leading to the identification and apprehension of persons who willfully damage or destroy property. ***

~~If the law enforcement officials are unable to fix responsibility for the theft or vandalism, the board may authorize a reward in any amount it deems appropriate for information leading to the identification and apprehension of the guilty party.~~

When district or law enforcement officials have not been able to identify the person(s) responsible for the theft or vandalism of district property, the Board may authorize a reward for the identification and apprehension of the responsible person(s).

*****Note:** The Board may set any amount for the reward it deems to be appropriate; however, as detailed above, Education Code 48904 specifies a limit on the amount of parent/guardian liability for repayment of the reward. ***

*****Note:** Option 1 below allows the Superintendent or designee to offer a reward up to \$2,500 without Board approval. Option 2 provides that the Board will determine the amount of any reward offered. Both options may be revised, including the specified reward amount, to reflect district practice. ***

OPTION 1: The Board authorizes the Superintendent or designee to offer a reward in any amount he/she deems appropriate, not exceeding \$2,500. A reward in excess of \$2,500 shall be authorized in advance by the Board.

OPTION 2: The Board shall determine the appropriate amount for the reward.

~~A reward shall be paid only when the guilt of the person responsible for the crime has been established by a criminal conviction or other appropriate judicial procedures.~~

*****Note:** The following paragraph applies to all districts. ***

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure.

Legal Reference:**EDUCATION CODE**

19910 Libraries, malicious cutting, tearing, defacing, breaking or injuring

19911 Libraries, willful detention of property

44810 Willful interference with classroom conduct

48904 Liability of parent/guardian for willful misconduct

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage

53069.6 Actions to recover damages

54951 Local agency, definition

PENAL CODE

484 Theft defined

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Judicial Council of California: <http://www.courts.ca.gov>

(2/95 10/97) 7/09

Policy Adopted by Shandon Board of Education: January 11, 2000

SHANDON JOINT UNIFIED SCHOL DISTRICT
Administrative Regulation
Recovery For Property Loss Or Damage

AR 3515.4
Business and Noninstructional Operations

Note: The following administrative regulation is optional and should be modified to reflect district practice.

Reports *by Staff*

District employees shall report any damage *to* or loss of school property to the principal or designee immediately after such damage or loss is discovered. In those instances in which insurance reimbursement may be involved, the principal or designee shall contact the appropriate district official.

(cf. 3530 - Risk Management/Insurance)
(cf. 5131.5 - Vandalism and Graffiti)

Investigation

Note: *Certain acts of graffiti or vandalism may trigger the need for an investigation pursuant to the district's sexual harassment or nondiscrimination grievance procedures (e.g., graffiti that is sexual in nature or disparaging to a class of individuals protected by the district's nondiscrimination policies). See BP 5131.5 - Vandalism and Graffiti.*

~~The Superintendent or designee shall ensure that a complete investigation is conducted at the site where the vandalism occurred.~~

~~The principal or designee shall conduct a complete investigation of any instance of damage or loss of school property. The investigation shall be carried out in cooperation with law enforcement officials when appropriate.~~

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate. If it is determined that the damage has been committed by any district student, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

(cf. 3515.3 - District Police/Security Department)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)**Recovery of Damages**

When the ~~person~~ **individual** causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover these costs, ~~including consulting district's legal counsel if necessary~~ **the district's costs and shall consult with the district's legal counsel and/or insurance administrator, as appropriate.** Reasonable steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person.

If the responsible person is a minor, recovery may be sought from the minor's custodial parent/guardian in accordance with Education Code 48904.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from his/her parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

Payment of Reward

When authorized according to Governing Board policy, **the Superintendent or designee shall pay** the reward ~~shall be paid~~ to the party who provides information sufficient to identify and apprehend the person(s) ~~or persons~~ subsequently found **determined to be** responsible for the damage or loss. If more than one person provides information, the reward shall be divided among **them as appropriate** ~~the informants~~.

(12/91 10/97) 7/09

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

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Sex Offender Notification

BP 3515.5
Business and Noninstructional Operations

****Note: Penal Code 290.45 specifies that when a law enforcement agency reasonably suspects that children may be at risk from a registered sex offender, the agency may notify educational institutions. However, the law does not stipulate procedures for districts to follow when so notified. Penal Code 290.45 also provides that any person who receives such sex offender information from a law enforcement agency may only disclose that information in the manner and to the extent authorized by the law enforcement agency. Districts should act reasonably and responsibly if the information is received and should collaborate with local law enforcement in order to determine the most responsible means of communication. See the accompanying administrative regulation. Because school personnel are not equipped to assess the relative danger of offenders, it is recommended that districts consult with legal counsel when developing their planned response to the receipt of sex offender information.****

In order to protect students while they are traveling to and from school, *or* attending school or at a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency *notifies* ~~contacts~~ the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

****Note: Penal Code 290.45 grants the district and its employees immunity from civil liability for the good faith dissemination of any sex offender information received from a law enforcement agency, as long as the dissemination is in the manner and to the extent authorized by the law enforcement agency.****

~~The district and its employees shall be immune from liability for the good faith dissemination of sex offender information provided by law enforcement agency or an employee of a law enforcement agency, so long as the dissemination is in the manner and to the extent authorized by the law enforcement agency. (Penal Code 290)~~

To protect the district and its employees from liability, employees shall disseminate sex offender information in good faith, and only in the manner and to the extent authorized by the law enforcement agency.

****Note: Pursuant to Penal Code 290.46 ("Megan's law") information about certain sex offenders, including their home addresses, is available to the public via the Internet. The district may choose to include notice regarding the availability of this information in its annual parent/guardian notification. The following paragraph is optional and may be revised to reflect district practice.****

The Superintendent or designee may annually notify parents/guardians of the availability of information

about registered sex offenders on the Department of Justice's Internet website.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

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

(cf. 3515 - Campus Security)

(cf. 5142 - Safety)

Role of District Police/Security Department

****Note: The following optional section is for use by districts with district police/security departments. Penal Code 290.45 provides that a school district police/security department may be a "designated law enforcement agency" for purposes of receiving information from the Department of Justice about registered sex offenders. As a "designated law enforcement agency," the school district police/security department may make the determination to release information about sex offenders to the school community, such as parents/guardians of students attending the school and other persons regularly present at the school site including students, employees or volunteers.****

In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.

(cf. 3515.3 - District Police/Security Department)

The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)

Legal Reference:

EDUCATION CODE

32211 Threatened disruption or interference with classes; offense

35160 Authority of boards

35160.1 Board authority of school districts

48981 Parent/guardian notifications; methods

PENAL CODE

290 Registration of sex offenders

290.4 Sex offender registration; compilation of information

290.45 Release of sex offender information

290.46 Making information about certain sex offenders available via the Internet

290.9 Addresses of persons who violate duty to register

290.95 Disclosure by person required to register as sex offender

626.8 Disruptive entry or entry of sex offender upon school grounds

626.81 Sex offender; permission to volunteer at school

830.32 School district and community college police

3003 Parole, geographic placement

UNITED STATES CODE, TITLE 42

14071 Jacob Wetterling Crimes Against Children and Sexually Violent Offender

Registration Program Act

ATTORNEY GENERAL OPINIONS

82 Ops. Cal. Atty. Gen. 20 (1999)

Management Resources:

WEB SITES

California Department of Justice, Megan's Law mapping: <http://www.meganslaw.ca.gov>

(2/99 11/03) 3/05

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Administrative Regulation

Sex Offender Notification

AR 3515.5

Business and Noninstructional Operations

****Note: Pursuant to Penal Code 290.45, a law enforcement agency may notify the general public about the presence of a sex offender in the community by whatever means the law enforcement agency considers appropriate, including television, newspaper, or the Internet.****

****Note: The following optional regulation provides a plan for communicating information received from law enforcement. CSBA recommends that districts work closely with local law enforcement in order to help develop a coordinated response to the situation, and revise this regulation accordingly to reflect district practice.****

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. He/she shall ensure, at a minimum, that the following components are part of the plan:

1. The Superintendent or designee shall appoint a staff member to serve as liaison with law enforcement regarding these matters.
2. The Superintendent or ~~designee~~ **district liaison** shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the ~~district~~ liaison as well as the individual school sites. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the ~~district~~ liaison.
3. The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement.
4. The Superintendent or ~~designee~~ **liaison** shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both the district and law enforcement.

This communication shall also explain:

- a. The reporting requirements pursuant to Penal Code 290 **and 290.45**, including the fact that law enforcement is the agency best able to assess the relative danger of ~~an~~ **a sex** offender
- b. The ability of the parents/guardians to contact law enforcement for additional information **and to view the information on the Megan's Law Internet website**

e. ~~The district's policy and how the district plans to handle the information received from the law enforcement agency—~~

****Note: Penal Code 290.45 provides that law enforcement may authorize school districts to disclose sex offender information to additional persons upon a determination by law enforcement that this further disclosure will enhance public safety. Penal Code 290.45 requires law enforcement to identify the appropriate scope of further disclosure, which may not include placement of the information on a district Internet website.****

5. ~~Serious sexual offenders will have the location of their residences posted. High risk, violent, sexual offenders will also have their pictures posted at the school sites.~~ *When law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Superintendent or liaison may disclose information about a sex offender to the following staff:*

6. ~~If and when law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or designee shall determine which central office and school staff need to be notified. This determination shall be done on a case-by-case basis. Notification may be made to the following staff:~~

- a. The principal of the school which is in the attendance area of the sex offender's residence or place of employment
- b. Teachers and classified personnel at that school, including staff responsible for visitor registration
(cf. 1250 - Visitors/Outsiders)
- c. Principals and staff at adjacent schools, as appropriate
- d. Security staff
- e. Bus drivers
- f. Yard supervisors

7.6. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or ~~designee~~ liaison in order to help ensure that the district is able to respond appropriately.

****Note: Penal Code 3003 prohibits certain sex offenders released on parole from residing within one-half mile of school grounds.****

8.7. If an identified sex offender is seen on or nearby school grounds or around any student, staff shall immediately contact the district liaison. A staff member may also inform local law enforcement.

****Note: Pursuant to Penal Code 290.45, any person who convicted of using sex offender information to commit a felony will receive a five-year prison term; any person who uses this information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.****

Notification to Parents/Guardians

****Note: Pursuant to Penal Code 290.45, law enforcement determines the appropriate scope of the disclosure of sex offender information when necessary to protect public safety. In some circumstances, law enforcement may determine that notification should be provided to the parents/guardians of students attending a specific school. In order to help ensure that parents promptly receive the information and that students are not unduly alarmed, CSBA recommends that notifications not be sent home with students. District should also consult legal counsel as appropriate.****

****Note: The following optional section should be modified to reflect district practice.****

~~Upon notification by law enforcement that a "high risk" sex offender resides in the community, the district liaison shall immediately contact local law enforcement in order to determine the appropriate response.~~

~~Upon notification by law enforcement that a "serious" sex offender resides in the community, the district liaison, in consultation with the Superintendent and/or district legal counsel, shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:~~

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:

1. An article in a school or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office. This article shall encourage parents/guardians to contact local law enforcement *and access the Department of Justice's (DOJ) Megan's Law Internet website* for additional information.
2. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement *and access the DOJ's Megan's Law Internet website* for additional information.
3. A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement *and access the DOJ's Megan's Law Internet website* for additional information.

****Note: Pursuant to Penal Code 626.81, a principal may permit a registered sex offender who is not a family member of a student attending the school to enter school premises to volunteer at the school, provided that parents/guardians are notified as provided below. For further information, see AR 1240 - Volunteer Assistance.****

Whenever the principal has granted permission to a person who is required to register as a sex offender pursuant to Penal Code 290 to come into a school building or upon school grounds to volunteer at the school, he/she shall notify the parent/guardian of each student at that school, at least 14 days in advance using one of the methods specified in Education Code 48981, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81)

(cf. 1240 - Volunteer Assistance)

(cf. 5145.6 - Parental Notifications)

(2/98 11/05) 5/16

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

Revised:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

Use Of School Facilities

BP 1330

Community Relations

***Note: Education Code 38133 mandates that the Governing Board develop rules and regulations related to the management, direction, and control of school facilities. Pursuant to Education Code 38130-38138 (the Civic Center Act), school facilities are civic centers and, under certain circumstances, members of the school community must be allowed to use them for specified purposes. In granting access for use of school facilities to district residents and community groups, the Board must be careful to avoid discriminating against certain individuals, groups, or viewpoints and thereby violating constitutional requirements, including free speech rights. In *Good News Club v. Milford Central School*, the U.S. Supreme Court held that the school district violated the club's free speech rights when it denied the club use of school facilities for after-school meetings because of the religious nature of the meetings. ***

The Governing Board ~~recognizes~~ *believes* that district *school* facilities *and grounds* are a *vital* community resource ~~whose primary purpose is to be used for school programs and activities~~ *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 ~~provided~~ *specified in* for the Civic Center Act, ~~when to the extent that~~ such use does not interfere with school activities *or other school-related uses.*

~~All school-related activities (clubs, class events etc.) shall be given priority in the use of facilities under the Civic Center Act. Thereafter the use of facilities shall be on a first-come, first-served basis.~~

(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.

~~Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs. Any other issues will be resolved at the discretion of the superintendent.~~

~~The Board authorizes the superintendent, his or her discretion, to waive any fees deemed reasonable.~~

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.

***Note: Pursuant to Education Code 38133, the Board is mandated to develop rules and regulations which must include the items specified below for the management, direction, and control of school facilities. ***

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*

****Note: The following paragraph is optional and may be modified to reflect district practice. ****

Subject to prior approval by the Board, 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)

****Note: The following optional paragraph may be modified to reflect district practice. A district may enter into an agreement with another entity for the joint use of school facilities or grounds. For considerations to guide the development of such an agreement, see BP 1330.1 - Joint Use Agreements. Any district interested in entering into any such agreement is also encouraged to review CSBA's policy brief Maximizing Opportunities for Physical Activity Through Joint Use of Facilities and CSBA's publication Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement for tips regarding successful collaboration, information about funding sources for joint use, suggested components of joint use agreements, model agreements, and additional resources. ****

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-Fair Rental Value

****Note: Education Code 38134 authorizes districts to charge an amount "not exceeding" direct costs for the use of school facilities or grounds by community groups and entities. Pursuant to 5 CCR 14041, as added by*

*Register 2014, No. 19, the Board is required to adopt a fee schedule that specifies the hourly fee to be charged by the district either for specific school facilities and grounds or for types or categories of school facilities or grounds (e.g., all gymnasiums or playgrounds), when the district chooses to charge fees for community use of school facilities and grounds. ****

~~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)~~

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)

******Note: In addition, Education Code 38134 mandates each district to adopt a policy specifying the activities and organizations that shall be charged an amount not to exceed direct costs. 5 CCR 14037-14041, as added by Register 2014, No. 19, contain specific rules adopted by the State Board of Education for determining "direct costs" to be charged for use of school facilities and grounds. ******

******Note: The options below provide suggestions on how districts that choose to charge up to direct costs may categorize activities and organizations for that purpose. Option 1 is for use by districts that choose to charge an amount "not exceeding" direct costs to all community groups. Option 2 is for use by districts that choose to grant free use to nonprofit groups organized to promote youth and school activities but charge other groups an amount "not exceeding" direct costs. Option 3 is for use by districts that grant free use to school-related organizations only. ******

******Note: However, regardless of the option chosen, there is an exception for the use of school facilities and grounds for religious services, as noted below. ******

OPTION 1: (Amount not exceeding direct costs to all community groups)

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)

OPTION 2: (No charge to nonprofit youth and school-oriented organizations)

******Note: This option reflects the common practice among districts to allow free use of school facilities by nonprofit organizations, clubs, and organizations that promote youth and school activities, including the YMCA and religious organizations or churches that arrange for and supervise sports league activities for youth, pursuant to Education Code 38134. ******

******Note: Districts that wish to give free use to some groups, but charge other groups, should proceed***

*cautiously and ensure that such free use or discount is granted on a reasonable and nondiscriminatory basis. It is strongly recommended that districts consult legal counsel before deciding which groups will or will not be charged and, based upon legal counsel's advice, decide whether it would be appropriate to specifically name in the district's policy the community groups that will or will not be charged. ****

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)

OPTION 3: (No charge to school-related organizations)

The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. All other groups requesting the use of school facilities under the Civic Center Act shall be charged an amount not exceeding direct costs determined in accordance with 5 CCR 14037-14041.

****Note: The remainder of this section is for use by all districts regardless of the option chosen above. ****

****Note: Pursuant to Education Code 38134, any group authorized to use school facilities for religious services must be charged "at least" direct costs. ****

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)

****Note: The following paragraph provides specific guidance for calculating "direct costs" that a district may charge community groups and organizations for the use of school facilities or grounds. Pursuant to 5 CCR 14038, as added by Register 2014, No. 19, the district must determine the "proportionate share" of allowable capital and operational direct costs as provided below. ****

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

*****Note:** The following optional paragraph applies to districts that choose to discount direct cost fees based on the type or category of the applicant, such as to groups with tax-exempt status as authorized pursuant to 5 CCR 14041, added by Register 2014, No. 19. ***

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)

*****Note:** Education Code 38134 requires the district to charge fair rental value when facilities are used for fundraising activities which are not beneficial to youth, public school activities, or charitable purposes, under the conditions specified below. "Fair rental value" is defined as direct costs plus the amortized costs of the school facilities or grounds used for the duration of the activity. ***

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

*****Note:** Pursuant to 5 CCR 14042, added by Register 2014, No. 19, funds collected as capital direct costs must be expended as specified in the following optional paragraph. ***

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

****Note: The following administrative regulation is mandated for the management, direction, and control of school facilities, pursuant to Education Code 38133. ****

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.

~~The Superintendent or designee shall maintain application procedures and regulations for the use of School facilities which: (Education Code 38133)~~

- ~~1. Encourage and assist groups desiring to use school facilities for approved activities.~~
- ~~2. Preserve order in school buildings and on school grounds, and protect school facilities. If necessary, a person may be designated to supervise this task,~~
- ~~3. Ensure that the use of facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes and does not interfere with the regular conduct of school work.~~

****Note: The California Supreme Court has determined that the requirements of Education Code 38135 and 38136 are unconstitutional (ACLU v. Board of Education of City of Los Angeles). Although these provisions have not been repealed, districts are advised not to require any oath affirming that the group does not intend to take actions leading to the overthrow of the government. ****

****Note: Other types of oaths have been held constitutionally acceptable. The California Supreme Court upheld the use of an oath that the individual or group does not intend to use school premises to commit unlawful acts (ACLU v. Board of Education), and the U.S. Supreme Court has upheld affirmative loyalty oaths for public employees, expressing a promise to support the federal and state constitutions (Connell v. Higgenbotham; Cole v. Richardson). The accompanying Exhibit provides a sample facilities use statement. The following paragraph is optional. ****

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.

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

~~Persons or organizations applying for the use of school facilities shall submit a statement of information indicating that the organization upholds the state and federal constitutions and does not intend to use school premises 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

****Note: An Attorney General Opinion (79 Ops. Cal. Atty. Gen. 248 (1996)) found unconstitutional the section of Education Code 38131 which provides that a board may grant the use of school facilities to a religious group to conduct services only when the religious group has no other suitable meeting place. Although Attorney General opinions do not carry the force of law, they are given deference by the courts in the case of legal challenge. Therefore, a district should consult legal counsel before requiring a religious organization to establish that it lacks another suitable meeting place for the conduct of its services in order to rent school facilities. In that same opinion, the Attorney General also determined that Education Code 38131 does not limit the renewability of the temporary use permit for school facilities by a religious organization. Thus, legal counsel should also be consulted before a district refuses to renew a temporary permit. Item #3 below is consistent with the Attorney General's interpretation of Education Code 38131. ****

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)

****Note: Pursuant to Education Code 32282, procedures to allow school facilities to be used by public agencies, such as the Red Cross, for mass care and welfare shelters during an emergency must be included in the comprehensive school safety plan. See AR 0450 - Comprehensive Safety Plan. ****

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)

****Note: Education Code 38131 allows the district to grant use of school facilities for other purposes as deemed appropriate. The district may add any other purposes approved by the Governing Board. ****

9. 10. Other purposes deemed appropriate by the Governing Board

Restrictions

****Note: In adopting rules for the management and control of school facilities, districts must be careful to ensure that they do not impose restrictions that may violate constitutionally protected rights. Generally, court decisions have held that districts may not discriminate on the basis of a group's viewpoint, and thus the use of facilities should be granted on a neutral basis. In Good News Club v. Milford Central School, the U.S. Supreme Court held that a district which prohibited a religious club from using school facilities after school hours for activities for which it allowed other community groups to use the school facilities discriminated against the club on the basis of the club's religious viewpoint in violation of the First Amendment to the United States Constitution. ****

****Note: Because federal and state constitutional free speech issues may be involved when a district denies the use of school facilities to certain groups, it is strongly recommended that a district consult with legal counsel before doing so. ****

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 of school facilities or grounds which is inconsistent with their use for school purposes or which interferes with the regular conduct of school or school work~~ *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 is discriminatory in the legal sense~~

4.3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances ~~on school property~~, **including tobacco**

(cf. 3513.3 - Tobacco-Free Schools)

****Note: Pursuant to Business and Professions Code 25608, it is a misdemeanor to possess, consume, sell, give, or deliver any alcoholic beverage to any person in a school building or on school grounds unless a specified exception applies. AB 2073 (Ch. 235, Statutes of 2014) amended Business and Professions Code 25608 to add an exception for cases in which alcohol is served during a special event, pursuant to a license or permit obtained under the Alcohol Beverage Control Act, at district-owned facilities at a time when students are not present. For this purpose, "facilities" include, but are not limited to, office complexes, conference centers, or retreat facilities. ****

****Note: The district should consult legal counsel and/or risk management personnel when determining whether to allow alcohol on district property pursuant to this exception. When a district allows the use of its facilities or grounds for events that may involve the serving or consumption of alcoholic beverages, it is recommended that rules and/or limitations be established to minimize risks to the district and attendees at such events (e.g., requiring security guards and/or additional insurance, limiting the presence of alcoholic beverages to designated areas, limiting the types of beverages and/or how many drinks can be served at a time, specifying the time period during which alcoholic beverages may be served). The following optional paragraphs may be revised to reflect any limitations imposed on the facility user. ****

However, the Superintendent or designee may approve the use of district facilities for special events that may involve the acquisition, possession, use, or consumption of alcoholic beverages when the event is covered by a special events permit pursuant to Division 9 of the Business and Professions Code and will occur at a time when students are generally not on the school grounds. (Business and Professions Code 25608)

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.

****Note: Districts may exclude certain facilities from community use for safety or security reasons. Such facilities might include (1) offices or computer rooms containing records and confidential information and (2) science rooms and other rooms containing hazardous chemicals or equipment that cannot be used safely without special knowledge or skills. The following paragraph is optional and may be revised to specify excluded facilities. ****

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

Damage and Liability

****Note: Pursuant to Education Code 38134, a district is authorized to take the actions specified in the following optional paragraph when damage to school facilities or grounds occurs from use by a nonprofit group, organization, club, or association that promotes youth and school activities. ****

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*)

****Note: Education Code 38134 distinguishes the liability and insurance obligations of nonprofit groups, clubs, and associations that promote youth and school activities from those of the district. The district is liable for any injuries resulting from its negligence in the ownership and maintenance of its facilities and grounds and must bear the cost of insuring against these risks and defending itself from related claims. ****

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 other than those that promote youth and school activities shall be required to include the district as additional insured on their liability policies.~~

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)

****Note: Pursuant to Education Code 38134, groups that promote youth and school activities cannot be required to sign hold harmless and indemnification agreements agreeing to defend and indemnify the district against liability arising during the group's use of school facilities to the extent that the agreement requires the group to assume liability for the district's negligence. The statute is unclear as to whether the district can require non-youth-related groups to indemnify the district from any and all injuries resulting from the use of the facilities. Districts wishing to create such an agreement should consult legal counsel. ****

****Note: Because hold harmless agreements are only as strong as the groups' credit, districts should generally require proof of insurance in addition to such agreements. When a hold harmless and indemnification agreement appears necessary for any specific school facilities or a specific event, the district's risk manager, insurance carrier, or legal counsel should tailor it to the situation. ****

~~The Superintendent or designee may require a hold harmless agreement when warranted by the type of activity or the specific facility being used.~~

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

*****Note: The following exhibit is provided for the management and control of school facilities pursuant to Education Code 38133 and may be modified to reflect other district requirements such as specific restrictions and insurance documents.*****

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

FEES FOR USE OF FACILITIES

Fee Schedule	DIRECT COST FEE SCHEDULE (NON-PROFIT)		FAIR RENTAL VALUE SCHEDULE
	School Day 8:00 a.m. to 4:00 p.m.	All Other Periods	Any Time
Damage (Cleaning Deposit)	\$200.00/\$100.00	\$200.00/\$100.00	\$300.00/\$200.00
Classroom/Library (2 hr. Minimum) Cafeteria with Kitchen	\$15.00 per hour plus \$7.50 cleaning fee	\$20.00 per hour plus \$15.00 cleaning fee	\$40.00 plus \$15.00 cleaning fee
Gym with Restroom (2 hr. Minimum)	\$20.00 per hour plus \$15.00 cleaning fee	\$31.00 per hour plus \$15.00 cleaning fee	\$62.00 plus \$15.00 cleaning fee
<u>Additional Set up/Equipment Charges</u>			
Custodial set-up or take-down	\$15.00 per hour	\$25.00 per hour	\$25.00 per hour
Custodial Supervision (2 hr. Minimum)	\$15.00 per hour	\$25.00 per hour	\$25.00 per hour
Equipment Slide Projector, Record Players Overhead Projectors, TV, VCR, Etc.	\$10.50 flat fee	\$10.50 flat fee	\$21.00 flat fee
* Special Equipment (Damage/Cleaning Deposit required)			
P.A. System	\$25.00 flat fee	\$25.00 flat fee	\$25.00 flat fee
Electronic Scoreboard	\$10.00 flat fee	\$10.00 flat fee	\$10.00 flat fee
Bleachers	\$15.00 flat fee	\$15.00 flat fee	\$15.00 flat fee
Video Projector & Screen	\$50.00 flat fee	\$50.00 flat fee	\$50.00 flat fee

*** The district will operate the special equipment.**

SHANDON JOINT UNIFIED SCHOOL DISTRICT APPLICATION AND PERMIT TO USE PUBLIC SCHOOL FACILITIES

NOTE: This application must be filed **two weeks** prior to date the facilities are desired. Premises must be vacated promptly at the time indicated. A copy of this application, when approved will be returned to the applicant.

NAME OF INDIVIDUAL REQUESTING USE: _____ DATE OF APPLICATION: _____

NAME OF ORGANIZATION: _____

MAILING ADDRESS: _____ FAX: _____

CONTACT PERSON: _____ PHONE (HM): _____ (WK): _____

SCHOOL/SITE REQUESTED: _____ RMS/FACILITIES REQUESTED: _____

DATE (S) REQUESTED (NTE 30 days): _____ DAY (S) [CIRCLE] MON TUE WED THUR FRI SAT SUN

SET-UP TIME: _____ EVENT START TIME: _____ CLEAN-UP TIME: _____ SIZE OF GROUP: _____

PURPOSE OF USE: _____

REMARKS: _____

PLEASE BE SURE ALL YOUR EQUIPMENT NEEDS ARE ADDRESSED HERE:

- | | | | |
|--|--------------|---|---|
| <input type="checkbox"/> Chairs | Number _____ | <input type="checkbox"/> Speaker Stand | <input type="checkbox"/> Bleachers |
| <input type="checkbox"/> Tables | Number _____ | <input type="checkbox"/> Stage Lighting | <input type="checkbox"/> Restrooms |
| <input type="checkbox"/> P/A System (school site only) | | <input type="checkbox"/> Piano | <input type="checkbox"/> Other- specify _____ |

AVAILABILITY OF ADDITIONAL EQUIPMENT MAY BE LIMITED ON THE DATE OF YOUR EVENT

AFFIDAVIT (Pursuant to Sections 19440 and 19441 Education Code, Chap. 767, Stats 1951) I do hereby certify that the facts stated in the foregoing are true of my own knowledge: THAT I HAVE READ THE RULES AND REGULATIONS ON THE REVERSE SIDE AND AGREE TO BE BOUND BY THEM: and that the school property sought to be used hereto in this application is not to be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government by force, violence or other unlawful means. Further, in compliance with federal and state laws and District Board of Education policy. I certify that the above named organization prohibits discrimination based on race, sex color, religion, age, handicap, ancestry, or national origin.

1. Applicant hereby agrees to hold the Shandon Joint Unified School District, their Board of Trustees, the individual members thereof, and all District officers, agents and employees free and harmless from such loss, damage, liability, cost and expense that may arise during or be caused in any way by such use or occupancy of school property. Further, the organization or group you represent shall assume full responsibility for adequate care and protection of the school property involved under this request, and will reimburse the District in full for any damage or loss, which might occur.
2. **ANY CHANGES IN THE DATE OF YOUR EVENT OR IF CANCELLATION NOTICE IS NOT RECEIVED AT LEAST 48 HOURS PRIOR TO THE SCHEDULED USE WILL RESULT IN A \$15.00 FEE.**
3. "FAILURE TO SHOW" WILL RESULT IN A 2-HOUR MINIMUM CHARGE.
4. FEES ARE PAYABLE IN ADVANCE.
5. **KEYS CAN BE CHECKED OUT 2 DAYS PRIOR TO THE EVENT AND TURNED IN NO LATER THAN 5 DAYS AFTER**

Please print name and title _____

Signed by _____

INSURANCE RECEIVED

-DISTRICT USE ONLY-

ESTIMATED CHARGES:

DAMAGE/CLEANING DEPOSIT

\$200.00/\$300.00 Gym _____
\$100.00/\$200.00 All Others _____

AD _____

MOT _____

PER HOUR CHARGES:

RATE: _____

X HOURS _____

=

" _____

X HOURS _____

=

" _____

X HOURS _____

=

TOTAL ESTIMATED COST: PAYABLE IN ADVANCE, FOR ANY ADDITIONAL TIME OR ITEMS REQUESTED YOU WILL BE BILLED UPON THE COMPLETION OF YOUR EVENT: _____

PLEASE BE SURE THAT YOUR ORGANIZATION HAS COMPLIED WITH THE REQUIREMENT BELOW:

- ف** The Shandon Joint Unified School District requires all users to provide Proof of Liability Insurance in the amount of \$ _____ listing "Shandon Joint Unified School District", P.O. Box 79, Shandon, CA 93461, as "Additional Insured". This certificate must be in our office the business day prior to your event.

FAILURE TO DO SO COULD RESULT IN REVOCATION. INSURANCE MUST BE IN PLACE PRIOR TO YOUR EVENT.

REMARKS: _____

DISTRICT APPROVAL _____ DATE _____ SITE APPROVAL _____ DATE _____
DISTRICT CONTACT _____ TELEPHONE _____

USE OF SCHOOL FACILITIES

The extensive use of school building and grounds by community groups makes it imperative that definite rules, regulations and policies govern the use of these facilities. The California Education Code permits the Governing Board of a school district to grant the use of school buildings and grounds for public, literary, scientific, recreational, educational or public meetings, or the discussions of matters of general public interest. The use of school facilities must be in accordance with the provision of the Education Code, Sections 40040 to 40058. The use and occupancy of school property shall be primarily for public school purposes. Any authorized use or occupancy of the property for other than public school purposes shall be secondary and subordinate to this primary purpose.

1. APPLICATION FOR USE:

- A. Application for use of school facilities must be made in writing at the District Office. Requests shall be made no less than one week in advance of the date facilities are desired. In the event of cancellation, the applicant must notify the school 48 hours in advance to avoid paying full charges.
- B. Religious Use: Churches or religious organizations may be permitted to use school facilities to conduct religious services for temporary periods where such churches or religious organizations have no suitable meeting place for the conduct of such services in accordance with the law. (ED 40040)
- C. Use of school kitchens or other food service facilities must be arranged for through the District Office. Use of such facilities must be clearly stated on the application for use of facilities.
- D. Use of school facilities will not be permitted if it will interfere in any way with school activities.
- E. Applications will be denied if past history of use by organization or similar use has resulted in violation of these rules, inconvenience for school use, unpaid district invoices, or unpaid costs for damages.
- F. No rehearsals or other pre-program use of school property will be permitted unless application therefore has been made and approved.

2. SUPERVISION OF USE: School facilities shall be under the direct charge of the custodian assigned and shall be under the general supervision of the principal of the school or other district designee.

3. CUSTODIAL SERVICES: Custodial services to be furnished organizations using school facilities shall be limited to cleaning, heating, ventilating, and general supervision and care of school property. The District may require, at applicants expense, that a custodian be on duty at all times at the school when any facility is being used or as required. A REPRESENTATIVE OF THE ORGANIZATION SHOULD BE PRESENT AT THE SCHEDULED TIME FOR OPENING. SCHOOL PREMISES SHOULD BE VACATED PROMPTLY IN ACCORDANCE WITH THE TIME SCHEDULE INDICATED ON THE APPLICATION IN ORDER TO ALLOW THE CUSTODIAN TO PREPARE THEM FOR SCHOOL USE THE FOLLOWING DAY. PLEASE CONTACT THE CUSTODIAN WHEN YOU LEAVE.

4. POLICING: Organizations using the school property will be held responsible for the proper care and adequate policing of the building and grounds to insure the preservation of order and protection of life and property. **All designated exits and walkways shall be maintained free of all obstruction or impediments for full instant use in the event of a fire or emergency.**

5. ALL TOBACCO PRODUCTS, ALCOHOLIC BEVERAGES AND DRUGS are prohibited in all school/district buildings and on all school/district properties.

6. DECORATIONS: Plans for decorating must be approved in advance. All plans for decorations are subject to approval of the local fire department. Nails, tacks, scotch tape and other materials that damage walls and woodwork shall not be used in decorating school facilities.

7. USE OF EQUIPMENT: Other than furniture normally located in the room to be used, no equipment may be used unless listed in the approved application.

8. CHANGES IN EQUIPMENT PROHIBITED: Alterations in any physical part of this school plant including electrical equipment, stage curtains, or other equipment, will not be permitted without specific permission from the District Office.

9. DAMAGE AND EXTRA CUSTODIAL SERVICE: Groups or organizations using school facilities will be held financially responsible for any injury to or breakage of school property caused by the fault or neglect of anyone sharing in such use, and also for all extra cleaning or other custodial services which are the direct result of the property. It shall be the responsibility of the user to prevent unnecessary littering of floors, moving of furniture or equipment or any act, which will cause undue amount of custodial work after such use.

10. CANCELLATION OF PERMITS BY SCHOOL DISTRICT: Permits may be revoked without previous notice when conflicting dates result or when the need of the property for public school purposes has subsequently developed. For other causes, permits may be revoked at any time upon reasonable notice.

11. SECURITY PERSONNEL: Groups or organizations may be required to provide security personnel, if, in the opinion of the Superintendent or his designee, the type of use or the anticipated activity warrants security personnel.

11.15-11.24

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: November 14, 2017

AGENDA ITEM TITLE:

Approval of the Second Reading of Board Policies, Administrative Regulations, and Exhibits

PREPARED BY:

Teresa Taylor

AGENDA SECTION:

☐ Reports ☐ Consent ☒ Action ☐ First Reading ☐ Information ☐ Resolution

SUMMARY:

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

BP 3511 Energy And Water Management
AR 3511 Energy And Water Management
BP 3511.1 Integrated Waste Management
AR 3511.1 Integrated Waste Management
AR 3512 Equipment
E 3512 Equipment
BP 3514 Environmental Safety
AR 3514 Environmental Safety
BP 3514.1 Hazardous Substances
AR 3514.1 Hazardous Substances

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Policy
Energy And Water Management

BP 3511
Business and Noninstructional Operations

The Governing Board recognizes the importance of minimizing the district's use of natural resources, providing a high-quality environment that promotes health and productivity, and effectively managing the district's fiscal resources. To that end, the Superintendent or designee shall develop a resource management program which includes strategies for implementing effective and sustainable resource practices, exploring renewable and clean energy technologies, reducing energy and water consumption, minimizing utility costs, reducing the amount of waste of consumable materials, encouraging recycling and green procurement practices, and promoting conservation principles.

(cf. 3100 - Budget)
 (cf. 3300 - Expenditures and Purchases)
 (cf. 3511.1 - Integrated Waste Management)
 (cf. 3512 - Equipment)
 (cf. 6142.5 - Environmental Education)

The Superintendent or designee shall regularly inspect district facilities and operations and make recommendations for maintenance and capital expenditures which may help the district reach its conservation and management goals.

(cf. 7110 - Facilities Master Plan)
 (cf. 7111 - Evaluating Existing Buildings)

~~***Note: The California Energy Commission administers the Bright Schools Program pursuant to Public Resources Code 25410-25421. This program offers specific services to help districts become more energy-efficient by providing design and implementation assistance, conducting energy audit and feasibility studies, providing equipment bid specifications, assisting with installation, and helping to secure loans for energy-related maintenance. ***~~

The Superintendent or designee shall make every effort to identify funding opportunities and cost-reducing incentive programs to help the district achieve its conservation and management goals.

The Superintendent or designee shall periodically report to the Board on the district's progress in meeting its conservation and management goals.

Storm Water Management

~~***Note: The following section is optional. ***~~

~~***Note: State and federal law authorize the State Water Resources Control Board (SWRCB) or a California regional water quality control board to designate a school district as an entity ("non-traditional MS4") which is required to obtain "coverage" under a "General Permit for Storm Water Discharges to Small Municipal Separate Storm Sewer Systems." A district may be so designated for any reason, including a water quality threat posed by its operation of storm drainage systems, at any district facility, which drain into a municipal storm drainage system or directly into a stream, creek, river, or the ocean. A district required to obtain coverage under this General Permit is prohibited from discharging certain pollutants, other than storm water, into the storm drainage system and must develop a storm water management plan. The General Permit requires that the Board, as the governing body of the district, adopt a resolution containing the plan and authorizing the Superintendent to implement and enforce the plan. The plan must then be submitted to the local regional water quality control board for approval. In addition, the district is required to submit annual reports to the local regional water control board describing the district's progress in implementing the plan.***~~

~~***Note: The SWRCB anticipates that many school districts will be designated as "non-traditional MS4" over the next several years. Districts should consult with representatives of the local regional water control board and county office of education to ensure that appropriate plans are developed. Districts that have not yet been designated may revise or delete the following section as appropriate.***~~

The Board desires to ensure that, to the maximum extent practicable, the district reduce the discharge of pollutants into the water system in order to minimize the threat to water quality from storm water runoff. When the district has been designated by the State Water Resources Control Board or a regional water quality control board, the Superintendent or designee shall ensure that the district complies with applicable General Permit requirements.

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

~~***Note: The storm water management plan must describe how pollutants in storm water runoff will be controlled and must include best management practices addressing the six minimum control measures specified below, as well as measurable goals and timetables. ***~~

~~The Superintendent or designee shall develop a storm water management plan and shall submit the plan and a resolution authorizing the implementation of the plan to the Board for approval. The district's plan shall describe best management practices, measurable goals, and timetables for implementation in the following areas:-~~

- ~~1. — Public education and outreach on storm water impacts~~
- ~~2. — Public participation, such as participation in adoption and implementation of the plan~~
- ~~3. — Illicit discharge detection and elimination, such as maps and programs to detect and eliminate illicit non-storm water discharges~~
- ~~4. — Construction site storm water runoff control, such as reviewing construction plans, inspecting sites, and tracking construction site runoff, as well as erosion and sediment controls~~

5. ~~Post construction storm water management, such as developing design standards for preventing runoff and verifying proper maintenance and operation of control procedures~~

6. ~~Pollution prevention and good housekeeping, such as evaluating waste disposal, material storage, and equipment cleaning procedures and spill prevention, including at bus maintenance facilities~~

~~The Superintendent or designee shall regularly report to the Board on the status of the district's implementation efforts.~~

Legal Reference:

EDUCATION CODE

41422 School term or session length, failure to comply due to disaster

46392 Emergency conditions; ADA estimate

PUBLIC RESOURCES CODE

25410-25421 Energy conservation assistance

WATER CODE

13383.5 Storm water discharge monitoring requirements

CODE OF REGULATIONS, TITLE 23

2200 Discharge permit fees

UNITED STATES CODE, TITLE 33

1342 National pollutant discharge elimination system

CODE OF FEDERAL REGULATIONS, TITLE 40

122.1-122.64 National pollutant discharge elimination system

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES

0118.01 California's Energy Challenge

0706.90 Water Conservation Advisory, 90-09

0222.90 Average Daily Attendance Credit During Periods of Emergency 90-01

WEB SITES

CSBA: <http://www.csba.org>

Alliance to Save Energy: <http://www.ase.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/ls/fa>

California Energy Commission: <http://www.energy.ca.gov>

California State Water Resources Control Board: <http://www.swrcb.ca.gov>

Department of General Resources, Green California, Sustainable Schools:

<http://www.green.ca.gov/GreenBuildings/schools>

(12/90 3/01) 7/07

No Current Policy

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Energy And Water Management

AR 3511
Business and Noninstructional Operations

~~***Note: The following optional administrative regulation should be revised to reflect district practice.***~~

Resource Management Program

~~In the development of the district's resource management program, the Superintendent or designee shall analyze and review the lighting; heating, ventilation, and air conditioning systems; water heaters; electrical equipment and appliances; water use and irrigation; and solid waste and recycling systems. The following district operations shall be incorporated into the district's resource management program:—~~

- ~~1.—— Educational programs~~
- ~~2.—— Classroom and building management and maintenance~~
- ~~3.—— Food services and equipment maintenance~~

~~(cf. 3551—Food Service Operations/Cafeteria Fund)~~

- ~~4.—— Landscaping—~~

- ~~5.—— Transportation services and maintenance~~

~~(cf. 3540—Transportation)~~

- ~~6.—— New construction~~

~~(cf. 7110—Facilities Master Plan)~~

- ~~7.—— Administrative operations~~

- ~~8.—— Use of facilities by outside groups~~

~~(cf. 1330—Use of School Facilities)~~

~~(cf. 3512—Equipment)~~

~~(cf. 7111—Evaluating Existing Buildings)~~

~~The Superintendent or designee may solicit input from staff, students, and parents/guardians about the district's program. The Superintendent or designee shall provide staff and students with training and guidance on best~~

~~practices to achieve the district's goals, such as a reward program to recognize outstanding accomplishments.~~

Emergency Interruption of Services

~~***Note: The following optional section requires the development of an emergency action plan which identifies action to be taken in the event of an emergency interruption of power, water, or other services. This plan may be incorporated into the district's Emergency and Disaster Preparedness Plan. See BP/AR 3516 – Emergencies and Disaster Preparedness Plan.***~~

~~***Note: In the event that instructional time is lost as a result of a power outage resulting from an emergency, such as a fire, flood, earthquake, or epidemic and as specified in Education Code 46392, districts may request credit for the loss of Average Daily Attendance funding, as detailed in the California Department of Education's Management Advisory 90-01. See BP 3516.5 – Emergency Schedules for policy regarding changes in schedules due to an emergency and procedures for compensating for lost instructional time.***~~

The Superintendent or designee shall develop a plan to address actions to be taken in the event of power outages or other emergency interruption of utility services, both during and after school operations. The plan shall address procedures to help ensure student and staff safety, administrative control of operations, protection of equipment, effective communications, and coordination with local fire, police, and utility service providers.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.5 - Emergency Schedules)

(12/90 3/01) 7/07

No Current Policy

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

Integrated Waste Management

BP 3511.1

Business and Noninstructional Operations

~~***Note: The following optional policy may be revised to reflect district practice. Pursuant to Public Resources Code 42630, schools are encouraged to assist cities and counties in meeting the solid waste diversion goals set by Public Resources Code 41780. In addition, pursuant to Public Resources Code 42649.2, as added by AB 341 (Ch. 476, Statutes of 2011), businesses, including schools, that generate more than four cubic yards of solid waste per week are required to arrange for recycling services in accordance with law. Useful resources such as specific waste management strategies, available funding sources, and other publications, including resources for developing and implementing integrated education programs that link instruction on integrated waste management and environmental concepts with student action projects at school sites, may be obtained from the California Department of Resources Recycling and Recovery (CalRecycle).***~~

The Governing Board believes that the conservation of natural resources and the protection of the environment are connected to the district's educational mission and are essential to the health and well-being of the community. The Superintendent or designee shall develop and/or implement a cost-effective, integrated waste management ~~program~~ *practices* that incorporates the principles of green school operations.

(cf. 0100 - Philosophy)
 (cf. 3510 - Green School Operations)
 (cf. 3511 - Energy and Water Management)
 (cf. 3514 - Environmental Safety)
 (cf. 3514.2 - Integrated Pest Management)

The district's ~~program~~ shall ~~include~~ *implement* strategies designed to help the district reduce solid and hazardous waste generation, improve efficiency in its use of natural resources, and minimize the impact of such use on the environment. ~~The program shall address~~ *in* all areas of the district's operations, including, but not limited to, procurement, resource utilization, and facilities management practices.

(cf. 3300 - Expenditures and Purchases)
 (cf. 3517 - Facilities Inspection)

The Superintendent or designee may collaborate with city, county, and state agencies and other public or private agencies in developing and implementing the district's integrated waste management ~~program~~ *practices*.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
 (cf. 7131 - Relations with Local Agencies)

~~***Note: CalRecycle provides grants and related information to eligible schools for developing and implementing integrated waste management programs. For more information, see CalRecycle's web site.***~~

The Superintendent or designee shall make every effort to identify funding opportunities for the district's integrated waste management ~~program~~ *practices* including applying for available grants or other cost-reduction incentives.

To the extent that funding permits, the Superintendent or designee shall provide appropriate educational and training opportunities to students and staff regarding the benefits and methods of conserving natural resources and protecting the environment.

(cf. 4131 - Staff Development)
 (cf. 4231 - Staff Development)
 (cf. 4331 - Staff Development)
 (cf. 6142.5 - Environmental Education)
 (cf. 6142.93 - Science Instruction)

The Superintendent or designee shall regularly monitor all aspects of the district's integrated waste management ~~program~~ *practices and shall provide an update to the Board on its effectiveness as necessary.*

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards

17072.35 New construction grants; use for designs and materials for high performance schools

32370-32376 Recycling paper

33541 Environmental education

PUBLIC RESOURCES CODE

25410-25421 Energy conservation assistance

40050-40063 Waste management; integrated waste management

41780 Waste diversion

42620-42622 Source reduction and recycling programs

42630-42647 School site source reduction and recycling

42649-42649.7 Recycling of commercial solid waste

CODE OF REGULATIONS, TITLE 14

17225.12 Commercial solid waste

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Resources Recycling and Recovery:

<http://www.calrecycle.ca.gov/ReduceWaste/Schools>

California Division of State Architect: <http://www.dgs.ca.gov/dsa>

California Energy Commission: <http://www.energy.ca.gov>

California Environmental Protection Agency: <http://www.calepa.ca.gov>
U.S. Environmental Protection Agency: <http://www.epa.gov>

(11/01) 7/12

No Current Policy

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Integrated Waste Management

AR 3511.1
Business and Noninstructional Operations

~~***Note: The following administrative regulation is optional and may be revised to reflect district practice.***~~

For all applicable areas of district operations, the Superintendent or designee shall design an integrated waste management ~~program~~ *practices* that minimizes the generation of waste, encourages the recovery and diversion of reusable materials from the waste stream, improves efficiency in the utilization of natural and material resources, and protects the environment. The ~~program~~ *District* shall implement measures and/or practices to:

1. Reduce the consumption of disposable materials, increase the composting of organic materials, and fully utilize all materials prior to disposal

(cf. 3510 - Green School Operations)

2. Recycle materials such as paper, glass, plastic, and aluminum

~~***Note: Pursuant to Public Resources Code 42649.2, as added by AB 341 (Ch. 476, Statutes of 2011), any business, including a school, which generates more than four cubic yards of commercial solid waste per week (approximately the size of a 72-inch length, 51-inch width, and 56-inch rear height dumpster) is required to arrange for recycling services, to the extent that such services are available from a local provider, as stated in items a and b below. Commercial solid waste, as defined in 14 CCR 17225.12, means any type of solid waste generated by stores, offices, or other commercial sources.***~~

Any school site or district facility which generates more than four cubic yards of commercial solid waste per week shall take at least one of the following actions: (Public Resources Code 42649.2; 14 CCR 17225.12)

- a. Source separate recyclable materials from solid waste and subscribe to a basic level of recycling service that may include collection, self-hauling, or other arrangement for the pickup of the recyclable materials
- b. Subscribe to a recycling service that may include mixed waste processing that yields diversion results comparable to source separation

~~***Note: Pursuant to Public Resources Code 42642, the California Department of Resources Recycling and Recovery maintains on its web site a list of recycled and environmentally preferable products that may be used in the construction and modernization of school facilities.***~~

3. Prefer recycled and other environmentally preferable products when procuring materials for use in district schools and buildings or contracting for the construction or modernization of any district building

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

4. Work with city, county, or other government agencies to locate markets for the district's reusable and recyclable materials

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

(cf. 7131 - Relations with Local Agencies)

5. Minimize the use of nonbiodegradable materials and work with vendors and contractors to use packaging and delivery materials that generate less waste

(11/01) 7/12

No Current Policy

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation

AR 3512

Business and Noninstructional Operations

Equipment

District equipment shall be used primarily for educational purposes and/or to conduct district business. The Superintendent or designee shall ensure that all employees, students, and other users understand the appropriate use of district equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

(cf. 0440 - District Technology Plan)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3540 - Transportation)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 4040 - Employee Use of Technology)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5142 - Safety)
(cf. 5144 - Discipline)
(cf. 6000 - Concepts and Roles)
(cf. 6163.4 - Student Use of Technology)
(cf. 6171 - Title I Programs)

School-connected organizations may be granted reasonable use of the equipment for school-related matters as long as it does not interfere with the use by students or employees or otherwise disrupt district operations.

(cf. 1230 - School-Connected Organizations)
(cf. 1330 - Use of School Facilities)

The Superintendent or designee shall approve the transfer of any district equipment from one work site to another and the removal of any district equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds unless otherwise authorized by the Superintendent or designee or applicable Board policy.

The Superintendent or designee shall maintain an inventory of all equipment currently valued in excess of \$500. (Education Code 35168; 5 CCR 3946)

(cf. 3440 - Inventories)

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with Education Code 17540-17555 or 2 CFR 200.313, as applicable.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Equipment Acquired with Federal Funds

The Superintendent or designee shall obtain prior written approval from the California Department of Education or other awarding agency before purchasing equipment with federal funds. (2 CFR 200.48, 200.313, 200.439)

(cf. 3230 - Federal Grant Funds)

(cf. 3300 - Expenditures and Purchases)

All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the district. (2 CFR 200.313; 5 CCR 3946)

For any equipment acquired in whole or in part with federal funds, the Superintendent or designee shall develop adequate maintenance procedures to keep the property in good condition. He/she shall also develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any loss, damage, or theft. (2 CFR 200.313)

(cf. 3530 - Risk Management/Insurance)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

Equipment purchased for use in a federal program shall be used in that program as long as needed, whether or not the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original program. (2 CFR 200.313)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

17605 Delegation of authority to purchase supplies and equipment

35160 Authority of governing boards

35168 Inventory of equipment

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3946 Control, safeguards, disposal of equipment purchased with state and federal consolidated application funds

4424 Comparability of services

16023 Class 1 - Permanent records

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

200.0-200.521 Federal uniform grant guidance

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Office of Management and Budget: <https://www.whitehouse.gov/omb>

(6/98 10/15) 9/16

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

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Exhibit
Equipment

E 3512
Business and Noninstructional Operations

EQUIPMENT LOAN FORM

I assume the responsibility for the following district equipment:

Description ID Number

School-related purpose: (Note: items are not for personal use)

I will return the above equipment to _____ (administrator or designee) no later than _____.

In borrowing the items listed above, I assume responsibility for any loss of or damage to the equipment or materials. If any items are damaged or lost, I will pay the cost of repairs or replacement.

Signed: _____

Date: _____

Approved: _____

Date: _____

(9/88) 6/98
No Current Policy

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

BP 3514

Business and Noninstructional Operations

Environmental Safety

The Governing Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement.

(cf. 0200 - Goals for the School District)
 (cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 3516 - Emergencies and Disaster Preparedness Plan)
 (cf. 3516.3 - Earthquake Emergency Procedure System)
 (cf. 3517 - Facilities Inspection)
 (cf. 4157/4257/4357 - Employee Safety)
 (cf. 5030 - Student Wellness)
 (cf. 5142 - Safety)
 (cf. 7111 - Evaluating Existing Buildings)

Strategies addressed in the district's plan shall include, but not necessarily be limited to, the following:

1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities

(cf. 3513.3 - Tobacco-Free Schools)
 (cf. 5141.23 - Asthma Management)
 (cf. 6163.2 - Animals at School)
 (cf. 7150 - Site Selection and Development)

2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm

(cf. 3516.5 - Emergency Schedules)
 (cf. 5141.7 - Sun Safety)
 (cf. 6142.7 - Physical Education)

3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles

(cf. 3540 - Transportation)
 (cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

4. Minimizing exposure to lead in paint, soil, and drinking water
5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials
6. Ensuring the proper storage, use, and disposal of potentially hazardous substances

(cf. 3514.1 - Hazardous Substances)

(cf. 6161.3 - Toxic Art Supplies)

7. Ensuring the use of effective least toxic pest management practices

(cf. 3514.2 - Integrated Pest Management)

8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of foodborne illnesses

(cf. 3550 - Food Service/Child Nutrition Program)

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

(cf. 1020 - Youth Services)

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the schools.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to remedy the hazard and may recommend health screening of staff and students.

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

17002 Definition of "good repair"

17070.75 Facilities inspection

17582 Deferred maintenance fund

17590 Asbestos abatement fund

17608-17613 Healthy Schools Act of 2000, least toxic pest management practices

32080-32081 Carbon monoxide devices
 32240-32245 Lead-Safe Schools Protection Act
 48980.3 Notification of pesticides
 49410-49410.7 Asbestos materials containment or removal
 FOOD AND AGRICULTURAL CODE
 11401-12408 Pest control operations and agricultural chemicals
 13180-13188 Healthy Schools Act of 2000, least toxic pest management practices
 GOVERNMENT CODE
 3543.2 Scope of representation; right to negotiate safety conditions
 HEALTH AND SAFETY CODE
 105400-105430 Indoor environmental quality
 113700-114437 California Retail Food Code, sanitation and safety requirements
 CODE OF REGULATIONS, TITLE 5
 14010 Standards for school site selection
 CODE OF REGULATIONS, TITLE 8
 337-339 Hazardous substances list
 340-340.2 Occupational safety and health, rights of employees
 1528-1533 Construction safety orders; exposure to hazards
 5139-5223 Control of hazardous substances
 CODE OF REGULATIONS, TITLE 13
 2025 Retrofitting of diesel school buses
 2480 Vehicle idling
 CODE OF REGULATIONS, TITLE 17
 35001-36100 Lead abatement services
 CODE OF REGULATIONS, TITLE 22
 64670-64679 Lead and copper in drinking water
 UNITED STATES CODE, TITLE 7
 136-136y Use of pesticides
 UNITED STATES CODE, TITLE 15
 2601-2629 Control of toxic substances
 2641-2656 Asbestos Hazard Emergency Response Act
 UNITED STATES CODE, TITLE 42
 1758 Food safety and inspections
 CODE OF FEDERAL REGULATIONS, TITLE 40
 141.1-141.723 Drinking water standards
 745.61-745.339 Lead-based paint standards
 763.80-763.99 Asbestos-containing materials in schools
 763.120-763.123 Asbestos worker protections

Management Resources:

CSBA PUBLICATIONS

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008

Food Safety Requirements, Fact Sheet, October 2007

Sun Safety in Schools, Policy Brief, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Site Selection and Approval Guide, 2000

Indoor Air Quality, A Guide for Educators, 1995

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities,
April 1998

U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS

Indoor Air Quality Tools for Schools, rev. 2007

Healthy School Environments Assessment Tool, 2007

The ABCs of Asbestos in Schools, rev. August 2003

Mold Remediation in Schools and Commercial Buildings, March 2001

How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996

WEB SITES

CSBA: <http://www.csba.org>

AirNow: <http://www.airnow.gov>

American Association of School Administrators: <http://www.aasa.org>

California Air Resources Board: <http://www.arb.ca.gov>

California Department of Education, Health and Safety: <http://www.cde.ca.gov/ls/fa/hs>

California Department of Pesticide Regulation: <http://www.cdpr.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

California Indoor Air Quality Program: <http://www.cal-iaq.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Consumer Product Safety Commission: <http://www.cpsc.gov>

National Center for Environmental Health: <http://www.cdc.gov/nceh>

Occupational Safety and Health Administration: <http://www.osha.gov>

U.S. Environmental Protection Agency: <http://www.epa.gov>

(6/95 7/01) 7/08

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

SHANDON UNIFIED SCHOOL DISTRICT

Administrative Regulation

AR 3514

Business and Noninstructional Operations

Environmental Safety

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)

(cf. 3511 - Energy and Water Management)

(cf. 3517 - Facilities Inspection)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.
3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize

seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites.

(cf. 3514.2 - Integrated Pest Management)

5. In any new school construction, and in all existing schools when feasible, the Superintendent or designee shall install a carbon monoxide detector in each school building that contains a fossil fuel burning furnace. The device shall be placed in close proximity to the furnace in order to accurately detect any leakage of carbon monoxide.
6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair duties that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.
8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

(cf. 6161.3 - Toxic Art Supplies)

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.
10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms or other enclosed areas or buildings.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, and/or ultraviolet radiation levels.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate

with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Vehicle Emissions

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480.

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

Any diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds manufactured on or after April 1, 1977 shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water

The quality and safety of the district's drinking water sources shall be regularly assessed.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented.

Whenever levels of arsenic, bacteria, or other contaminants in the drinking water are determined to be a concern, the Superintendent or designee may recommend basic filtration or pipe flushing when feasible.

Until drinking water is assured to be safe, the Superintendent or designee may explore alternatives, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in district schools and to implement strategies to improve water quality in the community.

(cf. 3550 - Food Service/Child Nutrition Program)

Drinking fountains in district schools shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Lead Exposure

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not

be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)

2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
4. Soil with high lead content may be covered with grass, other plantings, concrete, or asphalt.
5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
 - a. Any school building that is leased or acquired by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
 - b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)
 - c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)
3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)
5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84)

Asbestos inspection and abatement work and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing

materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)
8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

(7/01 7/08) 8/13

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

SHANDON JOINT UNIFIED SCHOOL DISTRICT BOARD POLICY

BP 3514.1

Business and Noninstructional Operations

Hazardous Substances

The Governing Board desires to provide a safe school environment that protects students and employees from exposure to potentially hazardous substances that may be used in the district's educational program and in the maintenance and operation of district facilities and equipment.

(cf. 3514 - Environmental Safety)

(cf. 4119.42/4219.42/4219.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5141.22 - Infectious Diseases)

(cf. 5142 - Safety)

(cf. 6161.3 - Toxic Art Supplies)

Insofar as reasonably possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored and used on school property. When hazardous substances must be used, the Superintendent or designee shall give preference to materials that cause the least risk to people and the environment.

(cf. 3510 - Green School Operations)

(cf. 3514.2 - Integrated Pest Management)

The Superintendent or designee shall ensure that all potentially hazardous substances on district properties are inventoried, used, stored, and regularly disposed of in a safe and legal manner.

The Superintendent or designee shall develop, implement, and maintain a written hazard communication program in accordance with 8 CCR 5194 and shall ensure that employees, students, and others as necessary are fully informed about the properties and potential hazards of substances to which they may be exposed.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall develop specific measures to ensure the safety of students and staff in school laboratories where hazardous chemicals are used. Such measures shall include the development and implementation of a chemical hygiene plan in accordance with 8 CCR 5191 and instruction to students about proper handling of hazardous substances.

(cf. 6142.93 - Science Instruction)

Legal Reference:

EDUCATION CODE

49340-49341 Hazardous substances education

49401.5 Legislative intent; consultation services

49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal

FOOD AND AGRICULTURAL CODE

12981 Regulations re pesticides and worker safety

HEALTH AND SAFETY CODE

25163 Transportation of hazardous wastes; registration; exemptions; inspection

25500-25520 Hazardous materials release response plans; inventory

LABOR CODE

6360-6363 Hazardous Substances Information and Training Act

6380-6386 List of hazardous substances

CODE OF REGULATIONS, TITLE 8

339 List of hazardous substances

3203 Illness and injury prevention program

3204 Records of employee exposure to toxic or harmful substances

5139-5230 Control of hazardous substances, especially

5154.1-5154.2 Ventilation

5161 Definitions

5162 Emergency eyewash and shower equipment

5163 Control of spills

5164 Storage of hazardous substances

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

5194 Hazard communication

CODE OF REGULATIONS, TITLE 22

67450.40-67450.49 School hazardous waste collection, consolidation, and accumulation facilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://cde.ca.gov>

Department of Industrial Relations, Cal/OSHA: <http://www.dir.ca.gov/dosh>

(12/89 2/97) 4/13

Adopted by Shandon Joint Unified Board of Trustees: 11/9/04

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Administrative Regulation
Hazardous Substances

AR 3514.1

Business and Noninstructional Operations

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to the removal of chemicals may be suspended.

Hazardous substance means a substance, material, or mixture which is likely to cause illness or injury by reason of being explosive, flammable, poisonous, corrosive, oxidizing, an irritant, or otherwise harmful. Hazardous substances, as identified by the Department of Industrial Relations, are listed in 8 CCR 339. (8 CCR 339, 5161)

Storage and Disposal of Chemicals

The Superintendent or designee shall adopt measures to ensure that hazardous substances on any district property are stored and disposed of properly in accordance with law. Such measures shall include, but are not limited to, the following: (8 CCR 5164)

1. Substances which react violently or evolve toxic vapors or gases when mixed, or which in combination become toxic, flammable, explosive, or otherwise hazardous, shall be separated from each other in storage by distance, partitions, secondary containment, or otherwise so as to preclude accidental contact between them.
2. Hazardous substances shall be stored in containers which are chemically inert to and appropriate for the type and quantity of the hazardous substance.
3. Containers of hazardous substances shall not be stored in such locations or manner as to result in physical damage to or deterioration of the container or where they are exposed to heat sufficient to rupture the container or to cause leakage.
4. Containers used to package a substance which gives off toxic, poisonous, corrosive, asphyxiant, suffocant, or anesthetic fumes, gases, or vapors in hazardous amounts, excluding small quantities of such materials kept in closed containers or materials kept in tank cars or trucks, shall not be stored in locations where it could be reasonably anticipated that persons would be exposed.

(cf. 3514 - Environmental Safety)

The Superintendent or designee shall regularly remove and dispose of all chemicals whose estimated shelf life has elapsed. (Education Code 49411)

Hazard Communication Program

The district's written hazard communication program shall include at least the components listed below and shall be available upon request to all employees and their designated representatives. The program shall apply to any hazardous substance which is known to be present in the workplace in such a manner that employees may be exposed under normal conditions of use or in a reasonably foreseeable emergency resulting from workplace operations. (8 CCR 5194)

1. Container Labeling

No container of hazardous substance, unless exempted by law, shall be accepted by the district or any district school unless labeled, tagged, or marked by the supplier with the identity of the hazardous substance, hazard warning statements, and the name and address of the chemical manufacturer or importer. No label on an incoming container shall be removed or intentionally defaced unless the container is immediately marked with the required information.

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement, unless the substances are intended only for the immediate use of the employee who performs the transfer.

2. Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent or designee shall ensure that the manufacturer or importer has furnished a safety data sheet (SDS) as required by law. If the SDS is missing or obviously incomplete, the Superintendent or designee shall, within seven working days of noting the missing or incomplete information, request a new SDS from the manufacturer or importer. If a response is not received within 25 working days, the Superintendent or designee shall send a copy of the district's written inquiry to the California Occupational Safety and Health Division (Cal/OSHA). (8 CCR 5194)

The Superintendent or designee shall maintain the required SDS for each hazardous substance in the workplace and shall ensure that it is readily accessible to employees in their work area during working hours. The SDS may be maintained in paper copy, electronically, or through other means, provided that employees have immediate access and understand how to use the alternative system.

3. Employee Information and Training

Employees shall receive information and training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. The information and training shall include, but are not limited to, the following topics: (8 CCR 5194)

- a. The requirements of 8 CCR 5194, including employee rights described therein
- b. The location and availability of the district's written hazard communication program, including the list of hazardous materials and all SDS
- c. Any operations in the work area where hazardous substances are present

- d. The physical and health effects of the hazardous substances in the work area
- e. Methods and observations that may be used to detect the presence or release of hazardous substances in the work area
- f. Measures that employees can take to protect themselves from exposure to hazardous substances, including specific procedures the district has implemented to protect employees, such as appropriate work practices, emergency procedures, and personal protective equipment to be used
- g. How to read and use the labels and SDS

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

4. List of Hazardous Substances

The written hazard communication program shall include a list of the hazardous substances known to be present in the workplace as a whole or for individual work areas. (8 CCR 5194)

5. Hazardous Nonroutine Tasks

When employees are required to perform hazardous nonroutine tasks or to work on unlabeled pipes that contain hazards, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measures which must be used, such as ventilation, respirators, other personal protective equipment, and/or the presence of another employee. They shall also receive information about emergency procedures to follow if accidentally exposed to the hazardous substance.

6. Information to Contractors

To ensure that outside contractors and their employees work safely in district facilities, the Superintendent or designee shall inform contractors of hazardous substances which are present on the site and precautions that they may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

Chemical Hygiene Plan

The district's chemical hygiene plan shall address exposure to hazardous chemicals in school laboratories and shall include the following components: (8 CCR 5191)

- 1. Standard operating procedures relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals
- 2. Criteria that the district will use to determine and implement control measures to reduce exposure to

hazardous chemicals, including engineering controls, the use of personal protective equipment, and hygiene practices

3. A requirement that protective equipment comply with state regulations and that specific measures be taken to ensure proper and adequate performance of such equipment
4. Provision of specified information at the time of an employee's initial assignment to a work area where hazardous chemicals are present and prior to assignments involving new exposure situations
5. Provision of specified employee training in accordance with the schedule determined by the Superintendent or designee
6. The circumstances under which a particular laboratory operation, procedure, or activity shall require prior approval of the Superintendent or designee before implementation
7. Provisions for medical consultations and examinations whenever there is evidence, as specified, that the employee may have been exposed to a hazardous chemical
8. Designation of an employee, who is qualified by training or experience, to serve as the district's chemical hygiene officer to provide technical guidance in the development and implementation of the chemical hygiene plan
9. Provisions for additional employee protection for work with particularly hazardous substances, as specified

The plan shall be readily available to employees and employee representatives, and, upon request, to Cal/OSHA. (8 CCR 5191)

The Superintendent or designee shall review and evaluate the effectiveness of the chemical hygiene plan at least annually and shall update it as necessary. (8 CCR 5191)

(12/89 2/97) 4/13

Regulation adopted by Shandon Joint Unified Board of Trustees: 11/09/04

Bond Projects Update – Novmember 14, 2017

Asbestos Removal – Further testing of the window glue at SES revealed that we there is not asbestos particles that have to be removed. The window glue at Parkfield Elementary does have asbestos particles and will be removed in the summer of '18 as part of the window replacement. Removal of asbestos from the small room adjacent to the library will occur over winter break.

Painting – Room 2 at SES is being painted the week of the 13th. New flooring will be installed after the room is painted so that the Migrant Ed program can move from room 1 to room 2 over winter break. This will allow the café renovation project to occur as that project will extent into room 1.

Air Conditioning/Heating Upgrades – The gym coolers and SES Cafeteria AC both need upgrades. We will seek bids on those projects.

Roofing --All District roofing repairs and replacements are complete.

Tree Trimming and Removal – Tree trimming and removal in the District is complete.

Technology Wiring/Cameras/Intercom/Telephone – Most of the “bugs” in the new system have been worked out.

Classroom Equipment –

Septic – Architect Stephen King is working on the specifications so that the projects can be bid. We expect to start the projects next Spring or Summer '18.

Flooring – SHS classrooms, Parkfield School, SES main building and other classroom flooring as needed will be completed in Summer of '18.

SES Café – Café remodel drawings are being submitted to DSA this week. As soon as they are approved we will be able to solicit bids for the project which we hope to have completed by Aug of 2018.

MOT Yard Fencing – Fencing began Monday, November 6th and should be completed in by the end of November.

Windows - Window replacement at SES, Parkfield and SHS will occur in the summer of '18. The project is so large that it will have to go out for formal bidding. Stephen King is working on the bid specification. Those bids will be brought to the Board for approval before the project begins.

Solar – We are working to gather information for options for Solar installation so that we can develop specs for soliciting bids. Those bids will be brought to the Board for approval before the project begins.

Alarm System Upgrade – We are getting specifications so that we can seek bids on upgrading our alarm system.

BOND REPORT 10/01/17-10/30/2017

VENDOR WARRANT NUMBER		ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
5630	REPAIRS/MAINT - BUILDING			
BALANCE FORWARD	10/01/2017		2,430.04	
TOTAL ACTIVITY			0	
ENDING BALANCE	10/30/2017		2,430.04	
VENDOR WARRANT NUMBER		ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
5800	PROFES'L/CONSUL	TG SVCS/OP EXP		
BALANCE FORWA	RD 10/01/2017		1,500.00	
TOTAL ACTIVITY			0	
ENDING BALANCE	10/30/2017		1,500.00	
VENDOR WARRANT NUMBER		ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
6170	LAND IMPROVEMEN T			
BALANCE FORWARD	10/01/2017		33,857.00	
10/11/2017	PO-180117 3422 4216398	21-0000-0-6170-0000-8500-050-0000-5600	5,275.00	SES
	A&T ARBORISTIS & VEGETATION	INV#4774,ELEM TREE TRIMING		
10/11/2017	PO-180090 3422 4216398	21-0000-0-6170-0000-8500-050-0000-5600	9,195.00	MOT
	A&T ARBORISTIS & VEGETATION	INV#4773,MOT TREE TRIM/REMOVE		
10/11/2017	PO-180131 3624 4216400	21-0000-0-6170-0000-8500-050-0000-5600	4,000.00	MOT
	ATEAM FENCING	INV#328,MOT FENCE,PART PAYMENT		
TOTAL ACTIVITY			18,470.00	
ENDING BALANCE	10/30/2017		52,327.00	
VENDOR WARRANT NUMBER		ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
6200	BUILDINGS & IMPROVEMNT OF BLDG			
BALANCE FORWA	RD 10/01/2017		510,170.00	
10/2/2017	PV-180110 3382 4215418	21-0000-0-6200-0000-8500-050-0000-5600	987	SES
	RSH CONSTRUCTION INC.	INV#615,RSTRM DOOR & TRIM		
10/11/2017	PO-180108 3608 4216405	21-0000-0-6200-0000-8500-050-0000-5600	431	SES
	CHOP RESTAURANT SUPPLY	REF#113,DRAIN,HAND SINK		
10/11/2017	PV-180135 1445 4216423	21-0000-0-6200-0000-8500-050-0000-5600	412.82	SHS
	ROSSI AND CARR ELECTRICAL I	NC INV#17310,HS.RM#4,STAFF RM,HOT		
10/11/2017	PV-180131 3382 4216424	21-0000-0-6200-0000-8500-050-0000-5600	14,600.00	SHS
	RSH CONSTRUCTION INC.	INV#622,HS.RM#4 SINK/CABINET		
10/25/2017	PV-180140 1445 4217903	21-0000-0-6200-0000-8500-050-0000-5600	279.33	SHS
	ROSSI AND CARR ELECTRICAL I	NC INV#17309,FLOOR OUTLETS		
TOTAL ACTIVITY			16,710.15	
ENDING BALANCE	10/30/2017		526,880.15	
VENDOR WARRANT NUMBER		ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
6220	ARCHITECT FEES			
BALANCE FORWARD	10/01/2017		13,901.53	
10/25/2017	PV-180160 3342 4217898	21-0000-0-6220-0000-8500-050-0000-0000	16,404.67	DIST
	PMSM ARCHITECTS	INV#4,BOND MODERNIZATION		
TOTAL ACTIVITY			16,404.67	
ENDING BALANCE	10/30/2017		30,306.20	
VENDOR WARRANT NUMBER		ACCOUNT CODE/DESCRIPTION	AMOUNT	SITE
6423	Technology Equipment			
BALANCE FORWA	RD 10/01/2017		598,683.28	
10/11/2017	PO-180088 3603 4216427	21-0000-0-6423-0000-8500-050-0000-1214	865.51	DIST
	SHI	INV#B06806379,DELL COMPUTER		
THESE ARE STOP PAYMETNS, THE CHECKS WERE LOST IN THE MAIL. THEY WERE REISSUED ON 11/4/17				
10/27/2017	<PO-180003> 3407 4214270	21-0000-0-6423-0000-8500-050-0000-1215		11,588.00
	CDW-GOVERNMENT			
10/27/2017	<PO-180003> 3407 4210435	21-0000-0-6423-0000-8500-050-0000-1215		1,748.18
	CDW-GOVERNMENT			
10/27/2017	<PO-180005> 3407 4214270	21-0000-0-6423-0000-8500-050-0000-1214		34,658.75
	CDW-GOVERNMENT			
10/27/2017	<PO-180003> 3407 4211021	21-0000-0-6423-0000-8500-050-0000-1215		60,018.55
	CDW-GOVERNMENT			
10/27/2017	<PO-180003> 3407 4211527	21-0000-0-6423-0000-8500-050-0000-1215		225.44
	CDW-GOVERNMENT			
10/27/2017	<PO-180101> 3407 4212394	21-0000-0-6423-0000-8500-050-0000-1214		3,924.31
	CDW-GOVERNMENT			

TOTAL INCOME	(8000 - 8999) (9840)	0	6,894.13
TOTAL EXPENSES	(1000 - 7999) (9850)	1,066,799.94	0

Account classifications selected										Field ranges selected	
FN RESC Y OBJT GOAL FUNC SCH DISC DIS2										FI	RANGE
1.	21	-	?	?	?	?	-	?	?	?	?
2.	-	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-	-

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 : 11/06/2017 09:19:59

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 10/01/2017			
10/02/2017	AP-100217	21-0000-0-9110-0000-0000-0000-0000	3,148,853.41	1,277,723.03
10/10/2017	ACCOUNTS PAYABLE 10/02/2017		0.00	6,510.19
10/10/2017	PX-101017	21-0000-0-9110-0000-0000-0000-0000		
10/10/2017	BX-MID 10/10/2017		0.00	70.91
10/10/2017	PY-101017	21-0000-0-9110-0000-0000-0000-0000	0.00	697.30
10/11/2017	AP-101117	21-0000-0-9110-0000-0000-0000-0000	0.00	42,909.54
10/20/2017	ACCOUNTS PAYABLE 10/11/2017			
10/20/2017	TF-190202	21-0000-0-8660-0000-0000-0000-0000	6,894.13	0.00
10/25/2017	17/18 1ST QTR INT 1.0859% MR		0.00	22,153.41
10/27/2017	AP-102517	21-0000-0-9110-0000-0000-0000-0000		
10/27/2017	ACCOUNTS PAYABLE 10/25/2017		43,261.25	0.00
10/27/2017	<PO-180003> 3407 4214270	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		3,924.31	0.00
10/27/2017	<PO-180101> 3407 4212394	21-0000-0-6423-0000-8500-050-0000-1214		
10/27/2017	CDW-GOVERNMENT		579.15	0.00
10/27/2017	<PO-180101> 3407 4212394	21-0000-0-6423-0000-8500-050-0000-1214		
10/27/2017	CDW-GOVERNMENT		5,923.42	0.00
10/27/2017	<PO-180005> 3407 4211021	21-0000-0-6423-0000-8500-050-0000-1214		
10/27/2017	CDW-GOVERNMENT		16,490.00	0.00
10/27/2017	<PO-180086> 3407 4211021	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		34,658.75	0.00
10/27/2017	<PO-180005> 3407 4214270	21-0000-0-6423-0000-8500-050-0000-1214		
10/27/2017	CDW-GOVERNMENT		3,359.80	0.00
10/27/2017	<PO-180101> 3407 4212394	21-0000-0-6423-0000-8500-050-0000-1214		
10/27/2017	CDW-GOVERNMENT		3,780.00	0.00
10/27/2017	<PO-180003> 3407 4211021	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		11,588.00	0.00
10/27/2017	<PO-180003> 3407 4214270	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		7,314.45	0.00
10/27/2017	<PO-180003> 3407 4211527	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		60,018.55	0.00
10/27/2017	<PO-180003> 3407 4211021	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		225.44	0.00
10/27/2017	<PO-180003> 3407 4211527	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		1,748.18	0.00
10/27/2017	<PO-180003> 3407 4210435	21-0000-0-6423-0000-8500-050-0000-1215		
10/27/2017	CDW-GOVERNMENT		86,522.50	0.00
10/27/2017	<PO-180003> 3407 4214270	21-0000-0-6423-0000-8500-050-0000-1215		
	CDW-GOVERNMENT		286,287.93	
	TOTAL ACTIVITY		2,085,076.96	72,341.35
	ENDING BALANCE 06/30/2018			

BOND
DETAILED GENERAL LEDGER
10/01/2017 TO 06/30/2018

FUND :21 BUILDING FUND - BOND PROCEEDS

DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
9510	ACCOUNTS PAYABLE (CURRENT LIAB)			
	BALANCE FORWARD 10/01/2017		3,870.64	3,870.64
	TOTAL ACTIVITY		0.00	0.00
	ENDING BALANCE 06/30/2018		0.00	
9512	PERS PASS THROUGH			
	BALANCE FORWARD 10/01/2017		786.29	786.29
	TOTAL ACTIVITY		0.00	0.00
	ENDING BALANCE 06/30/2018		0.00	
9513	OASDHI PASS THROUGH			
	BALANCE FORWARD 10/01/2017		1,013.98	1,013.98
	10/10/2017 PY-101017	21-0000-0-9513-0000-0000-0000-0000	0.00	43.23
	BN-MID 10/10/2017			
	10/10/2017 PX-101017	21-0000-0-9513-0000-0000-0000-0000	43.23	0.00
	BX-MID 10/10/2017			
	TOTAL ACTIVITY		43.23	43.23
	ENDING BALANCE 06/30/2018		0.00	
9515	UNEMPLOYMENT			
	BALANCE FORWARD 10/01/2017		8.17	8.17
	10/10/2017 PY-101017	21-0000-0-9515-0000-0000-0000-0000	0.00	0.35
	BN-MID 10/10/2017			
	10/10/2017 PX-101017	21-0000-0-9515-0000-0000-0000-0000	0.35	0.00
	BX-MID 10/10/2017			
	TOTAL ACTIVITY		0.35	0.35
	ENDING BALANCE 06/30/2018		0.00	
9516	W/COMP PASS THROUGH			
	BALANCE FORWARD 10/01/2017		403.95	403.95
	10/10/2017 PY-101017	21-0000-0-9516-0000-0000-0000-0000	0.00	17.22
	BN-MID 10/10/2017			
	10/10/2017 PX-101017	21-0000-0-9516-0000-0000-0000-0000	17.22	0.00
	BX-MID 10/10/2017			
	TOTAL ACTIVITY		17.22	17.22
	ENDING BALANCE 06/30/2018		0.00	
9517	MEDICARE			
	BALANCE FORWARD 10/01/2017		237.16	237.16
	10/10/2017 PY-101017	21-0000-0-9517-0000-0000-0000-0000	0.00	10.11
	BN-MID 10/10/2017			
	10/10/2017 PX-101017	21-0000-0-9517-0000-0000-0000-0000	10.11	0.00
	BX-MID 10/10/2017			
	TOTAL ACTIVITY		10.11	10.11
	ENDING BALANCE 06/30/2018		0.00	

FUND :21		BUILDING FUND - BOND PROCEEDS										
DATE	REFERENCE VENDOR WARRANT	FN	RESC	Y	OBJT	GOAL	FUNC	SCH	DISC	DIS2	DEBIT	CREDIT
TRANSACTION DESCRIPTION												
9791	FUND BAL-BEGINNING BALANCE											
	BALANCE FORWARD 10/01/2017										0.00	3,144,982.77
	TOTAL ACTIVITY										0.00	0.00
	ENDING BALANCE 06/30/2018											3,144,982.77
9840	REVENUES											
	BALANCE FORWARD 10/01/2017										0.00	0.00
	10/20/2017 TF-190202				21	-0000-0-8660-0000-0000-0000-0000					0.00	6,894.13
	17/18 1ST QTR INT 1.0859% MR											
	TOTAL ACTIVITY										0.00	6,894.13
	ENDING BALANCE 06/30/2018											6,894.13
9850	EXPENDITURES										1,273,852.39	0.00
	BALANCE FORWARD 10/01/2017										6,510.19	0.00
	10/02/2017 AP-100217				21	-0000-0-9850-0000-0000-0000-0000-0000						
	ACCOUNTS PAYABLE 10/02/2017											
	10/10/2017 PB-101017				21	-0000-0-9850-0000-0000-0000-0000-0000				70.91	0.00	
	BN-MID 10/10/2017											
	10/10/2017 PY-101017				21	-0000-0-9850-0000-0000-0000-0000-0000				697.30	0.00	
	PY-MID 10/10/17											
	10/11/2017 AP-101117				21	-0000-0-9850-0000-0000-0000-0000-0000				42,909.54	0.00	
	ACCOUNTS PAYABLE 10/11/2017											
	10/25/2017 AP-102517				21	-0000-0-9850-0000-0000-0000-0000-0000				22,153.41	0.00	
	ACCOUNTS PAYABLE 10/25/2017											
	10/27/2017 <PO-180101> 3407 4212394				21	-0000-0-6423-0000-8500-050-0000-1214				0.00	3,924.31	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180003> 3407 4214270				21	-0000-0-6423-0000-8500-050-0000-1215				0.00	11,588.00	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180101> 3407 4212394				21	-0000-0-6423-0000-8500-050-0000-1214				0.00	579.15	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180003> 3407 4211021				21	-0000-0-6423-0000-8500-050-0000-1215				0.00	3,780.00	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180003> 3407 4211527				21	-0000-0-6423-0000-8500-050-0000-1215				0.00	7,314.45	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180005> 3407 4214270				21	-0000-0-6423-0000-8500-050-0000-1214				0.00	34,658.75	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180005> 3407 4211021				21	-0000-0-6423-0000-8500-050-0000-1214				0.00	5,923.42	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180003> 3407 4211527				21	-0000-0-6423-0000-8500-050-0000-1215				0.00	225.44	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180086> 3407 4211021				21	-0000-0-6423-0000-8500-050-0000-1215				0.00	16,490.00	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180003> 3407 4210435				21	-0000-0-6423-0000-8500-050-0000-1215				0.00	1,748.18	
	CDW-GOVERNMENT											
	10/27/2017 <PO-180101> 3407 4212394				21	-0000-0-6423-0000-8500-050-0000-1214				0.00	3,359.80	
	CDW-GOVERNMENT											

DETAILED GENERAL LEDGER
10/01/2017 TO 06/30/2018

FUND :21 BUILDING FUND - BOND PROCEEDS

DATE	REFERENCE	VENDOR WARRANT	FN	RESC	Y	OBJT	GOAL	FUNC	SCH	DISC	DIS2	DEBIT	CREDIT
TRANSACTION DESCRIPTION													
10/27/2017	EXPENDITURES	9850											
10/27/2017			3407	4214270	21	0000	0	6423	0000	8500	050	0000	1215
												0.00	43,261.25
10/27/2017			3407	4214270	21	0000	0	6423	0000	8500	050	0000	1215
												0.00	86,522.50
10/27/2017			3407	4211021	21	0000	0	6423	0000	8500	050	0000	1215
												0.00	60,018.55
												72,341.35	279,393.80
												1,066,799.94	

Fund	: 21	TOTALS (ASSETS)	3,435,141.34	1,350,064.38
		TOTALS (ASSETS BALANCE)	2,085,076.96	
		TOTALS (LIABILITIES)	6,391.10	6,391.10
		TOTALS (LIABILITIES BALANCE)	0.00	
		TOTALS (FUND BALANCE)	0.00	3,144,982.77
		TOTALS (FUND BAL BALANCE)		3,144,982.77

TOTAL ACTIVITY
ENDING BALANCE 06/30/2018

10/01/2017 TO 06/30/2018

FUND :21 BUILDING FUND - BOND PROCEEDS

DATE	REFERENCE	VENDOR WARRANT	TRANSACTION DESCRIPTION	FW RESC Y	OBJT	GOAL	FUNC	SCH	DISC	DIS2	DEBIT	CREDIT
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TRANSACTION DESCRIPTION

[illegible]

DETAILED GENERAL LEDGER
10/01/2017 TO 06/30/2018

FUND	DATE	REFERENCE VENDOR WARRANT TRANSACTION DESCRIPTION	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
FUND :21 BUILDING FUND - BOND PROCEEDS					
2250	CLASSIFIED SUPPORT EXTRA DUTY				
	BALANCE FORWARD 10/01/2017			16,178.68	0.00
	10/10/2017 PY-101017		21-0000-0-2250-0000-8500-050-0000-0000	697.30	0.00
	PY-MID 10/10/2017				
	TOTAL ACTIVITY			697.30	0.00
	ENDING BALANCE 06/30/2018			16,875.98	
2270	CLASSIFIED SUPPORT OVERTIME				
	BALANCE FORWARD 10/01/2017			175.68	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 06/30/2018			175.68	
3202	PERS CLASSIFIED				
	BALANCE FORWARD 10/01/2017			786.29	0.00
	TOTAL ACTIVITY			0.00	0.00
	ENDING BALANCE 06/30/2018			786.29	
3302	SOCIAL SECURITY CLASSIFIED				
	BALANCE FORWARD 10/01/2017			1,013.98	0.00
	10/10/2017 PY-101017		21-0000-0-3302-0000-8500-050-0000-0000	43.23	0.00
	EN-MID 10/10/2017				
	TOTAL ACTIVITY			43.23	0.00
	ENDING BALANCE 06/30/2018			1,057.21	
3312	MEDICARE - CLASSIFIED				
	BALANCE FORWARD 10/01/2017			237.16	0.00
	10/10/2017 PY-101017		21-0000-0-3312-0000-8500-050-0000-0000	10.11	0.00
	EN-MID 10/10/2017				
	TOTAL ACTIVITY			10.11	0.00
	ENDING BALANCE 06/30/2018			247.27	
3502	UNEMPLOYMENT - CLASSIFIED				
	BALANCE FORWARD 10/01/2017			8.17	0.00
	10/10/2017 PY-101017			0.35	0.00
	EN-MID 10/10/2017				
	TOTAL ACTIVITY			0.35	0.00
	ENDING BALANCE 06/30/2018			8.52	
3602	WORKERS COMP - CLASSIFIED				
	BALANCE FORWARD 10/01/2017			403.95	0.00
	10/10/2017 PY-101017		21-0000-0-3602-0000-8500-050-0000-0000	17.22	0.00
	EN-MID 10/10/2017				
	TOTAL ACTIVITY			17.22	0.00
	ENDING BALANCE 06/30/2018			421.17	

BOND 10/01/2017 TO 06/30/2018

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 10/01/2017				2,430.04	0.00
		TOTAL ACTIVITY				0.00	0.00
		ENDING BALANCE 06/30/2018				2,430.04	
5800		PROFES'L/CONSULTG SVCS/OP EXP					
		BALANCE FORWARD 10/01/2017				1,500.00	0.00
		TOTAL ACTIVITY				0.00	0.00
		ENDING BALANCE 06/30/2018				1,500.00	
6170		LAND IMPROVEMENT					
		BALANCE FORWARD 10/01/2017				33,857.00	0.00
		10/11/2017 PO-180117 3422 4216398 21-0000-0-6170-0000-8500-050-0000-5600 A&T ARBORISTIS & VEGETATION INV#4774,ELEM TREE TRIMMING				5,275.00	0.00
		10/11/2017 PO-180090 3422 4216398 21-0000-0-6170-0000-8500-050-0000-5600 A&T ARBORISTIS & VEGETATION INV#4773,MOT TREE TRIM/REMOVE				9,195.00	0.00
		10/11/2017 PO-180131 3624 4216400 21-0000-0-6170-0000-8500-050-0000-5600 ATEAM FENCING INV#328,MOT FENCE,PART PAYMENT				4,000.00	0.00
		TOTAL ACTIVITY				18,470.00	0.00
		ENDING BALANCE 06/30/2018				52,327.00	
6200		BUILDINGS & IMPROVEMENT OF BLDG					
		BALANCE FORWARD 10/01/2017				510,170.00	0.00
		10/02/2017 PV-180110 3382 4215418 21-0000-0-6200-0000-8500-050-0000-5600 RSH CONSTRUCTION INC. INV#615,RSTRM DOOR & TRIM				987.00	0.00
		10/11/2017 PO-180108 3608 4216405 21-0000-0-6200-0000-8500-050-0000-5600 CHOP RESTAURANT SUPPLY REF#113,DRAIN,HAND SINK				431.00	0.00
		10/11/2017 PV-180135 1445 4216423 21-0000-0-6200-0000-8500-050-0000-5600 ROSSI AND CARR ELECTRICAL INC INV#17310,HS.RM#4,STAFF RM,HOT				412.82	0.00
		10/11/2017 PV-180131 3382 4216424 21-0000-0-6200-0000-8500-050-0000-5600 RSH CONSTRUCTION INC. INV#622,HS.RM#4 SINK/CABINET				14,600.00	0.00
		10/25/2017 PV-180140 1445 4217903 21-0000-0-6200-0000-8500-050-0000-5600 ROSSI AND CARR ELECTRICAL INC INV#17309,FLOOR OUTLETS				279.33	0.00
		TOTAL ACTIVITY				16,710.15	0.00
		ENDING BALANCE 06/30/2018				526,880.15	
6220		ARCHITECT FEES					
		BALANCE FORWARD 10/01/2017				13,901.53	0.00
		10/25/2017 PV-180160 3342 4217898 21-0000-0-6220-0000-8500-050-0000-0000 PMSM ARCHITECTS INV#4,BOND MODERNIZATION				16,404.67	0.00
		TOTAL ACTIVITY				16,404.67	0.00
		ENDING BALANCE 06/30/2018				30,306.20	
6423		Technology Equipment					
		BALANCE FORWARD 10/01/2017				598,683.28	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
6423	Technology Equipment						
	10/11/2017	PO-180088 3603 42116427 21-0000-0-6423-0000-8500-050-0000-1214 SHI INV#B0606379, DELL COMPUTER				865.51	0.00
	10/27/2017	<PO-180003> 3407 42114270 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	11,588.00
	10/27/2017	<PO-180003> 3407 42110435 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	1,748.18
	10/27/2017	<PO-180005> 3407 42114270 21-0000-0-6423-0000-8500-050-0000-1214 CDW-GOVERNMENT				0.00	34,658.75
	10/27/2017	<PO-180003> 3407 42111021 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	60,018.55
	10/27/2017	<PO-180003> 3407 42111527 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	225.44
	10/27/2017	<PO-180101> 3407 42121394 21-0000-0-6423-0000-8500-050-0000-1214 CDW-GOVERNMENT				0.00	3,924.31
	10/27/2017	<PO-180003> 3407 42111527 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	7,314.45
	10/27/2017	<PO-180003> 3407 42111021 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	3,780.00
	10/27/2017	<PO-180101> 3407 42121394 21-0000-0-6423-0000-8500-050-0000-1214 CDW-GOVERNMENT				0.00	579.15
	10/27/2017	<PO-180003> 3407 42114270 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	43,261.25
	10/27/2017	<PO-180086> 3407 42111021 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	16,480.00
	10/27/2017	<PO-180101> 3407 42121394 21-0000-0-6423-0000-8500-050-0000-1214 CDW-GOVERNMENT				0.00	3,359.80
	10/27/2017	<PO-180003> 3407 42114270 21-0000-0-6423-0000-8500-050-0000-1215 CDW-GOVERNMENT				0.00	86,522.50
	10/27/2017	<PO-180005> 3407 42111021 21-0000-0-6423-0000-8500-050-0000-1214 CDW-GOVERNMENT				0.00	5,923.42
	TOTAL ACTIVITY						865.51
ENDING BALANCE 06/30/2018						320,154.99	
6500	EQUIPMENT REPLACEMENT						
	10/02/2017	PV-180114 2992 42115420 21-0000-0-6500-0000-8500-050-0000-7200 U.S. BANK CORPORATE PMT SYSTEM TAYLOR, OFFICE CHAIRS				94,506.63	0.00
	10/02/2017	PV-180114 2992 42115420 21-0000-0-6500-0000-8500-050-0000-1110 U.S. BANK CORPORATE PMT SYSTEM RENDON, HS. TABLE UMBRELLA				53.86	0.00
	10/02/2017	PV-180114 2992 42115420 21-0000-0-6500-0000-8500-050-0000-1110 U.S. BANK CORPORATE PMT SYSTEM RENDON, BACKPACK CARTS				3,324.44	0.00
	10/11/2017	PO-180100 3608 42116405 21-0000-0-6500-0000-8500-050-0000-1110 CHOP RESTAURANT SUPPLY INV#88, HS RM#4, FREEZER, SINK				8,130.21	0.00
10/25/2017	PO-180109 3604 42117878 21-0000-0-6500-0000-8500-050-0000-1110 A&M CHURCH & SCHOOL FURNITURE SES CLASSROOM TABLES				5,469.41	0.00	

DETAILED GENERAL LEDGER
10/01/2017 TO 06/30/2018

FUND :21 BUILDING FUND - BOND PROCEEDS
DATE REFERENCE VENDOR WARRANT FN RESC Y OBJT GOAL FUNC SCH DISC DIS2 CREDIT DEBIT

TRANSACTION DESCRIPTION

6500 EQUIPMENT REPLACEMENT 19,122.81 0.00
TOTAL ACTIVITY 113,629.44
ENDING BALANCE 06/30/2018

Fund : 21 TOTALS (INCOME) 6,894.13
TOTALS (INCOME BALANCE) 6,894.13
TOTALS (EXPENDITURE) 1,346,193.74
TOTALS (EXPENDITURE BALANCE) 1,066,799.94

DETAILED GENERAL LEDGER
10/01/2017 TO 06/30/2018

FUND :21		BUILDING FUND - BOND PROCEEDS			
DATE	REFERENCE	VENDOR WARRANT	FN RESC Y OBJT GOAL FUNC SCH DISC DIS2	DEBIT	CREDIT
TRANSACTION DESCRIPTION					

TOTAL ASSETS	(9000 - 9499)			2,085,076.96	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	6,894.13
TOTAL EXPENSES	(1000 - 7999) (9850)			1,066,799.94	0.00

**Shandon Joint Unified School District Monthly Enrollment
2017-18 SCHOOL YEAR**

School	Grade of Class	Female	Male	October Enrollment 2017	September Enrollment 2017
Parkfield	Kdgn	0	2	2	2
	1st	0	0	0	0
	2nd	1	1	2	2
	3rd	0	0	0	0
	4h	3	0	3	3
	5th	1	1	2	2
	6th	0	0	0	0
Parkfield Totals	9	5	4	9	9
Shandon Elem.	Transitional K	3	5	8	8
	Kdgn	9	12	21	21
	1st	11	14	25	26
	2nd	11	11	22	22
	3rd	14	17	31	31
	4th	12	17	29	29
	5th	10	12	22	22
	6th	9	10	19	19
	7th	15	8	23	23
	8th	11	11	22	22
SES Total	222	105	117	222	223
Shandon High School	9th	6	14	20	20
	10th	8	17	25	26
	11th	9	11	20	21
	12th	8	11	19	19
SHS Total	84	31	53	84	86
Ind. Study		2	0	2	2
Home Hospital		0	0	0	0
NPS Students	1	0	1	1	1
Total Miscellaneous		2	1	3	3
TOTAL ENROLLMENT		143	175	318	321

Calendar

Wed Nov 8

All day	*SES See's Candies Fundraiser
All day	*SHS Sell Candy bars
All day	*SHS St. Jude Fundraiser
All day	SHS Periods 5-8
8:00am – 9:00am	SHS 1st Quarter Good/Perfect Attendance Celebration - Room 6
8:30am – 11:30am	SHS Seniors Painting the "S" - "S" Hill
1:30pm – 2:30pm	SHS Staff Professional Development
1:45pm – 2:45pm	Nurse Training - SES
3:00pm – 3:30pm	Safety Meeting Rm 6 SHS
3:00pm – 4:00pm	School Site/DLAC Meeting
6:00pm – 7:30pm	FFA Monthly Meeting - Shandon Agriculture Department

Thu Nov 9

All day	*SES See's Candies Fundraiser
All day	*SHS Sell Candy bars
All day	*SHS St. Jude Fundraiser
All day	SHS Periods 1-4
2:30pm – 3:30pm	SLOPE CTE Leadership Committee Meeting - Morro Road Education Center, 8005 Morro Road, Atascadero
3:30pm – 6:30pm	SHS/SES Cross Country Practice @ Cuesta College

Fri Nov 10

All day	*SES See's Candies Fundraiser
All day	*SHS Sell Candy bars
All day	*SHS St. Jude Fundraiser
All day	Veterans Day

Sat Nov 11

All day	*SES See's Candies Fundraiser
All day	*SHS Sell Candy bars
All day	*SHS St. Jude Fundraiser

Showing events until 11/11/2017. [Look for more](#)

Calendar

Sun Nov 12

All day *SES See's Candies Fundraiser
 All day *SHS Sell Candy bars
 All day *SHS St. Jude Fundraiser

Mon Nov 13

All day *SES See's Candies Fundraiser
 All day *SHS Sell Candy bars
 All day *SHS St. Jude Fundraiser
 All day SES End of 1st- Trimester
 All day Painters at SES (Room 2 and touch-ups) - SES (Room 2 and touch-ups)
 All day SHS Period 5-8
 10:00am – 11:00am MOT Meeting - Karen, Rudy, Kim, Teresa
 11:00am – 12:00pm Admin Meeting - Kepins/Taylor

Tue Nov 14

All day *SES See's Candies Fundraiser
 All day *SHS Sell Candy bars
 All day *SHS St. Jude Fundraiser
 All day SHS Periods 1-4
 7:00pm – 8:00pm Board Meeting

Wed Nov 15

All day *SES See's Candies Fundraiser
 All day *SHS Sell Candy bars
 All day *SHS St. Jude Fundraiser
 All day SHS Periods 5-8
 7:45am – 8:25am *SES Muffins with Mom
 1:30pm – 2:30pm SHS Staff Professional Development
 3:00pm – 4:00pm Water District Board Meeting - SHS Library
 6:00pm – 7:00pm *SHS Financial AID Night at 6 PM

Showing events until 11/15/2017. [Look for more](#)

Calendar

	All day	*SHS St. Jude fundraiser
	All day	SHS Periods 5-8
	8:00am – 1:00pm	Superintendents' Council Meeting
	6:00pm – 8:30pm	*Cuesta College ESL Classes @ 6PM - Shandon High School, 101 South 1st Street, Shandon
	6:30pm – 8:30pm	SHS Drama Production "The Final Dress Rehearsal"
Sat Nov 18	2:00pm – 3:00pm	SHS Drama Production "The Final Rehearsal"
Mon Nov 20	All day	SHS Periods 1-4
Tue Nov 21	All day	SHS Period 5-8
	11:30am – 1:30pm	*Thanksgiving Feast
Wed Nov 22	All day	Legal Holiday- In Lieu of Admission Day - Lieu of Admission Day
Thu Nov 23	All day	Thanksgiving Holiday & Local Holiday
Mon Nov 27	All day	SHS Periods 1-4
	10:00am – 11:00am	MOT Meeting - Karen, Rudy, Kim, Teresa
Tue Nov 28	All day	SHS Periods 5-8
	4:00pm – 8:30pm	FFA SLO Section Creed and BIG @ SLO HS - San Luis Obispo High School, 1499 San Luis Dr, San Luis Obispo, CA 93401, USA
	5:00pm – 8:00pm	*SHS Basketball vs Riverdale Christian (HOME) - Shandon High School
Wed Nov 29	All day	SHS Periods 1-4
	1:30pm – 2:30pm	SHS Staff Professional Development
Thu Nov 30	All day	SHS Periods 5-8
Fri Dec 1	All day	SHS Periods 1-4
	3:00pm – 4:00pm	December 12th Board Agenda Items Due
	5:00pm – 9:00pm	*SHS Basketball vs SLO Classical (HOME) - Shandon High School
	6:00pm – 8:30pm	*Cuesta College ESL Classes @ 6PM - Shandon High School, 101 South 1st Street, Shandon

Calendar

Fri Dec 1	All day 3:00pm – 4:00pm 5:00pm – 9:00pm 6:00pm – 8:30pm	SHS Periods 1-4 December 12th Board Agenda Items Due *SHS Basketball vs SLO Classical (HOME) - Shandon High School *Cuesta College ESL Classes @ 6PM - Shandon High School, 101 South 1st Street, Shandon
Mon Dec 4	All day 10:00am – 11:00am	SHS Periods 5-8 MOT Meeting - Karen, Rudy, Kim, Teresa
Tue Dec 5	All day 3:00pm – 5:00pm	SHS Periods 1-4 Sexual Harassment Prevention Training for Managers
Wed Dec 6	All day 1:30pm – 2:30pm 3:00pm – 3:30pm 6:00pm – 7:00pm 7:00pm – 8:00pm	SHS Periods 5-6 SHS Staff Professional Development Safety Meeting Rm 13 SES *Shandon 4-H - SES Cafeteria Shandon Community Advisory Meeting
Thu Dec 7	All day 4:30pm – 6:00pm 5:00pm – 7:00pm	SHS Periods 1-4 Neighborhood Food Distribution - SHS Parking Lot Special Board Meeting - Selection of Board Member
Fri Dec 8	All day 8:00am – 12:30pm 11:00am – 11:30am 2:00pm – 3:00pm 5:30pm – 7:30pm 6:00pm – 8:30pm	SHS Periods 5-8 Superintendent Council Meeting *SES TK Awards Assembly *SES K-5 Awards Assembly *SES Cow Patty Bingo 5:30-7:30pm *Cuesta College ESL Classes @ 6PM - Shandon High School, 101 South 1st Street, Shandon
Mon Dec 11	All day All day 10:00am – 11:00am	SHS Periods 1-4 South Coast Region Roadshow - TBA- Probably Cal Poly, SLO MOT Meeting - Karen, Rudy, Kim, Teresa

Calendar

Tue Dec 12, 2017	All day 2:30pm – 8:30pm 7:00pm – 8:00pm	SHS Periods 5-8 *SHS Basketball @ Riverdale (AWAY) - Riverdale, CA 93656, USA Board Meeting
Wed Dec 13, 2017	All day 1:30pm – 2:30pm 6:30pm – 7:30pm	SHS Periods 1-4 SHS Staff Professional Development FFA Monthly Meeting - Shandon Agriculture Department
Thu Dec 14, 2017	All day	SHS Periods 5-8
Fri Dec 15, 2017	All day 10:00am – 2:00pm 1:45pm – 2:45pm 2:15pm – 3:00pm 6:00pm – 8:30pm	SHS Periods 1-4 *SLO Sheriff Bike Give Away Program *SHS Basketball @ SLO Classical (AWAY) NO Boys Varsity - San Luis Obispo, CA, USA *SMS Awards Assembly *Cuesta College ESL Classes @ 6PM - Shandon High School, 101 South 1st Street, Shandon
Mon Dec 18, 2017	All day 10:00am – 11:00am	SHS Periods 5-8 MOT Meeting - Karen, Rudy, Kim, Teresa
Tue Dec 19, 2017	All day 7:00pm – 8:00pm	SHS Periods 1-4 Bond Oversight Committee Meeting (Rm 6 At SHS) - Shandon High School, 151 S 1st St, Shandon, CA 93461, USA
Wed Dec 20, 2017	All day All day 1:30pm – 2:30pm	SHS Periods 5-8 Minimum Day SHS Staff Professional Development
Thu Dec 21, 2017	All day All day All day	Minimum Day SHS End of 1st Semester SHS Periods 1-4
Fri Dec 22, 2017	All day	Local Holiday

RAPTOR

TECHNOLOGIES

Protect Every Child, Every School, Every Day
Federal Tax ID #45-4914152

Opportunity Owner Clayton Dorsett
Quote Number 201710-18078
Created Date 10/30/2017
Expiration Date 11/30/2017

Account Name Shandon Elementary School

Billing Address Po Box 49
Shandon, CA 93461
United States

Product	Product Description	Sales Price	Quantity	Total Price
CR5400 ID Scanner	ID scanner for state issued identification cards -- 2 year limited warranty.	\$495.00	1.00	\$495.00
Database Setup	One-time database setup fee (per location).	\$350.00	1.00	\$350.00
Dymo 450 Turbo Label Printer	Badge printer for visitors and/or student tardy passes -- 2 year limited warranty.	\$139.00	1.00	\$139.00
Raptor Visitor Badges (White) Box	Raptor visitor badges (4 rolls/300 badges per roll). Quality guaranteed for one (1) year after purchase date.	\$50.00	1.00	\$50.00
Shipping and Handling Fee	Required on all new orders.	\$26.00	1.00	\$26.00
Visitor Management Annual Access Fee	One (1) year Annual Software Access Fee (per location). Renewal fee is due on the anniversary month of purchase. Raptor Alert Monitoring service and technical support is included. (Raptor 6.1)	\$540.00	1.00	\$540.00
Grand Total				\$1,600.00

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Report to School Board of Shandon Joint Unified School District
Special Education Department
November 3, 2017

Students

Current students receiving special education services: 51 + 2 served in Regional Programs

PK – 5th grade: 35

9th – 12th grade: 16 + 9 w/504 Plan

Students receiving only speech therapy service: 13

Students of residence being served outside of Shandon School District: 3

Number of students being evaluated for special education services: 0

IEP meetings held: 19

504 Plan meetings held: 4

Special Education Operations Committee (SEOC) Meetings attended: 2

Professional Development attended:

10/9: Non-Violent Crisis Intervention Training (CIT) Renewal – Pratt

10/20 Learning Disability Conference – Cherry

10/27: Performance Indicator Review (PIR) – Munoz (SELPA), Cherry, Pratt, Kepins, J. Smith

11/3: Reading Conference – Fresno Diagnostic Center – Cherry, Pratt, Carr, Needles

Staff

Credentialed special education teachers: 3= Sue Cherry, Monica Carr, Danya Pratt

Classified Para-educators supporting special education: 6.08

9-12th grades: Cassandra Uzeta; Maria Sendejas (a.m.) Carolina Gutierrez (p.m.)(both half time)

6-8th grades: Keila Navarro

TK – 5th grades: Jenni Valdez, Martha Soto, Sunshine Wright + Sheryl Easterbrook (30 min./day)

Substitutes: Enrique Ramirez, Katy Kuhnle, Michelle Fielder, Amy Russell

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 23 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

Board Report for November 2017

Harvest Carnival

The Harvest Carnival generated \$1,871.60 to use for parent engagement, student incentives, Middle School ASB, and the end of the year BBQ.

Thanksgiving Feast

The district is collaborating with Colt's Café to offer a Thanksgiving Feast to all SES students and staff on Tuesday, November 21st. With the loss of our local Lion's Club, we are very excited that we are able to continue to offer this event to our students

Morning Meetings

The TK-5th grade teachers are implementing morning meetings to improve school climate and consistent expectations between all students and staff.

The Following Items will be discussed during the board meeting:

1. School Safe Plan (Action Item)
2. Ca Dashboard (Action Item)
3. State Testing Apportionment Reporting Waiver (Action Item)
4. LCAP Update and Revisions (Action Item)

Priority 1 – Degree to which Teachers are Appropriately Assigned

Number of Teachers appropriately credentialed (Goal 2, Page 37)

Sufficient standards-aligned instructional materials (Goal 2, Page 37)

Priority 2 – Academic Content and Performance Standards

Reflection/Self Evaluation of Implementation of academic content and performance standards (Goal 2, Page 37)

Priority 4 – Pupil Achievement

EL making progress on CELDT (Goal 2, Page 37)

% of pupils passing AP exam (Goal 2, Page 37)

% of pupils passing EAP (Goal 2, Page 37)

Priority 5 – Pupil Engagement

HS Grad rates (Goal 1, Page 32)

Priority 6 – School Climate

Pupil expulsion rates (Goal 3, Page 63)

Upcoming Events

11/21 TK-5th grade report cards are sent home

12/5 Trimester Awards Assembly

Prepared and Submitted by Shannon Kepins

**Shandon Middle School
1st Quarter Honor Roll
2017-2018**

**6th
GRADE**

3.00-3.49	3.50-3.99
Judith Diaz Chase Helton Camdyn Lovato Lesli Rodriguez Jahaira Lopez	Miguel Gonzalez Mirian Jimenez
Leilani Lopez Maile Lau Shayley Cuellar	Cadence Guizar Faith Alexander Madisyn Clifton Jovani Ramirez
Itzel Casillas Hailey Kennedy Luke Ramirez Jorge Rodriguez Angel Soto Yaneht Uzeta Cristal Solis Esmeralda Mendoza	Elvia Rivera Taylor Bryant Valerio Garcia-Ruiz Isaias Sanchez

**7th
GRADE**

**8th
GRADE**



Positive School Climate

Plan 2017-2018

for Shandon Elementary School



Morning Motivations

Daily Schedule:

- **Get Everyone's Attention**
- **Then "Good Morning! Happy _____"**
(day of the week)
- **Staff *Shout Out*** (Staff member will share something really positive they witnessed a student doing that day or the week prior)
- **Student *Shout Out*** (Students will be asked "Now Shandon Colt Students, raise your hand if you had a positive compliment/ shout out for someone" (maybe give a couple examples to get their minds on the right track. i.e. "You fell and spilt your lunch and someone came and helped you clean it up just to be nice OR you were crying/ sad and someone who you don't normally talk to or play with came and tried to make you feel better, etc.) Then staff will call on a student to share something really positive they witnessed another student doing the day or week prior)
- **See Weekly Layout for what to do next**
- **Closing: Staff Leader says "Today..." which prompts students to respond "..."I will be the BEST ME I can be!"**
- **Staff Leader: "Have an awesome day of learning and fun!"**
- **DISMISS**

Weekly Layout:

Mondays: "Monday Messages" (this consists of informing and exciting students about any special activities, etc. going on that week)

Tuesdays: "Totally Cool Fact Tuesday" (Each Tuesday we will share a random fun fact or "did you know" with the students. Staff can add **ideas/ fun facts** they find onto the Morning Motivation Board set up in the Teacher's Lounge.)

Wednesdays: "Wednesday Wiggles" (Each Wednesday we will play a fun, student-relevant song to play and dance to as a school. Students can save up Horseshoe Hurrahs to get to pick the Wednesday Wiggle Song. Staff can also add **song choice suggestions** to the Morning Motivation Board set up in the Teacher's Lounge.)

Thursdays: "Think About It Thursday" (Each Thursday we will share an inspirational quote, thought, or message for them to think upon. Staff can add **ideas** they have or find onto the Morning Motivation Board set up in the Teacher's Lounge.)

Students will be able to cash them in during recesses on Fridays. Details on this and what type of things they can buy is TO BE ANNOUNCED.



Behavior Procedures & Policies 2017-2018 for Shandon Elementary School



Daily

1st Offense: "Get Calm Center"

- ✓ Every Classroom will have a spot designated as their "Get Calm Center"
- ✓ "Get Calm Centers" should ALWAYS be equipped with the following:
 - 1) Behavior Reflection Sheets (1 set for TK-2 and the other for 3-5)
 - 2) A cup of writing utensils ready for use
 - 3) A sand timer
 - 4) A feelings faces chart displayed or accessible
- ✓ Steps for get Calm Center
 - 1) Student goes straight to Get Calm Center (in their own class or another/ teacher's choice)
 - 2) Student fills out Behavior Reflection Sheet
 - 3) Student flips sand timer and watches the sand fall till empty to decompress
 - 4) Student returns to class (if in another classroom, please always send a student to accompany that student back to class so that we ensure they go directly back to class.
 - 5) Student gives Behavior reflection to their classroom teacher and returns to seat

2nd Offense: "Penalty Wall"

- ✓ At recess Teacher will give student a **red card** to take to an outside duty teacher (it is a good idea to have a responsible student accompany them to ensure they go straight to a duty teacher)
- ✓ Student hands duty teacher the red card and then goes and sits in front of a red wall dot
- ✓ Rules on Penalty Wall
 - 1) No talking or interaction with others (this will result in having to RE-SERVE this penalty at the next recess, but will NOT count as another penalty against them)
 - 2) If another student interacts with someone on the penalty wall, they must find a red dot and sit on the penalty wall, but this will NOT count as a penalty for that student.
 - 3) All Penalty Wall students may be dismissed at 1st bell so that they may go use the restroom and/ or get a drink
- ✓ If student brings out a **pink card** with the red then they need to grab a clip board and write an apology letter (if they do not complete the letter or do a quality job then they will have to serve next recess on the penalty wall, but this will NOT count against them as a penalty)

3rd Offense: "Penalty Wall + Parent Phone Call"

- ✓ At recess Teacher will again give student a **red card** to take to an outside duty teacher
- ✓ CLASSROOM Teacher will have student call home to parent to notify them that they are on their 3rd strike of the day

4th Offense: "School Referral + 2nd phone call Home"



=Shadow a duty teacher (this is an option for those repeat offenders OR a child that you know needs to get some energy out and so this is a better fit than to have them sit on the Penalty Wall (It is up to the teacher whether this is marked on their sheet as a Penalty or not. *For example, a student might just be having trouble making good decisions at recess and so they have to shadow for a week or so until the teacher feels he or she is ready to try again, In this case this is more of a preventative measure and would not count against this child as penalties.

2nd Semester 2017-2018

HONOR ROLL GPA 3.00-3.49	PRINCIPAL'S HONOR ROLL GPA 3.50-3.99	SUPERINTENDENT'S HONOR ROLL GPA 4.00+
9th Grade Clifton, Clay Dudley, Lucas Flores, Estenny Saucedo, Christopher Del Fiorentino, Robert	9th Grade Ramirez, Angela Mroczkowski, Hailey Mroczkowski, Riley	9th Grade Hernandez, Rosemary Rubio-Solis, Victoria Zavala, Alex
10th Grade Pummill, Isaac Rodriguez, Jonathan Zombrano, Adrian Ramos, Christopher Uzeta, Christian Bryant, Justin Neave-Verdusco, Noemy Uzeta, Maria	10th Grade Rodriguez-Villavicencio, Briceida Kennedy, Kelsey Jimenez Ramirez, Vanessa Contreras, Lisbeth	10th Grade Lopez, Isaac Rodriguez-Villavicencio, Yasmin
11th Grade Licea, Damaris	11th Grade Lindsey, Trinity Ramirez, Alberto McGrath, Ethan Russell, Aleah Valencia, Lynea Mercado, Lancy Sanchez, Apolos	11th Grade Ramirez, Fabian
12th Grade Contreras, Marina Cisneros, Daisy	12th Grade Flores Perez, Luis Valencia, Jessica Gonzalez Lazzo, Daniel Rodriguez, Juliette Contreras, Kelsey Wright, Mason Barajas, Gonzalo Cavazos, Sammantha Rodriguez, Ricardo Sanchez, Juan Lizarraga, Meydili	12th Grade Covarrubias, Hector Diaz, Daniel Soto, Bianca Vargas Verdusco, Israel

Shandon High School

Basketball Schedule 2017/18

101 South First Street Box 452, Shandon CA, 93461 (805) 238-0286 Fax: (805) 238-0777

Day	Date	Opponent	Home/Away	V. Girls	V. Boys	JV Boys	Release
<i>Tuesday</i>	<i>11/28</i>	<i>Riverdale Christ</i>	<i>Home</i>		<i>6:30</i>	<i>5:00</i>	
<i>Friday</i>	<i>12/1</i>	<i>SLO Classical</i>	<i>Home</i>	<i>6:30</i>		<i>5:00</i>	
<i>Tuesday</i>	<i>12/12</i>	<i>Riverdale</i>	<i>Away</i>		<i>6:30</i>	<i>5:00</i>	<i>2:30</i>
<i>Friday</i>	<i>12/15</i>	<i>SLO CA</i>	<i>Away</i>	<i>5:30</i>		<i>4:00</i>	<i>1:45</i>
<i>Tuesday</i>	<i>1/9</i>	<i>Coast Union</i>	<i>Away</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	<i>2:30</i>
<i>Friday</i>	<i>1/12</i>	<i>VCA</i>	<i>Home</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	
<i>Tuesday</i>	<i>1/16</i>	<i>Coastal Christian</i>	<i>Away</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	<i>2:30</i>
<i>Friday</i>	<i>1/19</i>	<i>Cuyama</i>	<i>Home</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	
<i>Tuesday</i>	<i>1/23</i>	<i>Maricopa</i>	<i>Away</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	<i>2:00</i>
<i>Friday</i>	<i>1/26</i>	<i>Coastal Union</i>	<i>Home</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	
<i>Tuesday</i>	<i>1/30</i>	<i>VCA</i>	<i>Away</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	<i>2:00</i>
<i>Friday</i>	<i>2/2</i>	<i>Coastal Christian</i>	<i>Home</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	
<i>Tuesday</i>	<i>2/6</i>	<i>Cuyama</i>	<i>Away</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	<i>1:45</i>
<i>Friday</i>	<i>2/9</i>	<i>Maricopa</i>	<i>Home</i>	<i>6:30</i>	<i>8:00</i>	<i>5:00</i>	

Girls Coach: Mario Contreras

Boys Coach: Jose Diaz

Superintendent/Principal: Teresa Taylor

Athletic Director: Aleks Hewitt



Please join Shandon High School in
celebrating our annual
Thanksgiving Feast.

Date: November 21, 2017

When: 11:30 a.m.

Where: Shandon High School Gymnasium

The Feast is free, however, donations are accepted. Please call the
District office for more information (805)238-0286.

Thank you to all of the community members and friends that continually support our
fantastic school and students. You are greatly appreciated. Please enjoy the company and
the meal.

Shandon Joint Unified School District
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APPLICATION TO FILL A VACANCY ON THE BOARD OF TRUSTEES**BY PROVISIONAL APPOINTMENT - Education Code Section 5091**

The Board of Trustees of the Shandon Joint Unified School District invites applications to be considered for a provisional appointment to fill a vacancy on the Board which expires December of 2018. The Board has elected to interview candidates at a public meeting on **Tuesday, December 7, 2017 at 5:00 p.m.** The Board will discuss the appointment and possibly take action to select a provisional appointee by majority vote at that meeting.

Please complete all sections of this application and return it to the District Office no later than **3:00p.m. on Friday, December 3, 2017.**

Full Name: _____

Physical Address: _____

Mailing Address: _____

Length of Residence in District: _____

Children in District (Y/N): _____

If Yes, Schools Attended or Attending and Dates: _____

Home Phone: _____ Cell Phone: _____

Occupation: _____

Employer: _____

Work Address: _____

Work Phone: _____

Email Address: _____

1. Have you served on any community commission, committee or other type of board? If so, which of these and dates served?

2. Have you participated in any school activities or committees recently? Please list and explain.

10. What do you see as the strengths of Shandon Joint Unified School District?

What do you see as the area(s) most needing improvement in Shandon Joint Unified School District?

11. Additional information or remarks you believe are relevant to this appointment:

I hereby certify I am a qualified voter and resident of the Shandon Joint Unified School District in the County of San Luis Obispo, in the state of California, and wish to be considered for appointment to fill an unexpired vacancy in the Board of Trustees of the District. The term expires in December 2018. The appointed candidate may seek election at the November 2018 election for an additional term.

I hereby certify that I meet all legal requirements to be a School Board Member of the Shandon Joint Unified School District.

I hereby certify that the information I have presented in the submitted application packet is complete, accurate and true to the best of my knowledge, and hereby authorize the Board of Education to verify this information as may be required. I understand that all application materials I have submitted are subject to the laws governing public information.

I understand that the District will review my offender status in the "Megan's Law" database. I further agree that if I am appointed to fill the Board vacancy, I will obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation within one month of appointment and prior to visiting any District school sites when students are present.

Applicant's Signature

Date

(Marlene) Thank you for volunteering to be considered to serve the community of Shandon as a School Board Member. We will have each candidate draw a number that will determine the order candidates will answer questions. Please state your name and draw a number. (candidates draw numbers) We must limit responses to 2 minutes in order to allow all candidates an equal opportunity to respond.

1. (Shannon) Why should we pick you as a Board member?
(candidate response order 1 2 3 4)

2. (Kate) Board members are bound by confidentiality laws on many items regarding students, employees and many other items. How would you handle the temptation to share confidential information with those close to you?
(candidate response order 2341)

3. (Marlene) What is your involvement and interest in our community? (candidate response order 3412)

4. (Van) The Board currently meets at least once a month on the second Tuesday of the month from approximately 6:00 PM to 9:00 PM with additional meetings as called at various times and dates. Would you be willing to commit this time to the District? (candidate response order 4123)

5. (Teresa) What work if any have you done with non-profit or public agencies?
(candidate response order 1234)

6. (Shannon) What experience do you have working with budgets?
(candidate response order 2341)

7. (Kate) Are you familiar with the Brown Act? (candidate response order 3412)

8. (Marlene) Do you have a particular skill or ability that would contribute to our Board? (candidate response order 4123)

9. (Van) As a Board member you are often called upon to make decisions that may be unpopular with teachers, support staff, students and/or the community. How would you respond if confronted by angry person about such a decision?
(candidate response order 1234)

10. (Teresa) Do you have any questions of us or additional comments?
(candidate response order 2341)