# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Board Meeting Agenda <br> Tuesday, December 11, 2018 

Time: 6:30 PM. - Closed Session 7:00 PM Open Session;
Location: $\quad$ Shandon High School- Library
All persons desiring to address the Board ot 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<br>Marlene Thomason, President<br>Kate Twisselman, Clerk<br>Holly Furness-Osorio<br>Jennifer Moe<br>Robert Van Parlet

1.2 Public Comment Limited to Closed Session Items

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

### 2.0 CLOSED SESSION

2.1 Conference with Labor Negotiators (G.C. 54957.6)- Negotiator: Kristina Benson, Shannon Kepins, Organization: STA/CTA/NEA, CSEA, and Management /Confidential Employees Unrepresented
2.2 Review and Possible Action on Appointment, Employment, Discipline, Resignation and Dismissal of District Employee(s) Pursuant to Government Codes 54957, Public Employment
2.3 Superintendent's Evaluation
2.4 Student Discipline

### 3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

### 4.0 REPORT ON ACTION FROM CLOSED SESSION

### 5.0 ADOPTION OF AGENDA

### 6.0 PUBLIC COMMENT

### 6.1 PUBLIC COMMENT

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

[^0]
### 7.2 Election Governing Board Officers

a) Board President
b) Board Clerk
7.3 Appointment of District Representative to attend the San Luis Obispo County School Boards Association Meetings, SLOCSBA
7.4 Appointment of Liaison to the SLOCSBA
7.5 Appointment of Representative to the SJUSD Interdistrict Transfer Committee
7.6 Appointment of Representative to the Shandon High School Agriculture Advisory Council
7.7 Appointment of Representative to the District Site Council
7.8 Appointment of Representative to the District Facilities Planning Committee
7.9 Appointment of Representative to the District Library Committee
7.10 Determine Date, Time, and Place of 2018 Meetings of Governing Board (Board Meeting Calendar)
7.11 Approval of 2019 Governance Calendar

### 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 Report

### 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 November 13, 2018
9.2 Approval of Warrants and Payroll for November 2018
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 MOU Between SJUSD and CSEA and its Shandon Chapter 288
9.7 Approval of MOA for the Provision of Data Processing Services to Districts by the SLOCOE
9.8 Approval of the Second Reading BP 5121 Grades/Evaluation of Student Achievement
9.9 Approval of the Second Reading AR 5121 Grades/Evaluation of Student Achievement
9.10 Approval of the Second Reading BP 1321 Solicitation Of Funds From And By Students
10.0 ACTION ITEMS
10.1 Approval of the 2018-19 SES Single School Plan
10.2 Approval of Positive Certification of First Interim Report for School Year 2018-19
10.3 Approval of Resolution 2018-19-6 Confirming SJUSD's Commitment to Fiscal Solvency
10.4 Approval of Change Order 2, Quincon Inc. Shandon Elementary School Kitchen Upgrade \$40,085.00
10.5 Approval of $21^{\text {st }}$ Century Grant
10.6 Approval of the Special Day Class for grades 6-12
10.7 Approval of the Carl D. Perkins Program Waiver
10.8 Approval of Funds for the Drone Project
10.9 Approval of Sale of Surplus Items
10.10 Approval of Bid and Additional Work for Shade Structure
10.11 Approval of Interdistrict Transfer Student 2018-19-24
10.12 Approval of Interdistrict Transfer Student 2018-19-25
10.13 Approval of the First Reading AR 1321 Solicitation Of Funds From And By StudentsTabled 11/13/18

### 11.0 INFORMATION/DISCUSSION ITEMS

11.1 Measure K Bond Update
11.2 Orientation of New Board Member
11.3 SJUSD Enrollment Report
11.4 District Calendar of Events
11.5 Special Education Report
11.6 Healthy Kids Survey Results
11.7 Shandon Elementary School Report

- SES Trimester Data
11.8 Superintendent's Report
- Trauma Informed Care
- Thanksgiving Feast


### 12.0 FUTURE AGENDA ITEM REQUESTS

### 13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for January 15, 2019 at Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM.

### 14.0 ADJOURNMENT

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

Shandon Joint Unified School District, 101 South 1 ${ }^{\text {st }}$ 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

# CERTIFICATE OF THE COUNTY CLERK RESULTS OF CANVASS OF ALL VOTES CAST NOVEMBER 6, 2018 CONSOLIDATED GENERAL ELECTION SHANDON JOINT UNIFIED SCHOOL DISTRICT 

I, TOMMY GONG, County Clerk-Recorder of the County of San Luis Obispo, do hereby certify that pursuant to law I did canvass the returns of the votes cast at the above referenced election in the Shandon Joint Unified School District on November 6, 2018, and that a copy of the Statement of Votes Cast to which this certificate is attached, shows the number of votes cast in said district for each candidate for the office of Governing Board Member, Trustee Area \#2, and that the totals shown for each candidate for the office of Governing Board Member, Trustee Area \#2, in said district and in each of the respective precincts therein, are full, true and correct.

WITNESS, my hand and Official Seal this 5th day of December, 2018


SOVC for: SHANDON JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
MEMBER, TRUSTEE AREA NO. 2, SHANDON JT UNIFIED SCHOOL DISTRICT, All
Counting Groups
STATEMENT OF VOTES CAST
NOVEMBER 6, 2o18 CONSOLIDATED GENERAL ELECTION
COUNTY OF SAN LUIS OBISPO
FINAL OFFICIAL ELECTION RESULTS - SPLIT BY DISTRICTS



| District | Registered <br> Voters |
| :---: | ---: |
| SUPERVISORIAL - Total | 647 |

U.S. CONGRESSIONAL
24TH CONGRESSIONAL
DISTRICT
Polling Vote by Mail
24TH CONGRESSIONAL U.S. CONGRESSIONAL - Total CITY

## Unincorporated

$$
\begin{aligned}
& \text { !!ew Kq ә10^ } \\
& \text { Gu!l|lod }
\end{aligned}
$$ fełol - pryesodıosulun 187OL-All)

COUNTY
COUNTY OF SAN Polling !!ew Kq ә孔๐へ COUNTY OF SAN LUIS

ASSEMBLY $6 u!\mid{ }^{-1} \mathrm{O}_{\mathrm{d}}$ Vote by Mail


STATE BOARD OF EQUAL DIST 2


|  | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \underset{\sim}{2} \end{aligned}$ |  | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \stackrel{+}{\sim} \end{aligned}$ | $\begin{gathered} \stackrel{\circ}{\circ} \\ \stackrel{y}{\sim} \end{gathered}$ |  |  |  | $\begin{gathered} \text { ๗̀ } \\ \text { ò } \\ \hline \end{gathered}$ | 응 |  |  |  |  | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \underset{\sim}{2} \end{aligned}$ | $\begin{aligned} & \stackrel{\circ}{0} \\ & \stackrel{\text { N }}{\mathrm{N}} \end{aligned}$ | $\stackrel{\text { N}}{\stackrel{N}{n}}$ |  |  | $\begin{aligned} & \text { No } \\ & \stackrel{y}{2} \\ & \stackrel{y}{2} \end{aligned}$ |  | 亭 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OIYOSO－SSENYMH IIVWW ATIOH | \％ |  | \％ | ٌ |  |  | \％ | $\stackrel{\sim}{\sim}$ | － | $\underline{\square}$ | $\stackrel{\square}{\square}$ |  |  | \％ | $\stackrel{ \pm}{ \pm}$ | $\stackrel{\circ}{\square}$ |  | － | a | 0 | 盗 |
|  | $\begin{aligned} & \circ \\ & \stackrel{\circ}{0} \\ & \underset{\sim N}{0} \end{aligned}$ |  | $\begin{aligned} & \stackrel{\rightharpoonup}{\circ} \\ & \underset{\sim}{\sim} \end{aligned}$ | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \underset{\sim}{n} \end{aligned}$ |  |  | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \underset{\sim}{0} \\ & \text { n } \end{aligned}$ | $\begin{aligned} & \text { \%í } \\ & \text { in } \\ & \hline \end{aligned}$ |  | $\stackrel{\sim}{\circ}$ | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \underset{\sim}{n} \end{aligned}$ |  |  |  |  | $\begin{aligned} & \circ \circ \mathrm{o} \\ & \stackrel{\sim}{\circ} \\ & \sim \end{aligned}$ |  |  | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \stackrel{N}{7} \end{aligned}$ | $\begin{aligned} & \stackrel{\circ}{\circ} \\ & \stackrel{N}{n} \end{aligned}$ | 产 |
| z̧yIWva ATVIVN | $\stackrel{\circ}{\text { ¢ }}$ | F | \％ | 哭 |  |  | ¢ | F | ¢ | \％ | $\stackrel{\text { ® }}{\sim}$ |  |  | \％ | $\stackrel{\text { m }}{\sim}$ | ¢ |  | $\bigcirc$ | $\infty$ | $\infty$ | 先 |
| $\begin{aligned} & \frac{E}{5} \\ & \frac{5}{⿳ 亠 二 口 丿 口 刂 ~} \end{aligned}$ | $\begin{aligned} & \text { 응 } \\ & \text { 言 } \end{aligned}$ |  |  | $\begin{aligned} & \overline{\mathrm{B}} \\ & \stackrel{\rightharpoonup}{\circ} \\ & \tilde{\sim} \\ & \stackrel{\sim}{\mathrm{o}} \end{aligned}$ |  |  |  |  |  |  |  | $\frac{1}{6}$ $\frac{1}{0}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{3}{3}$ |  | $\begin{aligned} & \text { 응 } \\ & \text { 言 } \end{aligned}$ |  |  |  | $\begin{aligned} & \text { 은 } \\ & \text { 흥 } \end{aligned}$ | Ī 各 0 0 0 |  |  |


Page: 7 of 7


## CERTIFICATE OF ELECTION OF DISTRICT CLERK (Ed Code 35143)

WE HEREBY CERTIFY, that at a meeting of the Governing Board of the $\qquad$ School District, held on December $\qquad$ , 2018, $\qquad$ (Name of Person Elected)
(Mailing Address)
was duly elected district clerk. On $\qquad$ , 2018, $\qquad$ of the $\qquad$ School District was elected president.

## SIGNATURE OF ALL GOVERNING BOARD MEMBERS OF THE ABOVE DISTRICT



Pinted Name (Phone) (H) (W)

## NOTICE OF GOVERNING BOARD MEETING PLACE

The Governing Board of the $\qquad$ School District will hold its regular meeting during the coming school year as indicated below:
1.__ Monthly, on the $\qquad$ (day or date) of each month. Specify time of meeting: $\qquad$
2. $\qquad$ Other $\qquad$

Date:
Clerk/Secretary
Please return this form to the San Luis Obispo County Office of Education Attention Valerie Kraskey, following your Board's Organizational Meeting

Date: $\qquad$
TO SAN LUIS OBISPO COUNTY SUPERINTENDENT OF SCHOOLS:
The members of the Governing Board of $\qquad$ School District of San Luis Obispo County have appointed $\qquad$ , a member of this Board, to be our official District Representative for the purpose of electing members of the San Luis Obispo County Committee on School District Organization.

Governing Board of $\qquad$ School District

Signed $\qquad$
(Clerk or Secretary)

ACCEPTANCE OF APPOINTMENT
I hereby accept appointment by the Governing Board of the above-named school district, of which I am a member, to serve as its official District Representative.

Signed $\qquad$
Address $\qquad$

Date $\qquad$

Please return completed form to: San Luis Obispo County Office of Education

Attention Valerie Kraskey
Following your Board's Organizational Meeting

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Regular Meeting of the Board of Trustees
MEETING DATE: December 11, 2018

## AGENDA ITEM TITLE:

Annual Organizational Meeting of the Governing Board( Current Representatives)
PREPARED BY:
Kristina Benson

AGENDA SECTION:
$\qquad$ Reports $\qquad$ Consent $\qquad$ Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

## SUMMARY:

Current President- Marlene Thomason
Current Clerk- Kate Twisselman
Current District Representative to attend the SLOCSBA Meetings - Jennifer Moe Current Liaison to the SLOCSBA - Jennifer Moe
Current Representatives to the SJUSD IDT Committee- Kristina Benson, Shannon Kepins and Kate Twisselman
Current Representatives to the Shandon High School Agriculture Advisory Council-
Marlene Thomason and Van Parlet
Current Representative to the District Site Council - Jennifer Moe Current Representative to the District Facilities Planning Committee- Van Parlet Current Representatives to the District Library Committee - Marlene Thomason and Kate Twisselman

Winter Break 12/21/18-1/7/19
Spring Break 4/15/19-4/29/19
Salinas Valley Fair May 16-19, 2019
CA Mid State Fair July 17-28, 2019

# Shandon Joint Unified School District Board Meeting Calendar 2019 

January 15, 2019 ( $3^{\text {rd }}$ Tuesday)
February 12, 2019

March 12, 2019
April 9, 2019

* May 14, 2019
(Parkfield Elementary School)
**June 4, 2019 ( $1^{\text {st }}$ Tuesday)
**June 18, 2019 (3 ${ }^{\text {rd }}$ Tuesday)
July (only if needed)
August 13, 2019
September 10, 2019
October 8, 2019
November 12, 2019

December 10, 2019
(Organizational Meeting)

Meetings are held on the second Tuesday of each month with the exception of January. *The May meeting will be held at Parkfield Elementary School. **There are two meetings scheduled in June to allow for the Public Hearings of the proposed 2019-2020 LCAP and budget and later in the month in order to present the adopted 2019-2020 LCAP and budget for approval.

Meetings are held at Shandon High School, Library, starting at 6:30 p.m. for Open Session and immediately adjourning to Closed Session; Open Session reconvenes at 7:00 p.m.

## SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> GOVERNANCE CALENDAR 2019

```
JANUARY
Approve School Accountability Report Card for SHS, SES, PES, (SARC) (Action)
Quarterly Report of Williams Uniform Complaints (Action)
New Course Approval (if needed) (Action)
Review Consolidated Application (CARS) (Action)
Annual Audit Report (Information/Discussion)
Instructional Calendar for Upcoming School Year (Information/Discussion)
Name List of Honor Roll
SJUSD Enrollment
FEBRUARY
Board Workshop: District Vision and Goals including LCAP (BP 0200) (Action)
    Board Self Evaluation (Information/Discussion)
District Facility Master Plan (Action)
District Technology Plan (Action)
Instructional Calendar for Upcoming School Year (Action)
Reduction of Staff Resolutions (if needed) (Action)
Governor's Proposed State Budget (Information/Discussion)
Quarterly Assessment Data (Information/Discussion)
Superintendent Mid-Year Report on District Goals (Information/Discussion)
SHS Upcoming School Year Registration (Information/Discussion)
Incoming 9 'th grade Registration with Parents (Information/Discussion)
SJUSD Enrollment
MARCH
Annual Developer Fee Expenditure Report (Action)
Reduction of Staff (as needed) (Action)
2 nd Interim Financial Report (Action)
Impact Analysis of Budget on School Programs (Information/Discussion)
SJUSD Enrollment
```


## APRIL

```
Quarterly Assessment Data (Information/Discussion)
SES Trimester Assessment Data
Day of the Teacher Resolution (Action)
Classified School Employee Week Resolution (Action)
Quarterly Report of Williams Uniform Complaints (Action)
\(1^{\text {st }}\) Reading of Textbook/Curriculum Adoption (as needed) (Action)
Annual Board Evaluation of Superintendent (Closed Session) (Information/Discussion)
Statement of Economic Interest Form 700 (All Board Members and Management)
SJUSD Enrollment
MAY
Local Control Accountability Plan (LCAP)(Public Hearing)
Annual Board Evaluation of Superintendent (Action)
Certificated Final Notice of Non-reemployment (Action)
Classified Personnel Action as Necessary (Action)
Student/Parent Handbook SHS, SES, \& PES (Action)
Staff Handbook, SHS, SES, \& PES (Action)
Athletic Handbook Approval SHS SMS (Action)
\(2^{\text {nd }}\) Reading of Textbook/ Curriculum Adoption (as needed) (Action)
Declaration of Need for Fully Qualified Educators (Action)
Governor's May Revise of State Budget (Information/Discussion)
Board Review of Proposed Budget (Information/Discussion)
SJUSD Enrollment
```


## JUNE

$\mathbf{1}^{\text {st }}$ Regular Meeting
Superintendent Response to Evaluation (Information/Discussion)
Quarterly Assessment Data (Information/Discussion)
SES Trimester Assessment Data
District Budget for Upcoming School Year (Information/Discussion)
Local Control Accountability Plan (Information/Discussion)
$2^{\text {nd }}$ Regular Meeting/Workshop
District Budget for Upcoming School Year Adoption (Action)
Local Control Accountability Plan Approval (Action)

## JULY

Meeting as Needed

## AUGUST

Quarterly Report of Williams Uniform Complaints (Action)
45 Day Revision to Budget (as needed) (Action)
Authorization of Assignment of Teachers to Teach Outside of Their Credential Area Resolution (Action)
District Emergency Response Plan Update (Action)
District Safe School Plan (Action)

## SEPTEMBER

Sufficiency of Instructional Materials Resolution (Public Hearing) (Action)
GANN Resolution (Action)
Unaudited Actuals Financial Report for Prior Year (Information/Discussion)
California Assessment of Student Performance and Progress (CAASP) (Information/Discussion)
BP 9270 Review every even year
SJUSD Enrollment

## OCTOBER

Quarterly Report of Williams Uniform Complaints (Action)
Development Fee Report and Five-Year Development Fee Summary Resolution (Action)
SJUSD Enrollment

## NOVEMBER

Quarterly Interest Accrued Funds (Action)
SHS Review Quarterly Assessment Data (Information/Discussion)
Board Member Information on "700" Reports (Information/Discussion)
SES Single School Plan
SHS Single School Plan
SJUSD Enrollment

## DECEMBER

Organizational Meeting
Board Meeting Calendar (Action)
Elect President/Clerk (Action)
Governance Calendar (Action)
Board Member Committee Assignment (ex. FFA Advisory, Sports, School Sites) (Action)
Oath of Office of Incoming Board Members (Ceremony)
Orientation of New Board Members (Information/Discussion)
First Interim Financial Report (Action)
Statement of Economic Interest -Form 700-Incoming and Retiring Board Members
SES Trimester Assessment Data
SJUSD Enrollment
Healthy Kids Survey Results (Every other year)

## December 2018 ASB report

## December ASB Events

4 ASB Meeting December 4, 2018-Seasonal Activity planning

* Class Meetings December 5, 2018
$\psi$ FNL meetings-December $7^{\text {th }} \& 14^{\text {th }}$. Focus on 2019 activities.
- Game Club meetings- $7^{\text {th }} \& 14^{\text {th }}$
$\pm$ December 14-Movie, games and celebration
* December 6, 2018 Lunch time activity centered around being a good community member
4 December 12, 2018 Lunch time activity centered-around giving.
* ASB is looking to invest in a propane cooker and 3 large punch containers.


## December Fundraisers-Community Discount Cards

## ASB officers

ASB President Lynea Valencia
ASB Vice President Christian Uzeta
ASB Secretary Vicki Solis
ASB Treasurer Alberto Ramirez
Junior class officers
President Maria Uzeta
Vice President Christian Licea
Secretary Kelsey Kennedy
Treasurer Kevin Martinez
Freshmen class officers
President Luke Ramirez
Vice President Raul Granado
Secretary Milagros Martinez
Treasurer Valerio Garcia

## Senior class officers

President Aleah Russell \& Trinity Lindsey
Vice President Fabian Ramirez
Secretary Vanessa Hernandez
Treasurer Ethan McGrath
Sophomore class officers
President Vicki Solis
Vice President Estenny Flores
Secretary Angela Ramirez
Treasurer Eden Casillas

## Commissioners

Estefany Arroyo
Esmeralda Mendoza
Aubree Lopez
Yaneht Uzeta
Raul Piceno
Itzel \& Maira Casillas

Athletic Commissioner Alex Zavala
Publicity Commissioner Isaac Pummill
Activity Commissioners are Gabriel Yanez and Angel Contreras

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

## AGENDA ITEM TITLE:

Approval of the Minutes of November 13, 2018
PREPARED BY:
Gabriela Gavilanes

## AGENDA SECTION:

$\qquad$ Reports $\quad \mathrm{X}$ Consent $\qquad$ Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

## SUMMARY:

Provided for your approval are the minutes from the November 13, 2018 Board Meeting.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Board Meeting Minutes <br> Tuesday, November 13, 2018 

### 1.0 OPEN SESSION

Board President called the meeting to order at 6:30 PM
Members present: Marlene Thomason, President; Holly Furness-Osorio; Jennifer Moe; Robert Van Parlet; Kate TwisseIman, Clerk
Staff Present: Kristina Benson, Superintendent
Diana Larsen
1.1 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 6:32 PM.

### 2.0 CLOSED SESSION

2.1 Review and Possible Action on Appointment, Employment, Discipline, Resignation and Dismissal of District Employee(s) Pursuant to Government Code§ 54957, Public Employment
2.2 Superintendent's Evaluation
2.3 Student Discipline
2.4 Negotiations

The Board adjourned closed session at 7:00 PM

### 3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Thomason reconvened the meeting to open session at 7:08PM and Board Member Van 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 passed to approve the agenda (Twisselman/Parlet) (5/0) Furness-Osorio, Moe, Parlet, Thomason, and Twisselman voted aye.

### 6.0 PUBLIC COMMENT /PUBLIC HEARING

### 6.1 PUBLIC COMMENT

"Good evening. I'm Charlene Ables, a member of Assistance League of San Luis Obispo County. Our primary philanthropic program, Operation School Bell, provides new, school-appropriate clothing to kindergarten $12^{\text {th }}$ grade students in need, in all ten school districts in our County. Students are referred to us by school personnel. They are the ones best qualified, to determine the students most in need. This school year we have clothed over 2,000 students county-wide. Operation School Bell was founded by a teacher, with the belief that when students can go to school dressed appropriately, it affects their attendance. She knew that if students could not attend school, they could not achieve academically and/or socially. We now have official confirmation of that belief. In November of 2017, our chapter conducted a Measured Outcomes Survey for the first time. All schools in the ten school districts were asked about the impact of Operation School Bell on their students. The chapter received a $100 \%$ response rate from the schools. $72 \%$ indicated they observed a positive change in classroom behavior; $73 \%$ reported that they observed a positive change in student confidence; $61 \%$ observed a positive change in the level of engagement with peers and/or school activities. Last school year we clothed: 37 of your students with a dollar value of $\$ 3,960$. Our members volunteered a total of 392 hours specifically to your students. This included fundraising, membership responsibilities and actual clothing sessions.

Board Meeting Minutes
November 13, 2018
Parkfield Elementary School - 1
Shandon Elementary School-27
Shandon High School-9
All North County students are met by our volunteers and clothed at Kohl's in Paso Robles. With our tax-exempt status and Kohl's discounts each $K-5^{\text {th }}$ grade referred student receives a $\$ 150$ in clothing and shoes and each $6^{\text {th }}-12^{\text {th }}$ grade student receives a \$185 in clothing and shoes. The students can choose Levi's, Converse, Adidas, Nike, and Under Armor garments and shoes. Brand names are very important to all students. Social acceptance begins at that first glance...clothing. As District Administrations and Boards of Trustees change, we believe it is our responsibility to continue to inform you of our efforts in your district. That is my purpose here this evening. I have a letter for Superintendent Benson and a rack card for each Board member. In our chapter's 23-year history we have clothed over 26,000 disadvantaged students. We are an all-volunteer organization with no paid staff. We hope that in the future when you hear of Assistance League or Operation School Bell you will have an acquaintance with who we are and what we do".

### 7.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

7.1 Student Body Reports- ASB Report was provided in the Board Packet.

FFA Officers Lynea Valencia, Isaac Lopez, Kevin Martinez, Samuel Ruiz, Trinity Lindsey and Aleah Russell talked about their trip to the National FFA Educational Convention. They also shared a video that they put together for the Board of Trustees. Board member Moe asked what they learned from the trip, every FFA Officer shared their favorite experiences.
Mr. Martin and two middle school students made a demonstration on drones. Mr. Martin said he would like to make a report on what they are doing and would like to do in the future, he said "right now we finish year one and we have 6 students that are FAA approved drone operator pilots. What we are trying to do is some basic operational skills, these small what we call DGI tellos are ideal because they are flown inside and you don't have to worry about getting out of hand and fly on your hair but allows us to have students work on precision, squares and landing. Our initial year was focused on two things; first it was on a search and rescue in recovering of unlikely event of an earthquake, the other thing that we looked into and started working on down the road is when unfortunately it became prevalent is the lone shooter application. Students started flying the drones in the room. Mr. Martin said "right now we have an inventory of about 11 drones which 6 of them are the smaller version, the training one". He said there is so much practice of search and rescue that we can do. He thought what else we can do and FFA agricultural was an obvious choice, he said the next step for us is add an AG component to this, now unfortunately the technology requires bigger things and more expensive technology, he said we have been fortunate to generate enough donations and we were successful on securing a grant from Justin Winery to secure a brand new drone that is much bigger and that we received 3 weeks ago, it has a much better picture camera that will allow us to be able to work on the camera, more than flying it since we got that down.
Mr. Martin is projecting what we may need for the next 3 years is new drone that has a capacity to take on a much bigger camera, and two sensors and a software license, the inventory was provided to the Board Members in a handout with an article about "drones providing new perspectives on crops' needs".

## INVENTORY:

```
1 DII SPARK ($1,200)
1 PHANTOM 4 PRO ($1,700)
2 PHANTOM 3 ADVANCE ($1,400)
DII TELLO ($1,100)
2 UPS AIR ($500)
1 INSPIRE (LOAN)
Funding needed for 2018, 2019, }202
PLAN A
1- INSPIRE $2,999
1- X5S VISUAL SENSOR $1,899
1- XSS 3 BAND SENSOR $3,000
SOFTWARE LICENSE
$3,100 (PER YEAR)
$10,998
```


## PLAN B

## SPECIAL AG LICENSE PACKAGE \$8,300 <br> ALL OF THE ABOVE WITH 1 YEAR SOFTWARE LICENSE, ALL SUBJECT TO 10\% EDUCATIONAL DISCOUNT

Mr. Martin said that we have currently raised $\$ 2,300$ and our plan is probably do a GO FUND ME in order to secure more money and besides the new software there are things like batteries and cords to keep the drone infrastructure going. Mr. Martin said he was here shamelessly requesting that The Board would consider helping us out, he said he can tell you that there is only 3 high schools in the country that are doing this and no middle schools. Mr. Martin said that we need to keep their enthusiastic going, this is very important for our kids. Board Member Moe asked Mr. Martin how much money is he in need of and Mr. Martin said between $\$ 8,000-\$ 10,000$. Mr. Martin said he would like to see the School take a little bit of honor ship whatever that looks like and sounds like in terms of dollars. Board President Thomason said she would like to bring this back in our next Board meeting so we can be able to take an action.
7.2 There were no Staff Reports
7.3 There were no Bargaining Representative Reports
7.4 County Superintendent's Report- Dr. Brescia introduced Ellen Sheffer, Dr. Brescia said "Ellen is the newest member of the County Office of ED, she is a sitting trustee with the San Luis Coastal School District and is going to be helping me as we go around assisting new board members. Helen talked about herself and how she is looking forward on assisting the New Board Members. Dr. Brescia said he wanted to share couple things with us as this is the end of the year report, the general stuff. Career tech ed. is moving full steam again. He also said the County is in the process of securing Especial Education Teacher incentive grant. We are looking at existing employees that may be considering teaching as a carreer and scholar shipping them to move through their program. We are currently doing that for any classified employee in the County. Right now we have 45 classified employees in the County that are getting their schooling paid for, whether it be classes paid for or scholarships. Special Education is being mainly focused on. They want to fill the vacancy of special Education teachers. They're hiring 75 to 100 teachers a year. He also said we should be cautious of spending until we see the new governor's budget is going to look like in January. He said he wanted to compliment Shandon for the positive direction is going to.
7.5 Board Reports- Board Member Twisselman reported that she went to the Community Advisory Meeting and reported that they are still doing the community clean up day on May 18, 2019. Twisselman also said Deputy Mark Fontecchio was not at the meeting but he will be in the next meeting and he will bring his replacement Deputy Curry.

Board Meeting Minutes
November 13, 2018
Board President Thomason informed that the Parkfield teacher Mrs. Solis organized a non-school related potluck at the Parkfield Hall to honor Veterans, Doug presented a slide show on his Vietnam pictures and it was attended by 55 people.

### 8.0 APPROVAL OF CONSENT AGENDA

A motion passed to approve the consent agenda with the removal of item 8.2 Approval of Warrants and Payroll for October 2018 (Twisselman/Moe)(5/0) Furness-Osorio, Moe, Parlet, Thomason, and Twisselman voted aye.

A motion passed to approve item 8.2 Approval of Warrants and Payroll for October 2018 (Twisselman/FurnessOsorio) (4/0/1) Furness-Osorio, Moe, Parlet, Twisselman voted aye. Board President Thomason abstained due to conflict of interest. Board President Thomason's family member was listed on the Personnel Action Report.

Superintendent Ms. Benson requested that we do 10.1 Measure K Bond Update before the Action Items. Laura Joines and Ellen Broker from Architect Firm 196-PMSM have been working with district for 20 years. The kitchen project is mainly what they talk about. This Budget started out with the need to have a hood put over the stove. But this has expanded because as soon as you put a hood over the stove you then have to install a back splash that has to be stainless steel to comply to SLO County's Code. Now you need to install a new fire alarm and suppression system which means you have to upgrade the electrical. They were going to try and save money by leaving the old florescent lights but as soon as they upgraded the whole kitchen the lights looked outdated and were changed out along with the old yellow tile ceilings. The Administrative Assistant left the room to make copies of the Kitchen Upgrade, a packet was provided to everyone present in the meeting. Attach is the report with all the details.
A motion passed to approve Change Order No 2 (Furness-Osorio/Parlet)(5/0) Furness-Osorio, Moe, Parlet, Thomason, Twisselman voted aye.
Board President Thomason said we are now going to Action Items.

### 9.0 ACTION ITEMS

> 9.1 A motion passed to approve Resolution 2018-19-05 Development Fee Report and Five-Year Development Fee Summary with changes (Furness-Osorio/Moe) (5/0) Roll call vote Furness-Osorio, Moe, Parlet, Thomason, and Twisselman voted aye.
9.2 A motion passed to approve First Reading BP 5121 Grades/Evaluation of Student Achievement (Furness-Osorio/Parlet)(5/0) Furness-Osorio, Moe, Parlet, Thomason, and Twisselman voted aye.
9.3 A motion passed to approve First Reading AR 5121 Grades/Evaluation of Student Achievement with amendments (Twisselman/ Moe) (5/0) Furness-Osorio, Moe, Parlet, Thomason and Twisselman voted aye.

### 9.4 A motion passed to approve First Reading BP 1321 Solicitation Of Funds From And By Students (Twisselman/Parlet)(5/0)Furness-Osorio, Moe, Parlet, Thomason and Twisselman voted aye.

9.5 A motion passed to table the First Reading AR 1321 Solicitation Of Funds From And By Students for further investigation (Twisselman/Furness-Osorio)(5/0) Furness-Osorio, Moe, Parlet, Thomason, Twisselman voted aye.

### 10.0 INFORMATION/DISCUSSION ITEMS

10.1 Measure K Bond Update- was provided in the Board packet.
$10.221^{\text {st }}$ Century Grant - was provided in the board packet and is coming back as an Action Item for our next Board Meeting.
10.3 Rental Property Review- was provided in the Board Packet.
10.4 District Calendar of Events- was provided in the Board Packet.
10.5 Special Education Report- was provided in the Board Packet.
10.6 Special Day Class for grades 6-12- was provided in the Board Packet and is coming back as an Action Item for our next Board Meeting.
10.7 SJUSD Enrollment Report- was provided in the Board Packet. Board President Thomason requested a 5 minute break.
10.8 California School Dashboard-was provided in the Board Packet and Ms. Benson presented a power point.
10.9 Review Quarterly Assessment Data- was provided in the Board Packet, Board Member Twisselman requested a list of names of the Honor Roll Students.
10.10 Cafeteria Report- was provided in the Board Packet.
10.11 Shandon Elementary School Report- was provided in the Board Packet.
10.12 Superintendent's Report- was provided in the Board Packet.

### 11.0 FUTURE AGENDA ITEM REQUESTS <br> Bring back Change Order No 2 for re-approval <br> Bring back $21^{\text {st }}$ Century Grant for re-approval <br> Special Day Class for grades 6-12 as an Action Item <br> Funds for Drone Project as an Action Item

### 12.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for December 11, 2018 at Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM.

### 13.0 ADJOURNMENT

Board President Thomason adjourned the meeting at 9:55 PM

Marlene Thomason, President of the Board

Or

Kristina Benson, Superintendent and Secretary to the Board of Trustees

## SHANDON ELEMENTARY SCHOOL KITCHEN UPGRADE (AND CAFETERIA RENOVATION)

Low bidder was $\$ 134,407$ difference, which indicates there was some room for upward movement in project costs.

## SHANDON JOINT UNIFIED SCHOOL DISTRICT SHANDON ELEMENTARY SCHOOL KITCHEN UPGRADE

| PMSM Job \#: | 17086.01 |
| :--- | :--- |
| Bid Date: | Tuesday, May 29, 2018 |
| Bid Tlme: | 1:59:59 P.M. |
| Estimated Construction Cost: |  |
| Estimated Cost Alt \#1 |  |


| Bidder | cin minema | muany | stu Lising | come | Refermes | (1) | ${ }_{\text {maxe ma }}$ | comane | $\begin{aligned} & \$ 134,407 \\ & \text { difference } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| erruscon | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | 451336 | 44,533 |  |
| precen | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |  | 585,743 | \$7,536 |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |




Path of travel alterations made after bid.
Cost of renovating originally indicated restrooms would be much higher and not worth the cost. They need major renovation, not a minor tweak. Accessible restrooms on path of travel changed to indicated restrooms above. This also reduced the scope of path of travel work required to the sidewalks. Minimal path of travel work was indicated in original bid. However we saved money by changing the path of travel.

As the renovation proceeded it became glaringly obvious that the existing kitchen ceiling and lighting was insufficient.
Originally the scope had been reduced for costs, but the District felt that to spend this much money and not upgrade the lighting and ceiling would be unwise.

Kitchen changes included:
Flooring upgraded from linoleum to epoxy: \$11,705
New light fixtures in kitchen; Ceiling raised in kitchen and replaced with a 'hard lid' gypsum and painted: $\$ 16,555$


## Numerous unforeseen conditions



令

## As Built Drawing from Quincon Construction 10.15.18



Description: Walk-In-Cooler rear elevation. Original scope relied on the upcoming Window Replacement project to fix the rear elevations but in lieu of this project being put on hold we needed to make the elevations function both mechanically and aesthetically.

PCO 20 \$26,151


Description: unforeseen condition-tunnels under slab - Existing double slab and large tunnels for a old heating and cooling slab system

PCO $5 \$ 11,179$

Description: Mop Sink Install
-Required by Environmental health. Original scope
used an existing janitors closet in another building
PCO 20 \$26,151

Shandon Elementary School Kitchen Renovation
Contractor: Quincon Construction



Description: Expanded Scope-new Tackboard Panels - Existing wall was damaged and needed replacing


Description: expanded Scope to install stainless steel hood enclosure at top between top of hood and ceiling due to Environmental Health request. Stainless Steel also added behind ovens on wall for cleanliness

PCO 15 \$14,163

## Shandon Elementary School Kitchen Renovation <br> Contractor: Quincon Construction



Santa Barbara Office 802 East Cota Street, Suite A Santa Barbara, CA 93103 805.963.1955

San Luis Obispo Office 560 Higuera Street, Suite C San Luis Obispo, CA 93401 B05.476.0399


FLOOR PLAN - FINISHES

Finish Schedule Changes


# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

## AGENDA ITEM TITLE:

Approval of Warrants and Payroll for November 2018.

## PREPARED BY:

Sadie Howard

## AGENDA SECTION:

$\ldots$ Reports _ X_Consent ___ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

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

## Batch \#14-19

General Fund (01) \$ 114,632.34

Food Service/Cafeteria Fund (13)
\$10,382.26
Bond Fund (21)
\$10,723.50

TOTAL WARRANT APPROVALS

## 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.

Nov. $10^{\text {th }}$
Nov. $30^{\text {th }}$

TOTAL
$\$ 239,662.27$

## RECOMMENDED ACTION:

Approve Accounts Payable and Payroll warrants


| VENDOR NAME | FROM BATCH: 14 |  |  | THRU BATCH: |
| :---: | :---: | :---: | :---: | :---: |
|  | $\text { FUND : } 01$ | GENERAL FUND |  |  |
|  | DESCRIPTION | EXTENDED DESCRIPTION | AMOUNT | INVOICE DATE |
| OFFICE DEPOT | INV\#222572547001 | 2018/2019 ELEM SUPPLIES | 66.10 | 11/08/2018 |
| OFFICE DEPOT | INV\#224703556001 | 2018/2019 ELEM SUPPLIES | 5.96 | 11/08/2018 |
| OFFICE DEPOT | INV\#221349578001 | 2018/2019 PAPER | 171.55 | 11/01/2018 |
| OFFICE DEPOT | INV\#221084650000 | 2018/2019 ELEM SUPPLIES | 65.23 | 11/01/2018 |
| OFFICE DEPOT | INV\#222574048001 | 2018/2019 ELEM SUPPLIES | 9.21 | 11/08/2018 |
| OFFICE DEPOT | INV\#224699315001 | 2018/2019 ELEM SUPPLIES | 70.34 | 11/08/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#28511953-3, P | 2018/2019 PGE | 11.34 | 11/28/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#5762161390-0 | 2018/2019 PGE | 188.57 | 11/27/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#5762161390-0 | 2018/2019 PGE | 5,947.20 | 11/27/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#1779527540-7 | 2018/2019 PGE | 233.30 | 11/01/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#6978927856-6 | 2018/2019 PGE | 38.47 | 11/01/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#3644187859-6 | 2018/2019 PGE | 117.96 | 11/01/2018 |
| PACIFIC GAS \& ELECTRIC COMPANY | ACC\#6230961798-3 | 2018/2019 PGE | 175.32 | 11/08/2018 |
| PASO ROBLES HEATING \& AIR | INV\#355626, RM\#14 | HEATING AND AIR MAINT/REPAIRS | 495.90 | 11/27/2018 |
| PASO ROBLES HEATING \& AIR | INV\#355358, HS.MA | HEATING AND AIR MAINT/REPAIRS | 1,371.90 | 11/01/2018 |
| PASO ROBLES HEATING \& AIR | INV\#355382, SUPER | HEATING AND AIR MAINT/REPAIRS | 90.00 | 11/01/2018 |
| PASO ROBLES HEATING \& AIR | INV\#355341, ELEM, | HEATING AND AIR MAINT/REPAIRS | 1,495.40 | 11/01/2018 |
| PASO ROBLES HEATING \& AIR | INV\#355360, PRRFL | HEATING AND AIR MAINT/REPAIRS | 220.00 | 11/01/2018 |
| PORTVIEW PREPARATORY INC | INV\#4037,AT ASSE | 2018/2019 PORTVIEW SCHOOL YEAR | 1,440.00 | 11/13/2018 |
| PORTVIEW PREPARATORY INC | INV\#3939, OCT. 201 | 2018/2019 PORTVIEW SCHOOL YEAR | 662.50 | 11/13/2018 |
| PORTVIEW PREPARATORY INC | INV\#3939, OCT. 201 | 2018/2019 PORTVIEW SCHOOL YEAR | 7,646.25 | 11/13/2018 |
| PROCARE JANITORIAL SUPPLY INC. | INV\#121921, CUSTO |  | 52.92 | 11/01/2018 |
| PROCARE JANITORIAL SUPPLY INC. | INV\#122212, CUSTO |  | 60.54 | 11/02/2018 |
| PRW STEEL/RASO ROBLES WELDING | INV\#344114, SHP S |  | 67.07 | 11/08/2018 |
| RANCH WIFI | INV\#23886, PRKFLD | 2018/2019 PRKFLD INTERNET | 140.00 | 11/28/2018 |
| RELIABLE OFFICE MACHINE REPAIR | INV\# 6302, MONTHLY | 2018/2019 MONTHLY MAINT. | 50.00 | 11/01/2018 |
| SAN LUIS OBISPO COUNTY OFFICE | INV\#190307, FINGE |  | 80.00 | 11/13/2018 |
| SAN MIGUEL GARBAGE \# 200133 | ACC\#318244, NOV. 2 | 2018/2019 TRASH | 904.11 | 11/08/2018 |
| SELF INSURED SCHOOLS OF CA. | ID\#68833, NOV. 201 |  | 59,562.35 | 11/02/2018 |
| SHANDON HIGH SCHOOL A.S.B. | REIMB.ASB, FFA JA |  | 284.50 | 11/27/2018 |
| SPURR | INV\#94721 | 2018/2019 NATURAL GAS | 223.57 | 11/28/2018 |
| STATE OF CALIFORNIA | ACC\# 94248135, SEF |  | 265.95 | 11/13/2018 |
| Stanley Convergent Sec.Solut. | INV\#16030573, SER | 2018/2019 ALARM MONITORING | 270.00 | 11/13/2018 |
| THORNTON, JEANNIE | REIMB.MILEAGE, SL |  | 38.15 | 11/27/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | BESON, POSTAGE |  | 32.71 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | RENODN, FLAG FOOT |  | 239.41 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | VALENICA, MOT SUP |  | 25.73 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | BENSON, ARIES, TAR |  | 294.80 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | BENSON, ARIES TRA |  | 294.80 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | MORTON, FFA SUPPL |  | 112.48 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | MORTON, FFA NATIL |  | 345.58 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | MORTON, FFA LEADE |  | 467.50 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | FULLER, COCL, MEET |  | 141.31 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | MORTON, FFA NATLS |  | 2,162.08 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | KEPINS, POSTAGE |  | 1.84 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | RENODN, BUS SUPPL |  | 13.44 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | BENSON, ADMIN SUP |  | 77.00 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | BESON, SUPER COFF |  | 47.26 | 11/13/2018 |

FUND : 01 GENERAL FUND

| U.S. BANK CORPORATE PMT SYSTEM | BESON, TARDY SLIP |
| :---: | :---: |
| U.S. BANK CORPORATE PMT SYSTEM | RENDON,MOT SUPPL |
| U.S. BANK CORPORATE PMT SYSTEM | SCIOCCHETTI, ASB |
| U.S. BANK CORPORATE PMT SYSTEM | MORTON, FFA, STUDE |
| U.S. BANK CORPORATE PMT SYSTEM | KEPINS, ELEM ASB |
| U.S. BANK CORPORATE PMT SYSTEM | BESON, TRAINING, P |
| U.S. BANK CORPORATE PMT SYSTEM | FULLER, TRACTOR S |
| U.S. BANK CORPORATE PMT SYSTEM | FULLER, FFA MEETI |
| U.S. BANK EQUIPMENT FINANCE | INV\#369741046,CO 2018/2019 COPIERS |
| VERIZON - 508105832-00001 | ACC\#508105832-00 2018/2019 HOT SPOTS |
| WASTE MANAGEMENT | INV\#922243905275 2018/2019 PRKFLD TRASH |
| WESTERN JANITOR SUPPLY \# 2411 | INV\#158141, CUSTO |
| WESTERN JANITOR SUPPLY \# 2411 | INV\#157895, CuSTO |

AMOUNT INVOICE DATE
U.S. BANK CORPORATE PMT SYSTEM BESON, TARDY SLIP
211.55 11/13/2018
452.40 11/13/2018
U.S. BANK CORPORATE PMT SYSTEM SCIOCCHETTI,ASB

1,092.71 11/13/2018
585.50 11/13/2018
546.44 11/13/2018
$499.00 \quad 11 / 13 / 2018$
67.59 11/13/2018
176.82 11/13/2018
$1,441.32$ 11/08/2018
55.21 11/27/2018
87.32 11/08/2018
31.79 11/27/2018
83.88 11/08/2018

|  |  |  | FROM BATCH: 14 | THRU BATCH: |
| :---: | :---: | :---: | :---: | :---: |
| VENDOR NAME | $\begin{gathered} \text { FUND } \\ \text { DESCRIPTION } \end{gathered}$ | CAFETERIA FUND EXTENDED DESCRIPTION | AMOUNT | INVOICE DATE |
| AMERIPRIDE UNIFORM SERVICES | INV\#1502269505, C | 2018/2019 TOWELS | 20.00 | 11/27/2018 |
| AMERIPRIDE UNIFORM SERVICES | INV\#1502259315, C | 2018/2019 TOWELS | 20.00 | 11/27/2018 |
| CHOP RESTAURANT SUPPLY | CAFE, DISHWASHER |  | 304.38 | 11/27/2018 |
| CHOP RESTAURANT SUPPLY | CAFE DISHWASHER |  | 3,961.00 | 11/13/2018 |
| CRYSTAL CREAMERY | INV\# $621303808, \mathrm{CA}$ |  | 384.51 | 11/01/2018 |
| CRYSTAL CREAMERY | INV\#621317808, CA |  | 389.73 | 11/27/2018 |
| CRYSTAL CREAMERY | INV\#621310806, CA |  | 383.92 | 11/13/2018 |
| EDNA'S BAKERY | INV\#923657, CAFE |  | 84.60 | 11/01/2018 |
| EDNA'S BAKERY | INV\#925496, CAFE |  | 253.74 | 11/13/2018 |
| GOLD STAR FOODS INC. | INV\#2557149, CAFE |  | 34.70 | 11/01/2018 |
| GOLD STAR FOODS INC. | INV\#2537517, CAFE |  | 613.22 | 11/01/2018 |
| GOLD STAR FOODS INC. | INV\#2553673, CAFE |  | 231.90 | 11/01/2018 |
| GOLD STAR FOODS INC. | INV\#2556980, CAFE |  | 49.50 | 11/01/2018 |
| GOLD STAR FOODS INC. | INV\#2557148, CAFE |  | 57.72 | 11/13/2018 |
| GOLD STAR FOODS INC. | INV\#2555579, CAFE |  | 1,013.79 | 11/13/2018 |
| GOLD STAR FOODS INC. | INV\#2566621, CAFE |  | 80.32 | 11/13/2018 |
| GOLD STAR FOODS INC. | INV\#2563984, CAFE |  | 115.95 | 11/13/2018 |
| GOLD STAR FOODS INC. | INV\#2557143, CAFE |  | 34.63 | 11/13/2018 |
| GOLD STAR FOODS INC. | INV\#2557639, CAFE |  | 555.58 | 11/13/2018 |
| SMITH, KELLI | REIMB.WATER CJPS |  | 7.53 | 11/01/2018 |
| THE BERRY MAN INC. | INV\#10482164, CAF |  | 184.35 | 11/13/2018 |
| THE BERRY MAN INC. | INV\#10484742, CAF |  | 313.40 | 11/27/2018 |
| THE BERRY MAN INC. | INV\#10479661, CAF |  | 88.70 | 11/01/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | WESCH, CAFE FOOD |  | 175.95 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | WESCH, CAFE CLOTH |  | 159.60 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | WESCH, CAFE SUPPL |  | 775.17 | 11/13/2018 |
| U.S. BANK CORPORATE PMT SYSTEM | WESCH, GRANT, CAFE |  | 23.12 | 11/13/2018 |
| WESTERN JANITOR SUPPLY \# 2411 | INV\#157583, WATER |  | 65.25 | 11/01/2018 |


| SHANDON | UNIFIEDVENDOR NAME | BOARD BILL APPROVAL LISTING |  | J58168 APYBRPLO L.00.00 12/03/18 E |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | FROM BATCH: 14 |  | THRU BATCH: 16 |  |
|  |  | $\underset{\text { FESCRTPTION }}{\text { FUND }}$ | BUILDING FUND - BOND | PROCEEDS |  |  |  |
|  | VENDOR NAME | DESCRIPTION | EXTENDED DESCRIPTION |  | AMOUNT | INVOICE DATE |  |
|  | AVNIT, JULIE | INV\#688331902, 0 C |  |  | 750.00 | 11/13/2018 |  |
|  | EARTH SYSTEMS | INV\#807619,SES K |  |  | 540.00 | 11/27/2018 |  |
|  | EARTH SYSTEMS | INV\#805148, KITCH |  |  | 7,436.00 | 11/13/2018 |  |
|  | EARTH SYSTEMS | INV\#805164, KITCH |  |  | 240.00 | 11/13/2018 |  |
|  | WALTERS VENTURES INC | INV\#1022342, DSA |  |  | 1,757.50 | 11/27/2018 |  |

'AL FUND 21
10,723.50
'AL DISTRICT'
$135,738.10$

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

## AGENDA ITEM TITLE:

Approval of the Budget Report
PREPARED BY:
Sadie Howard
AGENDA SECTION:
$\qquad$
SUMMARY:
Attached is the Budget Report through June 30, 2019 for approval.
UNRESTRICTED/RESTRICTED COMBINED EUND: 01 GENERAL FUND

| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | Budget |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |
| REVENUE DETAIL |  |  |  |  |  |  |
| REVENUE LIMIT SOURCES : |  |  |  |  |  |  |
| 8011 REV LIMIT STATE AID-CURR YEAR | 1,750,144.00 | 35,433.00- | 1,714,711.00 | 1,020,984.00 | 693,727.00 | 59.54 |
| 8012 Rev Limit State Aid EPA | 118,584.00 | 5,558.00 | 124,142.00 | 72,987.00 | 51,155.00 | 58.79 |
| 8021 HOME OWNERS EXEMPTION | 10,283.00 | 1,054.00 | 11,337.00 | 1,353.62 | 9,983.38 | 11.93 |
| 8041 SECURED TAX ROLLS | 1,723,611.00 | 32,988.00- | 1,690,623.00 | 224,903.59 | 1,465,719.41 | 13.30 |
| 8042 UNSECURED ROLL TAXES | 41,587.00 | 3,288.00 | 44,875.00 | 30,523.47 | 14,351.53 | 68.01 |
| 8043 PRIOR YEARS TAXES | 8,910.00 | 1,411.00- | 7,499.00 | 124.42 | 7,374.58 | 1.65 |
| 8044 SUPPLEMENTAL TAXES | 39,922.00 | 21,870.00 | 61,792.00 | 15,049.08 | 46,742.92 | 24.35 |
| 8045 EDUC REV AUGMENTATION EUND | 160,812.00 | 545.00 | 161,357.00 | . 00 | 161,357.00 | 0.00 |
| 8097 PROPERTY TAXES TRANSFERS | 97,267.00 |  | 97,267.00 | . 00 | 97,267.00 | 0.00 |
| TOTAL REVENUE LIMIT SOURCES : | 3,951,120.00 | 37.517.00- | 3,913,603.00 | 1,365,925.18 | 2,547,677.82 | 34.90 |
| FEDERAL REVENUES : |  |  |  |  |  |  |
| 8181 SP ED ENTITLEMENT PER UDC | 51,561.00 |  | 51,561.00 | . 00 | 51,561.00 | 0.00 |
| 8182 SPEC ED-DISCRETIONARY GRANTS | 2,868.00 |  | 2,868.00 | . 00 | 2,868.00 | 0.00 |
| 8290 ALI OTHER FEDERAL REVENUES | 113,508.00 | 4,518.00 | 118,026.00 | 22,564.00 | 95,462.00 | 19.11 |
| total federai revenues : | 167,937.00 | 4,518.00 | 172,455.00 | 22,564.00 | 149,891.00 | 13.08 |
| OTHER STATE REVENUES : |  |  |  |  |  |  |
| 8550 MANDATED COST REIMBURSEMENT | 112,534.00 | 45,180.00- | 67,354.00 | . 00 | 67,354.00 | 0.00 |
| 8560 STATE LOTTERY REVENUE | 58,401.00 | 8,024.00 | 66,425.00 | 8,024.48 | 58,400.52 | 12.08 |
| 8590 ALI OTHER STATE REVENUES | 146,127.00 | 29,767.00 | 175,894.00 | 35,183.91 | 140,710.09 | 20.00 |
| total other state revenues : | $317,062.00$ | 7,389.00- | 309,673.00 | 43,208.39 | 266,464.61 | 13.95 |
| OTHER LOCAL REVENUES : |  |  |  |  |  |  |
| 8650 LEASES \& RENTALS | 22,500.00 |  | 22,500.00 | 9,025.00 | 13,475.00 | 40.11 |
| 8660 INTEREST | 5,000.00 | 8,000.00 | 13,000.00 | 4,365.83 | 8,634.17 | 33.58 |
| 8677 INTERAGENCY SERV BETWN LEA'S | 3,220,00 | 13,300.00 | 16,520.00 | 2,998.20 | 13,521.80 | 18.14 |
| 8698 STALE-DATED WTS/PRIOR YR WIS | . 00 |  | . 00 | 241.19 | 241.19- | NO BDGT |
| 8699 ALL OTHER LOCAL REVENUES | 26,226.00 | 14,084.00 | 40,310.00 | 4,735.99 | 35,574.01 | 11.74 |
| 8792 TF OF APPORT FROM COE | 179,097.00 |  | 179,097.00 | 56,819.00 | 122,278.00 | 31.72 |
| TOTAL OTHER LOCAL REVENUES : | 236,043.00 | 35,384.00 | 271,427.00 | 78,185.21 | 193,241.79 | 28.80 |
| * total year to date revenues | 4,672,162.00 | 5,004.00-* | 4,667,158.00 | 1,509,882.78 | 3,157,275.22 | 32.35 |


| EESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OBJECT |  | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER | DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |

## CERTIFICATED SALARIES :

| 1100 | CERTIFICATED TEACHER |
| :--- | :--- |
| 1130 | CERTIEICATED TEACHER HOURLY |
| 1150 | CERTIFICATED TCHER EXTRA DUTY |
| 1160 | CERTIFICATED TEACHER SUBSTITUT |
| 1190 | CERTIFICATED TEACHER OTH ASSIG |
| 1200 | CERT PUPIL SUPPORT SALARY |
| 1300 | CERTIFICATED SUPERV \& ADM SAL |
| 1340 | SCHOOL ADMINISTRATORS |
| TOTAL CERTIFICATED SALARIES : |  |

CLASSIFIED SALARIES :

| 2100 | INSTRUCTIONAL AIDE SALARIES |
| :--- | :--- |
| 2130 | INSTRUCTIONAL AIDE HOURLY |
| 2150 | INSTRUCTIONAL AIDE EXTRA. DUTY |
| 2160 | INSTRUCTIONAL AIDE SUBSTITUTE |
| 2190 | INSTRUCTIONAL AIDE STUDENTS |
| 2200 | CLAASSIFIED SUPPORT SALARIES |
| 2250 | CLASSIFIED SUPPORT EXTRA DUTY |
| 2260 | CLASSIFIED SUPPORT SUBSTITUTE |
| 2270 | CLASSIFIED SUPPORT OVERTIME |
| 2400 | CLERICAL/TECHNICAL/OFFICE SAL |
| 2450 | CLERICAL AND OFFICE EXTRA DUTY |
| 2460 | CLERICAL \& OFFICE SUBSTITUTE |
| 2470 | CLERICAL \& OFFICE OVERTIME |
| 2900 | OTHER CLASSIFIED SALARIES |


| 191,947.00 | 13,258.00- | 178,689.00 | 60,331.16 | 118,357.84 | 33.76 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 890.00 |  | 890.00 | . 00 | 890.00 | 0.00 |
| 957.00 | 587.00- | 370.00 | 422.45 | $52.45-$ | 114.17 |
| 13,000.00 |  | 13,000.00 | 3,891.52 | 9,108.48 | 29.93 |
| 28,276.00 | 2,656.00- | 25,620.00 | 6,709.48 | 18,910.52 | 26.18 |
| 330,690.00 | 10,110.00- | 320,580.00 | 120,072.03 | 200,507.97 | 37.45 |
| 5,000.00 |  | 5,000.00 | 657.88 | 4,342.12 | 13.15 |
| 3,000.00 |  | 3,000.00 | 971.36 | 2,028.64 | 32.37 |
| 10,500.00 |  | 10,500.00 | 2,389.13 | 8,110.87 | 22.75 |
| 184,033.00 | 3,979.00 | 188,012.00 | 71,756.02 | 116,255.98 | 38.16 |
| 4,000.00 |  | 4,000.00 | 58.35 | 3,941.65 | 1.45 |
| 3,000.00 |  | 3,000.00 | . 00 | 3,000.00 | 0.00 |
| 5,000.00 |  | 5,000.00 | 828.00 | 4,172.00 | 16.56 |
| 8,390.00 | 12,000.00 | 20,390.00 | 5,225.84 | 15,164.16 | 25.62 |
| 788,683.00 | 10,632.00- | 778,051.00 | 273,313.22 | 504,737.78 | 35.12 |
| 415,236.00 | 24,472.00- | 390,764.00 | 86,647.99 | 304,116.01 | 22.17 |
| 8,328.00 | 8,489.00 | 16,817.00 | 5,021.16 | 11,795.84 | 29.85 |
| 137,330.00 | 1,146.00- | 136,184.00 | 46,049.19 | 90,134.81 | 33.81 |
| 2,889.00 | 2,534.00 | 5,423.00 | 1,670.30 | 3,752.70 | 30.80 |
| 48,898.00 | 1,172.00- | 47,726.00 | 15,889.74 | 31,836.26 | 33.29 |
| 25,112.00 | 263.00- | 24,849.00 | 7,701.94 | 17,147.06 | 30.99 |
| 11,436.00 | 272.00- | 11,164.00 | 3,716.03 | 7,447.97 | 33.28 |
| 262,611.00 | 2,429.00- | 260,182.00 | 78,054.00 | 182,128.00 | 29.99 |
| 164,172.00 | 17,715.00- | 146,457.00 | 43,517.88 | 102,939.12 | 29.71 |
| - 867.00 | 428.00 | 1,295.00 | 705.59 | 589.41 | 54.48 |
| 394.00 | $9.00-$ | - 385.00 | 128.07 | 256.93 | 33.26 |
| 40,006.00 | 186.00 | 40,192.00 | 12,269.70 | 27.922 .30 | 30.52 |
| 18,218.00 | 535.00- | 17,683.00 | 5,920.25 | 11,762.75 | 33.47 |
| 1,135,497.00 | 36,376.00- | 1,099,121.00 | 307,291.84 | 791,829.16 | 27.95 |


| UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OBJECT |  | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER | DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |

BOOKS AND SUPPLIES :

| 4100 | APPRVD TEXTBKS/CORE CURRICULA |
| :--- | :--- |
| 4200 | BOOKS AND REFERENCE MATERIALS |
| 4300 | MATERIALS AND SUPPLIES |
| 4310 | FUEL GAS |
| 4318 | COPIER USAGE |
| 4319 | TIRES AND TUBES |
| 4320 | GREASE OIL |
| 4321 | CUSTODIAL SUPRLIES |
| 4325 | TOOLS |
| 4328 | TESTING MATERIALS |
| 4339 | REPAIR EARTS |
| 4355 | SOFTWARE |
| 4380 | PAPER |
| 4398 | FUEL TAX |
| 4400 | NON-CAPITALIZED EQUIPMENT |

TOTAL BOOKS AND SUPPLIES :

| 53,936.00 | 15,684.00 | 69,620.00 | 29,105.62 | 40,514.38 | 41.80 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| . 00 |  | . 00 | 77.00 | $77.00-$ | NO BDGT |
| 110,464.00 | 21,156.00 | 131,620.00 | 46,642.52 | 84,977.48 | 35.43 |
| 27,000.00 | 8,000.00 | 35,000.00 | 9,334.20 | 25,665.80 | 26.66 |
| 25,340.00 |  | 25,340.00 | 7.206.60 | 18,133.40 | 28.43 |
| 4,000.00 |  | 4,000.00 | .00 | 4,000.00 | 0.00 |
| 1,475.00 |  | 1,475.00 | 51.97 | 1,423.03 | 3.52 |
| 8,000.00 |  | 8,000.00 | 6,511.60 | 1,488.40 | 81.39 |
| 500.00 |  | 500.00 | .00 | 500.00 | 0.00 |
| 5,700.00 | 1,715.00- | 3,985.00 | . 00 | 3,985.00 | 0.00 |
| 5,300.00 | 991.00 | 6,291.00 | 5,956.81 | 334.19 | 94.68 |
| . 00 | 3,712.00 | 3,712.00 | 3,712.32 | .32- | 100.00 |
| 3,300.00 | 274.00- | 3,026.00 | 1,136.47 | 1,889.53 | 37.55 |
| 265.00 |  | 265.00 | 223.93 | 41.07 | 84.50 |
| 10,000.00 | 17,947.00 | 27,947.00 | 4,679.00 | $23,268.00$ | 16.74 |
| 255,280.00 | 65,501.00 | 320.781 .00 | 114,638.04 | 206,142.96 | 35.73 |

SERVICES, OTHER OPER. EXPENSE:

| 5110 | Subagrmt SPED outside agency | 85,455.00 |  | 85,455.00 | 662.50 | 84,792.50 | 0.77 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5200 | TRAVEL \& CONFERENCE | 58,120.00 | 22,239.00 | 80,359.00 | 28,699.05 | 51,659.95 | 35.71 |
| 5230 | MILEAGE | 1,800.00 | 2,613.00 | 4,413.00 | 2,356.88 | 2,056.12 | 53.40 |
| 5300 | DUES \& MEMBERSHIPS | 10,201.00 |  | 10,201.00 | 8,263.96 | 1,937.04 | 81.01 |
| 5400 | INSURANCE | 38,047.00 | 4,028.00- | 34,019.00 | 34,019.19 | .19- | 100.00 |
| 5510 | WATER | 6.273 .00 |  | 6,273.00 | 2,294.78 | 3,978.22 | 36.58 |
| 5520 | GAS | 7,553.00 |  | 7,553,00 | 1,124.82 | 6,428.18 | 14.89 |
| 5530 | ELECTRICITY | 70,298.00 | 4,702.00 | 75,000.00 | 38,597.46 | 36,402.54 | 51.46 |
| 5550 | DISPOSAL/GARBAGE REMOVAL | 13,401.00 |  | 13,401.00 | 4,957.15 | 8,443.85 | 36.99 |
| 5600 | RENTALS, LEASES, REPAIRS, IMPROVM | 10,000.00 |  | 10,000.00 | . 00 | 10,000.00 | 0.00 |
| 5640 | REPAIRS/MAINT OF EQUIPMENT | 11,800.00 | 566.00- | 11,234.00 | 3,845.00 | 7,389.00 | 34.22 |
| 5650 | REPAIRS/MAIN - VEHICLES | 500.00 | $425.00-$ | 75.00 | . 00 | 75.00 | 0.00 |
| 5800 | PROEES'L/CONSULTG SVCS/OP EXP | 74,144.00 | 42,748.00 | 116,892.00 | 69,483.05 | 47,408.95 | 59.44 |
| 5810 | SERVICES PROVIDED BY SLOCOE | 110,002.00 | 7,447.00- | 102,555.00 | 3,747.55 | 98,807.45 | 3.65 |
| 5822 | MAINTENANCE AGREEMENTS | $6,100.00$ | 900.00 | 7,000.00 | 3,710.18 | 3,289.82 | 53.00 |
| 5830 | HAZARDOUS WASTE DISPOSAL | 1,000.00 |  | 1,000.00 | 755.00 | 245.00 | 75.50 |
| 5840 | PHYSICAL EXAMS-EINGERPRINTING | 700.00 |  | 700.00 | 353.00 | 347.00 | 50.42 |
| 5845 | RANDOM DRUG/ALCOHOL TESTING | 500.00 |  | 500.00 | 66.00 | 434.00 | 13.20 |
| 5855 | OUTSIDE PRINTING | 1,200.00 |  | 1,200.00 | 227.60 | 972.40 | 18.96 |
| 5865 | IN LIEU OF TRANSPORTATION | 21,384.00 | 198.00 | 21,582.00 | 4,806.90 | 16,775.10 | 22.27 |
| 5872 | LEGAL FEES | 27,443.00 |  | 27,443.00 | 4,636.00 | 22,807.00 | 16.89 |
| 5874 | AUDIT FEES | $6,165.00$ |  | $6,165.00$ | 1,000.00 | 5,165.00 | 16.22 |
| 5890 | OTHER SERVICES | 3,500.00 |  | 3,500.00 | . 00 | 3,500.00 | 0.00 |
| 5894 | LICENSES AND PERMITS | 300.00 | 1,171.00 | 1,471.00- | 1.471.00 | . 00 | 100.00 |
| 5922 | COMMUNICATION - TELEPHONE SVCS | 14,396.00 | 6,086.00- | 8,310.00 | 3,036.71 | 5,273.29 | 36.54 |

UNRESTRICTED/RESTRICTED COMBINED

| OBJECT |
| :---: |
| NUMBER | DESCRIPTION


| OTHER FINANCING SOURCES ( USES ) |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Interfund transfers - OUT : |  |  |  |  |  |  |
| 7616 INT-FD TF FR GENERAL TO CAFE | 12,183.00- | 856.00- | 13,039.00- | 856.21- | 12,182.79- | 6.56 |
| 7619 OTHER AUTH INTERFUND TE OUT | . 00 | 70,000.00- | 70,000.00- | . 00 | 70,000.00- | 0.00 |
| TOTAL INTEREUND TRANSFERS - OUT : | 12,183.00- | 70,856.00- | 83,039.00- | 856.21- | 82,182.79- | 1.03 |
| CONTRIB.- RESTRICTED PROGRAMS: |  |  |  |  |  |  |
| TOTAL CONTRIB.- RESTRICTED PROGRAMS: | . 00 | . 00 | . 00 | . 00 | . 00 | NO BDGT |
| * total year to date other financing * | 12,183.00-* | 70,856.00-* | 83,039.00-* | 856.21-* | 82,182.79-* | 1.03 |

UNRESTRICTED/RESTRICTED COMBINED FUND: 01 GENERAL FUND

| OBJECT NUMBER DESCRIPTION |  |  | BEGINNING BALANCE | YEAR TO DATE ACTIVITY | ENDING <br> BALANCE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FUND RECONCILIATION |  |  |  |  |  |  |
| ASSETS AND LIABILITIES : |  |  |  |  |  |  |
| 9110 CASH IN COUNTY TREASURY |  |  | 1,136,718.39 | 231,441.64- | 905,276.75 |  |
| 9130 REVOLVING CASH ACCOUNT |  |  | 1,500.00 | . 00 | 1,500.00 |  |
| 9210 ACCOUNTS RECEIVABLE PRIOR YEAR |  |  | 149,604.86 | 100.296.62- | 49,308.24 |  |
| 9310 DUE FROM OTHER EUNDS |  |  | 23,184. 26 | . 00 | 23,184.26 |  |
| 9508 SALES TAX PAYABLE |  |  | 854.11- | . 00 | 854.11- |  |
| 9509 CURRENT LIABILITIES-NEW YEAR |  |  |  | 30,635.00 | 30,635.00 |  |
| 9510 ACCOUNTS PAYABLE (CURRENT LIAB) |  |  | 306,457.83- | 267,252.83 | 39,205.00- |  |
| 9515 UNEMPLOYMENT |  |  | 41.63 | 142.95 | 184.58 |  |
| 9516 W/COMP PASS THROUGH |  |  |  | 19,274.99- | 19,274.99- |  |
| 9521 MEDICAL |  |  | 143,394.13- | 58,604.72 | 84,789.41- |  |
| 9550 PAYROL工 HAND WARRANTS |  |  | 34.00- | . 00 | 34.00- |  |
| 9650 DEFERRED REVENUE |  |  | 35,183.91- | 35,183.91 | .00 |  |
| * NET YEAR TO DATE FUND BALANCE * * |  |  | 825,125.16 * | $40,806.16$ * | 865,931. 32 * |  |
| 9791 FUND BAL-BEGINNING BALANCE |  |  | 825,125.16- | .00 | 825,125.16- |  |
| * EXCESS REVENUES ( EXPENDITURES ) * * |  |  | .00 * | 40,806.16 * | 40,806.16 * |  |
| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

| A. | REVENUES | 4,672,162.00 | 5,004.00- | 4,667,158.00 | 1,509,882.78 | 3,157,275.22 | 32.35 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. | EXPENDITURES | 4,699,303.00 | 73,090.00 | 4,772,393.00 | 1,468,220.41 | 3,304,172.59 | 30.76 |
| C. | EXCESS REVENUES ( EXPENDITURES ) | 27,141.00- | 78,094.00- | 105,235.00- | 41,662.37 | 146,897.37- | 0.00 |
| D. | OTHER FINANCING SOURCES ( USES ) | 12,183.00- | 70,856.00- | 83,039.00- | 856.21- | 82,182.79- | 1.03 |
| E. | NET CHANGE IN EUND BALANCE | 39,324.00- | 148,950.00- | 188,274.00- | $40,806.16$ | 229,080.16- | 0.00 |
| F', FUND BALANCE : |  |  |  |  |  |  |  |
|  | BEGINNING BALANCE (9791) | 825,125.16 | . 00 | 825,125.16 | 825,125.16 | . 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 | 825,125.16 | . 00 | 825,125.16 | $825,125.16$ | . 00 | 100.00 |
| G. | ENDING BALANCE | 785,801.16 | 148,950.00- | 636,851.16 | 865,931.32 | 229,080.16- | 135.97 |

UNRESTRICTED/RESTRICTED COMBINED

| OBJECT |
| :---: |
| NUMBER | DESCRIPTION


| EXPENDITURE DETAIL |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CLASSIFIED SALARIES : |  |  |  |  |  |  |
| 2200 CLASSIFIED SUPPORT SALARIES | 60,252.00 |  | 60,252.00 | 19,307.90 | 40,944.10 | 32.04 |
| 2250 CLASSIEIED SUPPORT EXTRA DUTY | . 00 |  | . 00 | 23.45 | 23.45- | NO BDGT |
| 2260 CLASSIFIED SUPPORT SUBSTITUTE | 2,304.00 |  | 2,304.00 | 672.87 | 1,631.13 | 29.20 |
| 2300 CLASSIFIED SUPERV \& ADMIN SAL | 47,087.00 |  | 47,087.00 | 17,237.87 | 29,849.13 | 36.60 |
| TOTAL CLASSIFIED SALARIES : | 109,643.00 | . 00 | 109,643.00 | 37,242.09 | 72,400.91 | 33.96 |
| EMPLOYEE BENEFITS : |  |  |  |  |  |  |
| 3202 PERS CLASSIFIED | 19,801.00 |  | 19,801.00 | 6,248.13 | 13,552.87 | 31.55 |
| 3302 SOCIAL SECURITY CLASSIFIED | 6,797.00 |  | 6,797.00 | 2,107.86 | 4,689.14 | 31.01 |
| 3312 MEDICARE - CLASSIFIED | 1,590.00 |  | 1,590.00 | 492.94 | 1,097.06 | 31.00 |
| 3402 HEALTH \& WELFARE CLASSIFIED | 32,877.00 |  | 32,877.00 | 9,084.60 | 23,792.40 | 27.63 |
| 3502 UNEMPLOYMENT - CLASSIFIED | 55.00 |  | 55.00 | 16.97 | 38.03 | 30.85 |
| 3602 WORKERS COMP - CLASSIFIED | 2,533.00 |  | 2,533.00 | 785.35 | 1,747.65 | 31.00 |
| TOTAL EMPLOYEE BENEFITS : | 63,653.00 | . 00 | 63,653.00 | 18,735.85 | 44,917.15 | 29.43 |

UNRESTRICTED/RESTRICTED COMBINED FUND: 13 CAFETERIA FUND

| OBJECT |  | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NUMEER | DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED | EXPENDITURE DETAIL

BOOKS AND SUPPLIES :


OTHER FINANCING SOURCES ( USES )

| 8916 INTED TF TO CAFETERIA FR GEN | 12,183.00 | 856.00 | 13,039.00 | 856.21 | 12,182.79 | 6.56 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| TOTAL INTEREUND TRANSFERS - IN : | 12,183.00 | 856.00 | 13,039.00 | 856.21 | 12,182.79 | 6.56 |
| * total year to date other financing | 12,183.00 * | 856.00 * | 13,039.00 * | 856.21 * | 12,182.79 * | 6.56 |

UNRESTRICTED/RESTRICTED COMBINED EUND: 13 CAFETERIA FUND

| OBJECT NUMBER DESCRIPTION |  |  | BEGINNING BALANCE | YEAR TO DATE ACTIVITY | ENDING <br> BALANCE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FUND RECONCILIATION |  |  |  |  |  |  |
| ASSETS AND LIABILITIES : |  |  |  |  |  |  |
| 9110 CASH IN COUNTY TREASURY |  |  |  | 12,071.88- |  |  |
| 9210 ACCOUNTS RECEIVABLE PRIOR YEAR |  |  | 40,608.51 | 40,608.51- | $.00$ |  |
| 9508 SALES TAX PAYABLE |  |  | 37.42- | . 00 | $\begin{array}{r} 37.42- \\ 23.184 .26- \end{array}$ |  |
| 9610 DUE TO OTHER FUNDS |  |  | 23,184.26- | . 00 |  |  |
| * net year to date fund balance * * |  |  | 17,386.83 * | 52,680.39-* | 35,293.56-* |  |
| FUND BAL-BEGINNING BALANCE |  |  | 17.386.83- | . 00 | 17.386.83- |  |
| * EXCESS REVENUES ( EXPENDITURES ) |  |  | . 00 * | 52,680.39-* | 52,680.39-* |  |
| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

| A. | REVENUES | 243,702.00 | . 00 | 243,702.00 | 39,325.28 | 204,376.72 | 16.13 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. | EXPENDITURES | 255,885.00 | 1,168.00 | 257,053.00 | 92,861.88 | 164,191.12 | 36.12 |
| C. | EXCESS REVENUES ( EXPENDITURES ) | 12,183.00- | 1,168.00- | 13,351.00- | 53,536.60- | $40,185.60$ | 400.99 |
| D. | OTHER FINANCING SOURCES ( USES ) | 12,183.00 | 856.00 | 13,039.00 | 856.21 | 12,182.79 | 6.56 |
| E. | NET CHANGE IN FUND BALANCE | . 00 | $312.00-$ | 312.00- | 52,680.39- | 52,368.39 | 6884.74 |
| E. | FUND BALANCE : |  |  |  |  |  |  |
|  | BEGINNING BALANCE (9791) | 17,386.83 | . 00 | 17,386.83 | 17,386.83 | . 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 | 17,386.83 | . 00 | 17,386.83 | 17,386.83 | . 00 | 100.00 |
| G. | ENDING BALANCE | 17,386.83 | 312.00- | 17.074 .83 | 35,293.56- | 52,368.39 | 0.00 |


 EXPENDITURE DETAIL

## CLASSIFIED SALARIES :



EMPLOYEE BENEFITS :

| 3202 | PERS CLLASSIEIED |
| :--- | :--- |
| 3302 | SOCIAL SECCURITY CLASSIFIED |
| 3312 | MEDICARE - CLASSIFIED |
| 3502 | UNEMPLOYMENT - CLASSIFIED |
| 3602 | WORKERS COMP - CLASSIFIED |
| TOTAL EMPLOYEE BENEFITS : |  |


| $1,170.00$ | $37.00-$ | $1,133.00$ | $1,132.75$ | .25 | 99.97 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| $1,915.00$ | $1,208.00-$ | 707.00 | 707.26 | $.26-$ | 100.03 |
| 448.00 | $283.00-$ | 165.00 | 165.39 | $.39-$ | 100.23 |
| 15.00 | $9.00-$ | 6.00 | 5.71 | .29 | 95.16 |
| 763.00 | $499.00-$ | 264.00 | 263.54 | .46 |  |
| $4,311.00$ | $2,036.00-$ | $2,275.00$ | $2,274.65$ | .35 | 99.98 |

SERVICES, OTHER OPER. EXPENSE:


| OBJECT |  | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NUMBER | DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |


| OTHER FINANCING SOURCES ( USES ) |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS - IN : |  |  |  |  |  |  |
| 8919 OTHER AUTH INTEREUND TE IN | . 00 | 70,000.00 | 70,000.00 | . 00 | 70,000.00 | 0.00 |
| TOTAL INTEREUND TRANSFERS - IN : | . 00 | 70,000.00 | 70,000.00 | . 00 | 70,000.00 | 0.00 |
| * TOTAL Year to date other financing | . 00 | 70,000.00 | 70,000.00 | . 00 | 70,000.00 | 0.00 |



FUND RECONCILIATION

| ASSETS AND LIABILITIES : |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CASH IN COUNTY TREASURY |  |  | 1,292,414.63 | 1,022,879.45- | 269,535.18 |  |
| 9510 ACCOUNTS PAYABLE (CURRENT LIAB) |  |  | 263,487.64- | 187,950.90 | 75,536.74- |  |
| * net year to date fund balance * |  |  | 1,028,926.99 * | 834,928.55-* | 193,998.44 * |  |
| FUND BAL-BEGINNING BALANCE |  |  | 1,028,926.99- | . 00 | 1,028,926.99- |  |
| * EXCESS REVENUES ( EXPENDITURES ) * * |  |  | . 00 * | 834,928,55-* | 834,928.55-* |  |
| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |


| A. | REVENUES | . 00 | 9,662.00 | 9,662.00 | 3,661.56 | 6,000.44 | 37.89 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. | EXPENDITURES | 440,229.00 | 666,950.00 | 1,107,179.00 | 838,590.11 | 268,588.89 | 75.74 |
| C. | EXCESS REVENUES ( EXPENDITURES ) | 440,229.00- | 657,288.00- | 1,097,517.00- | 834,928.55- | 262,588.45- | 76.07 |
| D. | OTHER FINANCING SOURCES ( USES ) | . 00 | 70,000.00 | 70,000.00 | . 00 | 70,000.00 | 0.00 |
| E. | NET Change in fund balance | 440,229.00- | 587,288.00- | 1,027,517.00- | 834,928.55- | 192,588.45- | 81.25 |
| F. FUND BALANCE : |  |  |  |  |  |  |  |
|  | BEGINNING BALANCE (9791) | 1,028,926.99 | . 00 | 1,028,926.99 | 1,028,926.99 | . 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 | 1,028,926.99 | . 00 | 1,028,926.99 | 1,028,926.99 | . 00 | 100.00 |
| G. | ENDING BALANCE | 588,697.99 | 587,288.00- | 1,409.99 | 193,998.44 | 192,588.45- | 3758.85 |





REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

| A. | REVENUES | 158.00 | 25,605.00 | 25,763.00 | 25,722.57 | 40.43 | 99.84 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. | EXPENDITURES | . 00 | . 00 | . 00 | . 00 | . 00 | NO BDGT |
| C. | EXCESS REVENUES ( EXPENDITURES ) | 158.00 | 25,605.00 | 25,763.00 | 25,722.57 | 40.43 | 99.84 |
| D. | OTHER FINANCING SOURCES ( USES ) | . 00 | . 00 | . 00 | . 00 | . 00 | NO BDGT |
| E. | NET CHANGE IN FUND BALANCE | 158.00 | 25,605.00 | 25,763.00 | 25,722.57 | 40.43 | 99.84 |
| F. FUND BALANCE : |  |  |  |  |  |  |  |
|  | BEGINNING BALANCE (9791) | 28,328.84 | . 00 | 28,328.84 | 28,328.84 | . 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 | 28,328.84 | . 00 | 28,328.84 | 28,328.84 | . 00 | 100.00 |
| G. | ENDING BALANCE | 28,486.84 | 25,605.00 | 54,091.84 | 54,051.41 | 40.43 | 99.92 |

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Regular Meeting of the Board of Trustees
MEETING DATE: December 11, 2018

## AGENDA ITEM TITLE:

Approval of the Student Body Funds
PREPARED BY:
Sadie Howard

AGENDA SECTION:
__ Reports _ X Consent ___ Action ___ First Reading ___ Information ___ Resolution

SUMMARY:

Attached for your review and approval are the Student Body Funds for Shandon Elementary School and Shandon High School for the month of October 2018.
SHANDON UNIFIED SCHOOL DISTRICT
SHANDON HIGH SCHOOL STATEMENT OF STUDENT BODY FUNDS
ENDING BAL.

Shandon Elementary ASB Heritage Oaks Bank


# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

## Regular Meeting of the Board of Trustees <br> MEETING DATE: December | 1,2018

## AGENDA ITEM TITLE:

Ratification of the Personnel Action Report

## PREPARED BY:

Sadie Howard

## AGENDA SECTION:

$\qquad$ Reports $\qquad$ Consent $\qquad$ Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

## PERSONNEL ACTION REPORT

## NEW HIRES

Yesenia Mercado
Yesenia Mercado
Yesenia Mercado

## SPORT COACHES

## RESIGNATIONS

Aleks Hewitt
Aleks Hewitt
Aleks Hewitt
Carolina Sarceno Gutierrez

CLASSIFICATION
High School Athletic Director
Elem. School Athletic Director
High School Para Educator

High School Athletic Director Elem School Athletic Director IT Technician
High School Para Educator

EFFECTIVE DATE
Dec. 5, 2018
Dec. 5, 2018
Jan. 7, 2019

Nov. 30, 2018
Nov. 30, 2018
Dec. 5, 2018
Dec. 20, 2018

# MEMORANDUM O F UNDERSTANDING <br> Between <br> Shandon Joint Union School District <br> And <br> California School Employees Association and Its Shandon Chapter 288 

The above parties have met and negotiated the decision, impacts, and effects relating to recently passed legislation, AB 1808 (Education Omnibus Trailer Bill), which became law on June 27, 2018. The parties have reached the following agreement with regard to Professional Development Funds for Classified Employees which is part of this Education Omnibus Trailer Bill, AB 1808.

## Professional Development Funds for Classified Employees

1. The employer agrees to provide trainings to all classified employees of the employer from the grant monies received from the "Professional Development Funds for Classified Employees;"
2. The employer agrees that "Professional Development Funds for Classified Employees" grant money shall not be used to supplant existing trainings which have occurred and been funded by the Local Education Agency, but shall be additional trainings to benefit and enhance classified staff development;
a. Plan shall be in place by January 31, 2019 as to the specific trainings that will be offered to classified employees and contingencies as necessary. This plan shall be given to the CSEA chapter President for dissemination to all classified employees.
3. The local education agency agrees to treat CSEA as a preferred training provider and to give consideration to classified development programs offered by the Union, including but not limited to the Para Institute, the Maintenance and Operations Academy, and other stand alone trainings;
4. No costs of training are to be borne by classified school employees;
5. The local education agency shall reimburse all classified school employees for mileage at the IRS rate for all miles driven by the employee to attend training;
6. The local education agency shall reimburse all classified school employees for overnight accommodations, if required to attend training;
7. Trainings shall be scheduled during the work year, and regular work week of affected job families;
8. All classified employees who are in paid status during the trainings shall be compensated at the appropriate rate of pay while being trained;
9. Substitutes shall be provided where work cannot be deferred during training of regular employees;
10. Substitutes shall be provided for any bargaining unit member whose is regularly assigned to a night shift. This substitute will relieve the bargaining worker from their regular shift on the day(s) in which they receive day-time training;
11. Attendance at trainings may be mandated by the employer, attendance may be taken at both the start and end of the training;
12. There shall be no discipline, including verbal or written warnings, given for any regular work not performed while a bargaining unit member was in training.

This agreement shall be in force until June 30, 2019.


CSEA


Phyllis Comstock, CSEA Labor Representative
$\qquad$
Date
$\qquad$
Date

$$
11-30-18
$$

Date


Date
9.7

November 28, 2018

TO: District $\mathrm{CBO} / 5$ uperintenelent
FR: Susan Richardson, Executive Assistant, SLOCOE
RE: Data Processing Services Agreement for Approval and Signature

Hello! Your 2018-19 Data Processing Services Agreement is enclosed (two copies) for review and signature. We would appreciate it if you sign one and return the other to us.

If you have questions, please let us know. Melissa Abbey is available at 782-7212, and I can be reached at 782-7211.

Thank you!

## District: Shandon Joint Unified School District

Charges to District for Fiscal Year: $\mathbf{\$ 1 , 9 7 1 . 0 8}$

1. Purpose of Agreement

The School District named above, hereinafter called District, desires to contract with the San Luis Obispo County Office of Education, hereinafter called SLOCOE, for data processing services as outlined in this agreement for the fiscal year shown above.
2. Basis of Funding and Annual Charges

SLOCOE and the District Business Officials agreed in spring 1998 to a model for funding that portion of the SLOCOE data processing function that supports districts. They also agreed to a set of procedures to administer the model, as follows:
A. SLOCOE will establish an annual budget for data processing operations and calculate annual charges to participating districts as shown on the attached Appendix A. Annual agreements with charges to districts shall be presented to districts for approval no later than Nov 1 for the next fiscal year.
B. SLOCOE will fund $25 \%$ of the annual cost of data processing operations and participating school districts will fund the remaining $75 \%$ on an ADA basis, as determined at Period 2 of the annual attendance report (J18-19).
C. Districts which use some SLOCOE data processing services and also operate their own computer systems will be charged on a differential rate. The rates of this type established as of the date of this agreement are as follows:

1. SIPE will pay a flat annual fee of $\$ 500.00$, which shall be adjusted annually by the statutory COLA for schools
2. Cuesta College has its own computer system and discontinued QSS-processed payroll as of 01/01/08. Cuesta will be charged at a rate of $\$ 1.05$ per check, which shall be adjusted annually by the statutory COLA for schools, based on prior year check count.
D. SLOCOE will invoice districts for $\mathbf{5 0 \%}$ of annual charges in January and $\mathbf{5 0 \%}$ in June of each fiscal year for services provided under this agreement, as shown in Appendix A to this agreement.
3. What SLOCOE Will Do
A. Maintain and upgrade a computer system (hereinafter designated as "System"), as necessary to maintain adequate levels of processing to provide the services described in this agreement.
B. Maintain appropriate software licenses, arrange required maintenance of equipment, provide on-going user support, and provide District access to the following data processing program modules:
4. Core Financial - General Ledger
5. Budget Development
6. Payroll
7. Personnel
a. Credentials
b. Absence Tracking
8. Benefits Management
9. Position Control
10. Accounts Payable/Purchasing
11. Accounts Receivable
12. Stores
13. Fixed Assets
C. Provide District with logons necessary to access the System for input of all information required for production of payroll and commercial warrants. This includes data input and production of the appropriate prelist.
D. Provide software and functionality for input of District entries to System from District terminals, and for local printing of System output at District printer(s). Printer(s) to be provided by District.
E. Produce commercial warrants, and payroll warrants centrally at SLOCOE for distribution to appropriate districts.
F. Provide District with access ports to System at no additional cost.
G. Provide one communication data connection to District, using the most cost effective method, or an equivalent rebate if District chooses to upgrade its type of data connection. The connection or rebate will be based upon the type of connection in effect in September 1998, as shown on Appendix C to this agreement. Any upgrade connection must be approved in advance by SLOCOE.
H. Operate its data processing department during normal business hours, i.e. Monday through Friday from 8:00 AM to 5:00 PM, with the exception of scheduled down time to install updates and new releases. Additional hours may be provided at SLOCOE discretion.
14. What Districts Will Do
A. Provide and maintain all equipment in district facilities required to utilize services under this agreement.
B. Provide timely and accurate input to the system to enable SLOCOE to perform essential and time critical operations, such as payroll.
C. Reimburse SLOCOE as requested for any unusual expenses of overtime or materials requested by the District.
D. Cooperate with SLOCOE to implement new connectivity solutions which will create savings and which will increase the efficiency of the data processing system.
E. Make payments to SLOCOE as shown in SChedule and calculation of CHARGES FOR DISTRICTS for services rendered under this agreement.
15. Optional Services
A. SLOCOE may provide training for District employees from time to time on a variety of existing and/or future software modules. SLOCOE may charge a fee to cover its
expenses for such training and will notify District in advance if a charge will be made.
B. At District request SLOCOE may provide services for the repair or replacement of District communication equipment.
C. Districts requesting custom projects, except custom projects requested collectively by the District's Chief Business Officials, will be charged at the hourly rate of the system manager, inclusive of statutory benefits.
16. Hold Harmless

Both parties agree to indemnify, defend and save harmless the other from any and all claims and losses resulting from the action of either agency's employees for any activities undertaken under this agreement.
7. Termination

If either SLOCOE or the district intends to not renew this agreement for the upcoming fiscal year, the terminating party shall provide the other party with a written notice of such termination at least 90 days prior to the end of the current fiscal year.

Approved by Board of Trustees (date) $\qquad$

Print/Type Name Title


## FOR SLOCOE USE ONLY

Account \#: 01-0000-0-8689-8600-7700-008-4000-9200

Director of Fiscal Services Approval:

Invoice Date/s (forward copy to AR):
Notes:

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

## AGENDA ITEM TITLE:

Approval of the Second Reading BP 5121 Grades/Evaluation Of Student Achievement
PREPARED BY:
Gabriela Gavilanes

## AGENDA SECTION:

$\qquad$ Reports X_Consent $\qquad$ Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution SUMMARY:

Provided for your approval is BP 5121 Grades/Evaluation Of Student Achievement.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Board Policy <br> Grades/Evaluation Of Student Achievement 

BP 5121

## Students

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

## (cf. 0410 - Nondiscrimination in District Programs and Activities)

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.
(cf. 6154 - Homework/Makeup Work)
A teacher may assign a failing grade to a student who has 5 or more unexcused absences during the grading period.
(cf. 5113 - Absences and Excuses)
(cf. 5113.1-Chronic Absence and Truancy)
Students in grades K-3 shall receive progress reports at the end of each grading period rather than letter grades. At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.
(cf. 5125 - Student Records)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)
A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)
(cf. 5125.3-Challenging Student Records)
The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.
(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5-Advanced Placement)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1-Concurrent Enrollment in College Classes)
Legal Reference:
EDUCATION CODE
48070 Promotion and retention
48205 Excused absences
48800-48802 Enrollment of gifted students in community college
48904-48904.3 Withholding grades, diplomas, or transcripts
49066 Grades; finalization; physical education class
49067 Mandated regulations regarding student's achievement
49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics
69432.9 Cal Grant program; notification of grade point average

76000-76002 Enrollment in community college
CODE OF REGULATIONS, TITLE 5
10060 Criteria for reporting physical education achievement, high schools
30008 Definition of high school grade point average for student aid eligibility
UNITED STATES CODE, TITLE 20
1232 g Family Education Rights and Privacy Act (FERPA)
Page 2 of 3

CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS
Owasso Independent School District v. Falvo, (2002) 534 U.S. 426
Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1
Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764
Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593
Management Resources:
CSBA PUBLICATIONS
Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016
U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Student Aid Commission: http://www.csac.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
(11/03 7/09) 7/16
Policy adopted by Shandon Board of Education: May 9, 2000 Revised:

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

AGENDA ITEM TITLE:
Approval of the Second Reading AR 5121 Grades/Evaluation Of Student Achievement
PREPARED BY:
Gabriela Gavilanes
AGENDA SECTION:
__ Reports _ X_Consent__ Action___ First Reading__ Information ___ Resolution

## SUMMARY:

Provided for your approval is AR 5121 Grades/Evaluation Of Student Achievement.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Administrative Regulation <br> Grades/Evaluation Of Student Achievement 

AR 5121
Students
The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.
(cf. 6020 - Parent Involvement)
Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

## (cf. 5123 - Promotion/Acceleration/Retention)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.
(cf. 5125 - Student Records)
(cf. 6146.1 - High School Graduation Requirements)

## Grades for Academic Performance

For grades K-5, students' level of progress for each grading period shall be reported as follows:
4- Exceeds Expectations
3- Meets Expectations
2- Approaches Expectations
1- Needs More Time/Practice to Develop
NE- Not Evaluated

For grades 6-12, grades for academic performance shall be reported for each grading period as follows:

| A | $(90-100 \%)$ | Outstanding Achievement | 4.0 grade points |
| :--- | :--- | :--- | :--- |
| B | $(80-89 \%)$ | Above Average Achievement | 3.0 grade points |
| C | $(70-79 \%)$ | Average Achievement | 2.0 grade points |
| D | $(60-69 \%)$ | Below Average Achievement | 1.0 grade points |
| F | $(0-59 \%)$ | Little or No Achievement | 0 grade points |
| I | Incomplete |  | 0 grade points |

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an $F$.

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary courses, students receiving a grade of $\mathrm{A}, \mathrm{B}$, or C in those courses shall receive extra grade weighting as follows:

| A | $(90-100 \%)$ | Outstanding Achievement | 5.0 grade points |
| :--- | :--- | :--- | ---: |
| B | $(80-89 \%)$ | Above Average Achievement | 4.0 grade points |
| C | $(70-79 \%)$ | Average Achievement | 3.0 grade points |

(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5-Advanced Placement)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

## Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)
(cf. 6142.7 - Physical Education and Activity)
Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.
(cf. 6145.2 - Athletic Competition)

## Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

## Grades for Citizenship and Work Habits

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

C- Consistently: Student regularly demonstrates the behaviors independently.
U- Usually: Student demonstrates most of the behaviors independently. Student may be working on developing skills in one of the areas. On occasions, the student may need teacher direction.
S- Sometimes: Student demonstrates some of the behaviors. The student is developing skills in two or more areas. The student often needs teacher direction.
N- Not Yet: Student demonstrates few of the behaviors without teacher direction.

## Pass/Fail Grading

The Superintendent or designee may identify courses or programs, for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

## Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

## Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

## Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

## Effect of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.
(cf. 5113 - Absences and Excuses)
(cf. 5113.1-Chronic Absence and Truancy)
The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.
(cf. 6173.1 - Education for Foster Youth)

## Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.
(cf. 5126 - Awards for Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
When plus and minus designations are added to letter grades, a plus shall be computed by adding 0.3 to the value assigned the letter grade and a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)
(7/09 7/15) 7/16

Policy adopted by Shandon Board of Education: May 9, 2000 Revised:

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 9.\|0 <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

AGENDA ITEM TITLE:
Approval of the Second Reading BP 1321 Solicitation Of Funds From And By Students

## PREPARED BY:

Gabriela Gavilanes
AGENDA SECTION:
___ Reports _X_Consent__ Action___ First Reading ___ Information___Resolution

## SUMMARY:

Provided for your approval is BP 1321 Solicitation Of Funds From And By Students. This Administrative Regulation is new to Shandon Joint Unified School District.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Board Policy <br> Solicitation Of Funds From And By Students 

BP 1321
Community Relations
The Governing Board recognizes that student participation in fund-raising activities for the schools and nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program.
(cf. 1325 - Advertising and Promotion)
(cf. 4135/4235/4335-Soliciting and Selling)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6142.4 - Service Learning/Community Service Classes)
Whether solicitations are made on behalf of the school or on behalf of a charitable organization, students shall not be barred from an event or activity because they did not participate in fund-raising. Potential donors, including parents/guardians and members of the community, should not be unduly pressured to contribute to the school system or charitable organizations. Staff is expected to emphasize the fact that donations are always voluntary.

The Superintendent or designee shall ensure that parents/guardians are informed of the purpose of fund-raisers.

## Solicitations on Behalf of the School

With the prior written approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.
(cf. 0420 - School Plans/Site Councils)
(cf. 1230 - School-Connected Organizations)
(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)

## Solicitations on Behalf of Charities

When approved in advance by the Superintendent or designee, nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law may solicit students on school grounds during school hours and within one hour before school has opened and one hour after school has closed. (Education Code 51520)

Legal Reference:
EDUCATION CODE
51520 Prohibited solicitations on school premises
51521 Unlawful solicitations of contribution or purchase of personal property for benefit of public school or student body; exception
BUSINESS AND PROFESSIONS CODE
17510-17510.95 Charitable solicitations
PENAL CODE
319-329 Raffles
REVENUE AND TAX CODE
6361 Sales tax exemption for certain sales
CODE OF REGULATIONS, TITLE 8
11706 Dangerous activities and occupations
Management Resources:
CSBA PUBLICATIONS
Healthy Food Policy Resource Guide, 2003
WEB SITES
Office of the Attorney General: https://oag.ca.gov
(9/87 9/90) 7/03
No Current Policy

## Regular Meeting of the Board of Trustees

MEETING DATE: December 11, 2018

AGENDA ITEM TITLE:
Approval of the 2018-19 SES Single School Plan
PREPARED BY:
Shannon Kepins
AGENDA SECTION:
$\ldots$ Reports $\quad$ Consent $\quad \mathrm{X}$ ___ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Provided for your approval is the 2018-19 SES Single School Plan

## Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

|  | County-District-School <br> (CDS) Code | School Site Council (SSC) <br> Approval Date | Local Board Approval <br> Date |
| :--- | :---: | :---: | :---: |
| School Name | 40688336043343 | December 12, 2018 | December 11, 2018 |
| Shandon Elementary |  |  |  |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The School Plan was reviewed with certificated and classified staff on November 28, 2018. Each staff member was given a copy of the SPSA and data was made available to determine progress on last year's goals. Staff agreed that the SPSA goals, activities, and metrics should be aligned with those of the LCAP in order to measure school/student progress for 2019.

## Goals, Strategies, \& Proposed Expenditures

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

## Goal 1

The Percentage of students in grades 3-8 who score as Met or Exceeded Standard will increase by $5 \%$ as measured by the 2019 SBAC ELA Assessment.

## Basis for this Goal

LCAP Goal 2: Increase academic achievement for all students so that they are career and college ready.

## Expected Annual Measureable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
| :--- | :--- | :--- |
| $3^{\text {rd }}-8^{\text {th }}$ grade students who have | $36.15 \%$ | $41.15 \%$ |
| met or exceeded CAASPP ELA <br> Standards |  |  |


| Percentage of $1^{\text {st }}-8$ th <br> students reading at grade level <br> as measured by Fountas and <br> Pinnell Running Records | $51 \%$ | $56 \%$ |
| :--- | :--- | :--- |
| Increase the Percentage of <br> students with disabilities who <br> have met or exceeded CAASPP <br> ELA Standard. | $5 \%$ | $7 \%$ |
| Increase the Percentage of <br> students who are economically <br> disadvantaged who have met or <br> exceeded CAASPP ELA <br> Standard. | $36 \%$ | $39 \%$ |

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Daily guided reading instruction for all k-5 students.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 2

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
Low Socio Economic

## Strategy/Activity

Single Plan for Student Achievement| Page 2 of 30

Provide pull out reading intervention instruction through Fountas and Pinnell.

## Proposed Expenditures for this Strategy/Activity

Amount(s)
Source(s)
Budget Reference(s)
\$49,044
Title I
3010

## Strategy/Activity 3

Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups)

## All Students

Strategy/Activity
Provide 84 minutes per week of differentiated reading intervention for $6^{\text {th }}-8^{\text {th }}$ grade.

Proposed Expenditures for this Strategy/Activity

Amount(s)
Source(s)
Budget Reference(s)

## \$0

NA
NA

## Strategy/Activity 4

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide peer coaching to improve reading instruction.

Proposed Expenditures for this Strategy/Activity
Amount(s) $\$ 0$
Single Plan for Student Achievement| Page 3 of 30

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

## All Students

Strategy/Activity
All students have access to standard aligned curriculum and supplementary ELA instruction.

## Proposed Expenditures for this Strategy/Activity

|  | $\$ 3,353$ |
| :--- | :--- |
| Amount(s) | $\$ 3$ |
| Source(s) | Lottery |
| Budget Reference(s) | 6300 |

## Strategy/Activity 6

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## All Students

## Strategy/Activity

All grade 3-8 staff will use CAASPP sample questions, released test questions, and state interim assessments to prepare students for the CAASPP in ELA.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 7

Students to be Served by this Strategy/Activity
Single Plan for Student Achievement| Page 4 of 30

## All Students

## Strategy/Activity

Staff will meet by trimester/quarter to analyze student performance on benchmark assessments and plan lessons to intervene with youth performing below ELA grade level expectations.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Low Socio Economic

Strategy/Activity
Provide after school tutoring and homework support to supplement ELA instruction outside of the regular school day.

## Proposed Expenditures for this Strategy/Activity

Amount(s)
Source(s)
Budget Reference(s)
\$12,768
Supplemental and Concentration
0709-058-8500-5000-050-6010-0000

## Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Special Education

Strategy/Activity
Provide access to para-educator support in core content classes as designated by IEP.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 14,543$ |
| :--- | :--- |
| Source(s) | Special Education |
| Budget Reference(s) | 3310 |

## Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

## All Students

## Strategy/Activity

Provide staff development in Thinking Maps, "Writing Expository Text."

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 4,480.60$ |
| :--- | :--- |
| Source(s) | Supplemental and Concentration |
| Budget Reference(s) | $01-0709-0-5200-0000-7410-059-0000-0000$ |

## Goal 2

The percentage of students in grades 3-8 who score as Met or Exceeded Standard will increase by $5 \%$ as measured by the 2019 SBAC Math Assessment.

## Basis for this Goal

LCAP Goal 2: Increase academic achievement for all students so that they are career and college ready.

## Expected Annual Measureable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
| :--- | :--- | :--- |
| $3^{\text {rd }}-8^{\text {th }}$ <br> met or exceeded CAASPP Math <br> Standards | $21 \%$ | $26 \%$ |



## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## All Students

Strategy/Activity
Provide 84 minutes per week of differentiated math intervention for $6^{\text {th }}-8^{\text {th }}$ grade.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide access to and instruction in ALEKS math for all 3-8 students to support grade level standards and adopted math curriculum.

Proposed Expenditures for this Strategy/Activity

|  | $\$ 3,115$ |
| :--- | :--- |
| Amount(s) | $\$ 0$ (s) |
| Source(s) | Lottery |
| Budget Reference(s) | 6300 |

## Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
All students have access to standard aligned curriculum and supplementary Math instruction.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 1,875$ |
| :--- | :--- |
| Source(s) | Lottery |
| Budget Reference(s) | 6300 |

## Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
All grade 3-8 staff will use CAASPP sample questions, released test questions, and state interim assessments to prepare students for the CAASPP in math.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Staff will meet by trimester/quarter to analyze student performance on benchmark assessments and plan lessons to intervene with youth performing below math grade level expectations.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Low Socio Economic

## Strategy/Activity

Single Plan for Student Achievement| Page 9 of 30

Provide after school tutoring and homework support to supplement math instruction outside of the regular school day.

## Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 12,768$ (Included in Goal 1, Activity 8) |
| :--- | :--- |
| Source(s) | Supplemental and Concentration |
| Budget Reference(s) | $0709-058-8500-5000-050-6010-0000$ |

## Strategy/Activity 7

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## Special Education

Strategy/Activity
Provide access to para-educator support in core content classes as designated by IEP.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 14,543$ (Included inGoal1, Activity 9) |
| :--- | :--- |
| Source(s) | Special Education |
| Budget Reference(s) | 3310 |

## Goal 3

Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible while meeting grade level expectations.

## Basis for this Goal

LCAP Goal 2: Increase academic achievement for all students so that they are career and college ready.

## Expected Annual Measureable Outcomes

Metric/Indicator
Baseline
Expected Outcome

## Percent of English Learners being redesignated to English Fluent Proficient

Percentage of students moving up at least 1 band as measured by ELPAC

## Increase the Percentage of English Language Leaner students who have met or exceeded CAASPP Math Standard.

Increase the Percentage of English Language Leaner students who have met or exceeded CAASPP ELA Standard.

19\%

## 21\%

$14 \%$
$22 \%$
$21 \%$

24\%
$17 \%$

25\%

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## English Learners

## Strategy/Activity

Teachers will provide designated ELD instruction from a qualified teacher based on student proficiency level in word recognition, English Fluency, vocabulary, and comprehension.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 0$ |
| :--- | :--- |
| Source(s) | NA |
| Budget Reference(s) | NA |

## Strategy/Activity 2

Single Plan for Student Achievement| Page 11 of 30

## English Learners

Strategy/Activity
Provide access to curriculum through differentiated instruction designed to meet the individual needs of students and, when necessary and available, with primary language support.

## Proposed Expenditures for this Strategy/Activity

|  | $\$ 14,006$ |
| :--- | :--- |
| Amount(s) | Source(s) |
| Title III |  |
| Budget Reference(s) | 4203 |

## Strategy/Activity 3

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## English Learners

Strategy/Activity
Provide Staff development in Thinking Maps, "A Path to Proficiency for English Learners."

Proposed Expenditures for this Strategy/Activity

| Amount(s) | $\$ 2,059.60$ |
| :--- | :--- |
| Source(s) | Supplemental and Concentration |
| Budget Reference(s) | $01-0709-0-5200-0000-7410-059-0000-0000$ |

## Annual Review and Update

SPSA Year Reviewed: 2018-2019
Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

## Goal 1

The Percentage of students in grades $3-8$ who score as Met or Exceeded Standard will increase by $5 \%$ as measured by the 2019 SBAC ELA Assessment.

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator
Percent of $3-8^{\text {th }}$ grade students who met or exceeded standard in ELA as measured by CAASPP
Percent of students with disabilities who score met or exceeded standard as measure by CAASPP
Percent of economically disadvantage students who score met or exceeded standard as measure by CAASPP
Percent of English learner students who score met or exceeded standard as measure by CAASPP

Expected Outcomes
$42 \%$

## $14 \%$

43\%
$30 \%$

Actual Outcomes

| $36 \%$ |
| :--- |
| $5 \%$ |

$36 \%$
$22 \%$

## STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

## Strategy/Activity 1

## Planned Strategies/Activities

All students will have access to standard aligned curriculum and supplementary instruction.

## Actual Strategies/Activities

ELA Curriculum, Wonders, was adopted for grades $\mathrm{k}-1$. A read Naturally site license was purchased for supplemental instruction.

Proposed
Expenditures
\$8,343 Lottery
(Inclusive of Goal 2, Activity 1)

Estimated Actual
Expenditures Expenditures
\$8, 343 Lottery
(Inclusive of Goal 2, Activity 1)

## Strategy/Activity 2

Planned Strategies/Activities
Analyze and support district math and ELA curriculum adoption.

Actual Strategies/Activities
Teachers and classified staff participated in 3 half days of professional development designed to support the district math and ELA programs and analysis of student achievement.

## Strategy/Activity 3

Single Plan for Student Achievement| Page 13 of 30

## Planned Strategies/Activities

Reading Intervention taking place daily with support from paraeducators, classroom and reading intervention teachers.

## Actual Strategies/Activities

A halftime Reading Specialist worked with students in grades k-5 who were reading 1 or more years below grade level. She utilized Fountas and Pinnell reading intervention materials and provided peer coaching to k-5 teachers to strengthen guided reading within the classroom. 1 Para Educator worked dirèctly with interventional teacher to provide reading intervention instruction to struggling readers. Fountas and Pinnell take home books for grade $\mathrm{K}-2$ were purchased.

Proposed Expenditures
$\$ 13,212$ Sums Initiative $\$ 48,078$ S\&C \$38,986 Title I

Proposed Expenditures

## \$13,717

Title III

Estimated Actual Expenditures
\$49,466 S\&C
\$52,198 Title I
\$2,932.26 Sums Grant

## Actual Strategies/Activities

Teacher implementation of ELD standards and ELA strategies is monitored by administration. Student progress is tracked through unit and benchmark assessments.

## Strategy/Activity 5

## Planned Strategies/Activities

Each El Student will receive access to core content through differentiated instruction designed to meet the individual needs of students and, when necessary and available, with primary language support.

Actual Strategies/Activities
Shandon Elementary employs 3 bilingual teachers and 3 bilingual para-educators to assist students with primary language support.

## Proposed <br> Expenditures

\$8,362 Title III

Proposed
Expenditures
\$93,645 S\&C

Estimated Actual Expenditures
$\$ 102,623$ S\&C

| Planned Strategies/Activities | Actual Strategies/Activities | Proposed <br> Expenditures | Estimated Actual <br> Expenditures |
| :--- | :--- | :--- | :--- |
|  | monitoring. |  |  |

## Strategy/Activity 7

## Planned Strategies/Activities

Specific needs, devices and targeted services and resources are described in an Individualized Education Program.

## Strategy/Activity 8

## Planned Strategies/Activities

School Counselor available to support student social emotional needs.

## Actual Strategies/Activities

Student counseling support is provided by the district counselor, school psychologist, and FNL for students who are struggling with issues that hinder their function and performance at school and or with peers.

Proposed Estimated Actual Expenditures

## \$5,000 S\&C

 Expenditures\$5,087 S\&C

Estimated Actual Expenditures
\$33,759 Special education

## Strategy/Activity 9

## Planned Strategies/Activities

Provide instruction to support the social and emotional growth of all students.

## Strategy/Activity 10

## Planned Strategies/Activities

All teachers and para-eductors will participate in professional development in Math, English Language Arts, English Language Development, Next Generation Science, California Standards, and

## Actual Strategies/Activities

K-5 staff explored Second Step and Leader in Me Social
Emotional Curriculum. The decision to purchase Second Step for grades pre K-8 was made and purchased in May 2018.

Proposed Expenditures

## \$13,197 Sums

Initiative

Proposed
Expenditures

| $\$ 6,679$ S\&C | \$5,741 Sums |
| :--- | :--- |
| \$14,002 Title II | Initiative |
|  | $\$ 513.54$ S\&C |
|  | \$9,919 Title II |


| Planned Strategies/Activities | Actual Strategies/Activities | Proposed Expenditures | Estimated Actual Expenditures |
| :---: | :---: | :---: | :---: |
| instructional strategies. | Fountas and Pinnell Institute over the summer of 2017 . One staff member will attend the NGSS Summer Institute in June 2018. |  |  |

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA.
Duplicate the table as needed.
Describe the overall implementation of the strategies/activities to achieve the articulated goal.
Actions and strategies for this goal were executed as planned.
Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The data is not currently supporting the effectiveness of the actions and strategies that have been implemented. Shandon Elementary had significant decrease in students who met or exceeded standards in math and ELA.

Economically disadvantaged students who met or exceeded ELA standards declined by $4 \%$ from 2017.

English Learners who met or exceeded ELA Standards declined by 3\% from 2017.
Students with disabilities who met or exceeded ELA standards declined by 7\% from 2017.
Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditures were dispersed as budgeted with the following adjustments:
Activity 2- Expenditures for staff development were reduced due to utilization of peer training and coaching.
Activity 3- Expenditures were increased due to the purchase of intervention materials and expansion of guided reading series for Fountas and Pinnell.
Activity 4- This activity was embedded into the teacher's contractual work day and, therefore, did not require additional financial support.
Activity 5- Expenditures increased to support negotiated salary and benefits of classified staff.
Activity 6-Expenditures increased to support negotiated salary and benefits of classified staff.
Activity 9-Curriculum was less expensive than originally budgeted resulting in a decrease in expenditures.

Activity 10-Expenditures were less than expected due to reduced travel costs of staff members.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student achievement is not progressing as desired; therefore, strategies were modified to support LCAP goals and actions. A Para-educator has been assigned to work with the reading intervention teacher to maximize the number of students who receive supplemental reading support (Activity 2, pg. 2). Middle school students will receive 84 minutes per week of reading intervention (Activity 3, pg. 3). Peer coaching will be utilized to improve guided reading skills (Activity $1 \& 4$, pg 2-3). Professional development in thinking will be provided to enhance accessibility to core curriculum (Activity 10, pg. 6 ). The metrics have been adjusted to include reading data on students in $1^{\text {st }}-8^{\text {th }}$ who are reading on grade level as measured by Fountas and Pinnell. State assessments will continue to be used as a tool to measure plan effectiveness. (Goal 1, pg.1)

## Goal 2

The Percentage of students in grades 3-8 who score as Met or Exceeded Standard will increase by $5 \%$ as measured by the 2019 SBAC Math Assessment.

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator
Percent of students with disabilities who score met or exceeded standard as measure by CAASPP
Percent of economically disadvantage students who score met or exceeded standard as measure by CAASPP
Percent of English learner students who score met or exceeded standard as measure by CAASPP

Expected Outcomes

| $14 \%$ | $0 \%$ |
| :--- | :--- |
| $23 \%$ | $21 \%$ |
|  |  |
| $21 \%$ | $14 \%$ |

## STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

## Strategy/Activity 1

Planned Strategies/Activities All students will have access to
standard aligned curriculum and
supplementary instruction. supplementary instruction.

Strategy/Activity 2

Actual Strategies/Activities
McGrawHill
Math curriculum was purchased for grade 9-12.

Proposed Estimated Actual
Expenditures
\$8,343 Lottery
(Inclusive of Goall, Activity 1)

Expenditures
\$8,343 Lottery (Inclusive of Goall, Activity 1)

| Planned Strategies/Activities | Actual Strategies/Activities | Proposed Expenditures | Estimated Actual Expenditures |
| :---: | :---: | :---: | :---: |
| Analyze and support district math and ELA curriculum adoption. | Teachers and classified staff participated in 3 half days of professional development designed to support the district math and ELA programs and analysis of student achievement. | $\$ 5,000 \mathrm{~S} \& \mathrm{C}$ <br> (Inclusive of Goal 1, Activity 2) | $\$ 1,500 \mathrm{~S} \& \mathrm{C}$ <br> (Inclusive of Goal 1, Activity 2) |

## Strategy/Activity 3

## Planned Strategies/Activities

Each El Student will receive access to core content through differentiated instruction designed to meet the individual needs of students and, when necessary and available, with primary language support.

Actual Strategies/Activities
Shandon Elementary employs 3 bilingual teachers and 3 bilingual para-educators to assist students with primary language support.

Proposed
Expenditures
\$8,362 Title III
(Inclusive of Goal 1, Activity 5)

Estimated Actual Expenditures
\$13,717 Title III (Inclusive of Goal 1, Activity 5)

## Strategy/Activity 4

Planned Strategies/Activities
Maintain bilingual support for parent communication.

Actual Strategies/Activities
The district employs 4 fulltime bilingual office personnel to assist with effective parent communication and attendance monitoring.

Proposed Estimated Actual
Expenditures
\$93,645 S\&C
(Inclusive of Goal 1, Activity 6)

Expenditures
\$102, 623 S\&C
(Inclusive of Goal 1, Activity 6)

## Strategy/Activity 5

## Planned Strategies/Activities

Specific needs, devices and targeted services and resources are described in an Individualized Education Program.

## Actual Strategies/Activities

Devices and services were provided to support students with attaining ELA goals as described in each Individualized Education Plan.

## Proposed Expenditures

## \$33,759

Special education
(Inclusive of Goal 1, Activity 7)

Estimated Actual Expenditures
\$33,759 Special Education

## Strategy/Activity 6

Planned Strategies/Activities
School Counselor available to support student social emotional needs.

## Actual Strategies/Activities

Student counseling support is provided by the district counselor, school psychologist, and FNL for students who are struggling with issues that hinder their function and performance at school and or with peers.

Proposed Expenditures

\$5,000 S\&C<br>(Inclusive of Goal 1, Activity 8 )

Proposed
Expenditures
\$13,197 Sums Initiative
(Inclusive of Goal 1, Activity 9)

## Estimated Actual Expenditures

\$3, 419 Sums Initiative

## Strategy/Activity 8

## Planned Strategies/Activities

All teachers and para-eductors will participate in professional development in Math, English Language Arts, English Language Development, Next Generation Science, California Standards, and instructional strategies.

Actual Strategies/Activities
Staff participated in professional development designed to increase math instruction, Fountas and Pinnell implementation, Thinking Maps, and instructional strategies, and Multi-Tiered Systems of support. 2 staff members attended Fountas and Pinnell Institute over the summer of 2017 . One staff member will attend the NGSS Summer Institute in June

Proposed
Expenditures
\$6,679 S\&C
\$14,002
Title II
(Inclusive of Goal 1, Activity 10)

Estimated Actual Expenditures
\$5,741 Sums Initiative
\$513.54 S\&C
\$9,919 Title II
(Inclusive of Goal 1, Actívity 10)

| Planned Strategies/Activities | Actual Strategies/Activities | Proposed <br> Expenditures | Estimated Actual <br> Expenditures |
| :--- | :--- | :--- | :--- |
|  | 2018. |  |  |

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.
Describe the overall implementation of the strategies/activities to achieve the articulated goal.
Actions and strategies for this goal were executed as planned.
Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The data is not currently supporting the effectiveness of the actions and strategies that have been implemented. Shandon Elementary had significant decrease in students who met or exceeded standards in math and ELA.
Economically disadvantaged students who met or exceeded math standards increased by $1 \%$ from 2017.

English Learners who met or exceeded math Standards declined by 2\% from 2017.
Students with disabilities who met or exceeded math standards declined by $12 \%$ from 2017.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditures were dispersed as budgeted with the following adjustments:
Activity 2- Expenditures for staff development were reduced due to utilization of peer training and coaching.
Activity 3-Expenditures were increased due to the purchase of intervention materials and expansion of guided reading series for Fountas and Pinnell.
Activity 4-This activity was embedded into the teacher's contractual work day and, therefore, did not require additional financial support.
Activity 7-Curriculum was less expensive than originally budgeted resulting in a decrease in expenditures.
Activity 8-Expenditures were less than expected due to reduced travel costs of staff members.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student achievement has not progressed as desired; therefore, strategies were modified to support LCAP goals and actions. Middles school students will participate in 84 minutes per week of differentiated math intervention for $6^{\text {th }}-8^{\text {th }}$ grade (Activity 1 pg .7 ). All $3^{\text {rd }}-8^{\text {th }}$ grade students will have access to and instruction in ALEKS math to support grade level standards and adopted math curriculum (Activity 2, pg. 7).
State assessments will continue to be used as a tool to measure plan effectiveness.

## Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

DESCRIPTION
Total Funds Provided to the School Through the
Consolidated Application
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

## AMOUNT

\$ 180,606
\$ 148,9110

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

| Federal Programs | Allocation (\$) |
| :--- | :--- |
| Title I Part A : Targeted Assistance Program | $\$ 52,198$ |
| Title II Part A: Teacher Assistance Program | $\$ 9,919$ |
| Title Ill Part A: Language Instruction LEP Students | $\$ 13,717$ |
| REAP: Improve the academic achievement of the disadvantaged | $\$ 25,372$ |
| Subtotal of consolidated federal funds for this school: $\$$ 101,206 |  |
|  |  |
| List the State and local programs that the school is consolidating in the schoolwide program. |  |
| Duplicate the table as needed. | $\$ 8,343$ |
| State or Local Programs | $\$ 33,759$ |
| State Lottery |  |
| Special Education |  |
| Single Plan for Student Achievement\| Page 21 of 30 |  |


| State or Local Programs | Allocation (\$) |
| :--- | :--- |
| Special Education - non risk | $\$ 1,423$ |
| Special Education - Preschool | $\$ 4,180$ |

Subtotal of consolidated state or local funds for this school: $\$ 47,705$
Total of consolidated (federal, state, and/or local) funds for this school: \$148,911

## Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.
California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

## Instructions: Linked Table of Contents

Stakeholder Involvement
Goals, Strategies, \& Proposed Expenditures
Planned Strategies/Activities
Annual Review and Update
Budget Summary and Consolidation
Appendix A: Plan Requirements for Schools Funded Through the ConApp
Appendix B: Select State and Federal Programs
For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).
Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

## Goals, Strategies, \& Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

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

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator

Single Plan for Student Achievement| Page 24 of 30
includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity \#" for ease of reference.
A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.
Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

## Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

## Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.


## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

## Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.
The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-Englishspeaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).
The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:
Single Plan for Student Achievement| Page 27 of 30

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
b. use effective methods and instructional strategies based on scientifically based research that
i. strengthen the core academic program in the school;
ii. provide an enriched and accelerated curriculum;
iii. increase the amount and quality of learning time;
iv. include strategies for meeting the educational needs of historically underserved populations;
v. help provide an enriched and accelerated curriculum; and
vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
i. strategies to improve students' skills outside the academic subject areas;
ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
a. strategies to attract highly qualified teachers;
b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
c. the devotion of sufficient resources to effectively carry out professional development activities; and
d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
a. Ensure that those students' difficulties are identified on a timely basis; and
b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# Appendix B: Select State and Federal Programs Federal Programs 

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

## Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018

## AGENDA ITEM TITLE:

Approval of Positive Certification of First Interim Report for School Year 2018-19

## PREPARED BY:

Sonia Stuart

## AGENDA SECTION:

__ Reports Consent _ X_Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Education Code Sections 42131 and 33127 require that Interim Financial Reports be filed to update Fiscal Year Budget Projections. This is the first of two required interim reports, covering the period July 1 - October 31, 2018. Fund budgets will be updated to reflect the Interim Report projections when reviewed by the Board and approved by the CountySuperintendent of Schools. The review and approval must take place by December 15, 45 days after the close of the first period.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Kristina Benson, Superintendent 

# 2018-19 <br> First Interim 

Period July 1, 2018- October 3.1, 2018

## Board Members

Marlene Thomason
Kate Twisselman
Nataly Ramirez
Van Parlet
Jennifer Moe

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> Meeting Date: December 11, 2018 

## TO: Board of Trustees

## FROM: Sonia Stuart, SLOCOE Fiscal Specialist II

## SUBJECT: 2018-19 First Interim Financial Report Narrative

Pursuant to Education code 42131 and 33127, the 2018-19 First Interim Financial Report is presented for the Board's review and approval. This is the first of two required reports, covering the period from July 1, 2018 - October 31, 2018. The First Interim Report reflects the most current assumptions as reported on the School Services of California School District and County Office Financial Projection Dartboard Final Budget Version (attached) and includes the district's financial position and assumptions as of October 31, 2018.

State revenues are based on projected state revenue growth as forecast by the Department of Finance. State revenues are dependent on variable revenue sources, such as personal income tax. LCFF year-over-year increases are dependent on annual state general fund revenue growth as allocated through the annual state budget process. Full funding of the LCFF may provide a slight increase in funding in the budget year; however, estimates of future year increases are limited to COLA alone-or less that 3\% per year

It is unlikely that the annual COLA on the LCFF will be sufficient to fund the annual cost increases associated with step and column and the escalating employer retirement system costs at most districts. Any additional ongoing increases to the salary schedule are highly problematic in maintaining a balanced budget. (see chart on page 3 )

The District should not assume Prop 98 will experience an upward adjustment in the 2018-19 spending guarantee because no outstanding Prop 98 maintenance factor exists in 2018-19, and Prop 98 is funded at Test 2 in 2018-19.

A new Governor will take office in January 2019, and LEAs should remain cautious regarding priority commitments to LCFF and discretionary funding until the Governor reveals his priorities.

## LCAP update

Based on staff and stakeholder feedback, experience, educational theory, and research on effective practices Shandon Joint Unified School District adopted 4 LCAP goal and is implementing 27 Actions/Services designed to increase or improve services for all students, and 16 Actions/Services specifically identified as directly contributing to meeting the increased or improved services requirement 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 is implementing several new programs as well as modifying existing programs. This fall we have focused on providing professional development to meet the academic and social emotional needs of our student population. Teachers are participating in Thinking Maps training to maximize content acquisition for EL students and Trauma Informed Care to meet the social emotional needs of low income and foster youth students. We have also increased counseling support services to address behaviors and emotions that directly interfere with student learning.

## Financial Highlights

## Fund 01 - General Fund

The General Fund is the chief operating fund of the district. The General Fund is used to account for the ordinary operations of the district with transactions recorded as Unrestricted or Restricted funding sources.

## Revenue Assumptions:

- Enrollment and ADA fluctuate throughout the school year. They will be adjusted at Second Interim
- Current Year estimated Enrollment is 300, a decrease of (-5) budgeted (not including TK, which is partially funded depending on date student turns 5 years old)
- Current Year estimated ADA is 282.75, a decrease of (-9.85) ADA budgeted. District will be funded on Prior Year Hold Harmless ADA of 302.81
- Current Year estimated Supplemental Unduplicated Count is $79.81 \%$, a decrease of 3.22\% budgeted
- Decrease in overall LCFF Revenue $(-\$ 37,517)$ due to Prior Year EPA Adj and decrease in ADA (Supplemental/Concentration)
- Increase in Federal Revenues due to New Title IV Every Student Succeeds Act \$4,518
- Decrease in Other State Revenue due to Reduction in One Time Mandate and increase in CTE carryforward (-\$7,389)
- Increase in Other Local Revenue due to Contract with Pleasant Valley for Psychologist services, increase in interest, Cuesta CTE Classes, Foster Youth grant, transportation invoicing and FFA donations \$35,384
- Total decrease in Revenues $(-\$ 5,004)$


## Expenditure Assumptions

- Increase of Certificated salaries due to newly hired teachers at a higher step and column than what was budgeted. $\$ 11,074$
- Decrease in Classified salaries due to movement of Bilingual Admin Assistant from 10 months to 11, moved 3 hours of work from Café to General Fund and closed open Para Educator position (-\$10,525)
- Decrease in Employee benefits due to Psychologist Health and Welfare being paid by employee, newly hired para educators not taking Health and Welfare and closed open Para Educator position (-\$36,376)
- Increase in Books and Supplies due to Cuesta CCPT, CTEIG carry forward, Spanish books, new Title IV Every Student Succeeds Act and various expenditure budgets for donations received $\$ 65,501$
- Increase in Operating Expenses due to contract with YMCA for After School Program and new Classified Employees Professional Development Grant \$56,419
- No change in Capital Outlay
- Decrease in Other Outgo due to decrease in prior year Special Ed contracts of $(-\$ 12,896)$
- Increase in Transfers Out due to contribution for Café reconstruction $\$ 70,856$
- Total increase in Expenditures $\mathbf{\$ 1 4 4 , 0 5 3}$

STRS and PERS employer costs are projected to absorb significant portions of Local Control Funding Formula (LCFF) revenue growth that LEAs may receive. Districts with flat or declining enrollment need to be especially mindful, as expenses may grow more rapidly than revenues.


## Shandon Actual and Projected ADA

## Other Funds

- Fund 13 Cafeteria: Increase in supplies and Services of $\$ 1,168$. A contribution from the General Fund to Café in the amount of $\$ 13,039$ may be adjusted at Second Interim.
- Fund 21 Building Fund- Bond Proceeds: Increased Transfers In by \$70,000 to cover Café construction that has gone over the initial quote.
- Fund 25 Capital Facilities Fund (Developer Fees): Developer fees in the amount of $\$ 25,723$ were collected after October $31^{\text {st }}$. This amount will be on Second Interim.


## Designated Reserve for Economic Uncertainty

- The Government of Finance Officers Association recommends reserves, at minimum, equal to two months of average general fund operating expenditures, or about $17 \%$.
- The State requires a $5 \%$ reserve for districts of Shandon's size (under 300 ADA). The Reserve for Economic Uncertainty for 2018-19 fiscal year is estimated at \$562,738, and represents a $10.97 \%$ reserve.
- Using current budget assumptions for 2019-20 will allow us to meet the State required $5 \%$ reserves.
- However, in year 2020-21, if the enrollment does not grow at the Elementary site or additional revenues do not come in; budget cuts will need to be made. For First Interim, a placeholder of $(-\$ 287,000)$ in expenditures, has been added to the budget to allow for $5 \%$ Reserve to be met. This placeholder will need to be addressed in Second Interim. Revenues and Expenditures may change between now and then.


## The District is in a Positive Certification position, with projected reserves of:

$$
\frac{18 / 19}{10.87} \quad \frac{19 / 20}{5.05 \%} \quad \frac{20 / 21}{5.05 \%}
$$

However, negotiations with bargaining units could reduce those reserves substantially. Since all three years project deficit spending, the District must address any further ongoing costs that it takes on. Additional significant expenses added to the budget will require concurrent other reductions elsewhere in the budget. Otherwise, the reserves will dip below the $5 \%$ minimum reserve and the District will once again be qualified or negative-certified.

## Recommended Action: Board approve Positive Certification

Based on the information in the 2018-19 First Interim Report, the Shandon Joint Unified School District will meet its financial obligations in the current year and two out years. The First Interim Budget Report as presented is an accurate representation of what is known at this time. The Superintendent will continue to monitor ADA and staffing needs of the District on an annual basis.

Change Fund Balanc
Transfers in/ Sources:
Total Expendilures

| Indirect Cost | $\begin{array}{r}7300-7399 \\ \text { Transfers OutUUses Cafe/Bond } \\ 7600-7629\end{array}$ |
| :--- | ---: |
| Other Adjustrments |  |

0
$\frac{3}{4}$
0
0
0 Kenno leldey
$n$
2
$\frac{0}{0}$
0
0
0
0
0
0
0
$\frac{0}{3}$
3
 m
B
D
0
0
0
0
0
0
0
0
0

 $6628-2098 \quad 18007$

somios =307动


89'EzS' $\qquad$ 2005:莒
$66+\angle-0072$
$66 z L-001 / 2$
$669-009$
5665-000 9
5666-0000 $6666-0008$
$6667-0002$


| 689＇6E8＇$¢$ | SEnN3AEy TV101 |  |
| :---: | :---: | :---: |
| 000＇8t |  |  |
| 0 | ONIOIOANI NOILV」とOdSNVZ1 | EZLO |
| 000＇乙 |  | 1000 |
| 0 | SNIYY | 6698 |
| 0 | S YOO78 S ${ }^{\text {S }}$ SIVAGNก」 | 6698 |
| 0 | WSI7甘ONV＾ | 6698 |
| 009 | 入لヨコVS OSIS | 6698 |
| $00 \mathrm{G}^{\prime} \mathrm{L}$ |  | 6698 |
| 0 | 31V日3४ LـOSOYכIW | 6698 |
| 009＇S | 人TZZIV9 | 6698 |
| 000＇s | SกOヨN૪77ヨコSIW | 6698 |
| 0 | ヨ1VO $37 \forall 1$ S | 8698 |
| 000＇S | 1SヨYヨ1NI | 0998 |
| 009＇乙乙 | STVINEY／SESVE7 | 0998 |
|  | ヘヨy TVJ07 पヨH10 | －0098 |
| \＆てE＇LS |  |  |
| 96t＇St |  |  |
| 0 |  |  |
| LZ8＇レレ |  |  |
|  | 31815 6698－00E8 |  |
| 99¢＇ヶ¢L＇¢ |  |  |
| EEO＇LLO＇Z | $S \exists X \forall 1$ |  |
| OSL＇9S | $\forall d \exists$ |  |
| E89＇099＇ | OlV $\exists$ IV ${ }^{\text {dS }}$ |  |
|  | ปココ7 6608－0108 |  |
| Qヨ1FXISヨMNก |  |  |
| SLE8て | $\forall ロ \forall \square \exists ロ N \cap コ$ INNOD Gヨ1VS17dnaNn VaV |  |
| てして |  |  |
| 0て＇18Z |  |  |


Carry fonward balances
ROP
SIPE
FFA Donations
Greenhouse
Lottery－ 6300
Lottery 1100
Common Core






## $\% 00^{\circ}$ ャя

## Shandon Joint Unified School District

First Interim
2018-19

| Unduplicated Count | Budget | Change $+/-$ <br> from Budget to <br> First Interim |  |
| :--- | :---: | :---: | :---: |
| Ist Interim |  |  | $-3.22 \%$ |
| Enrollment | $83.03 \%$ |  |  |
| ADA | 305.00 | 300.00 | -5.00 |
| k-8 Parkfield |  |  |  |
| k-8 Elem/Middle School | 11.40 | 7.60 | -3.80 |
| High School | 196.65 | 196.30 | -0.35 |
| NPS | 83.60 | 77.90 | -5.70 |
| Total ADA | 0.95 | 0.95 | 0.00 |


| 8010-8099 | REVENUES | Budget |  | 1st Interim |  | Change +/from Budget to First Interim |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | LCFF | \$ | 3,951,120 | \$ | 3,913,603 | \$ | $(37,517)$ |
|  | Decrease in ADA affects Supplemental/Concentration |  |  |  |  |  |  |
|  | Prior Year EPA adjustment |  |  |  |  |  |  |
| 8100-8299 | Federal Revenue | \$ | 167,937 | \$ | 172,455 | \$ | 4,518 |
|  | New Title IV Every Student Succeeds Act |  |  | \$ | 10,000 |  |  |
|  | Reduction in Title I, II, III dollars |  |  | \$ | $(5,482)$ |  |  |
| 8300-8599 | Other State Revenue | \$ | 317,062 | \$ | 309,673 | \$ | $(7,389)$ |
|  | Decreased One Time Mandate |  |  | \$ | $(45,180)$ |  |  |
|  | Lottery Carryforward |  |  | \$ | 8,024 |  |  |
|  | CTEIG Deferred Revenue |  |  | \$ | 35,184 |  |  |
|  | Reduced STRS on Behalf |  |  | \$ | $(9,686)$ |  |  |
|  | New Classified Professional Development Grant |  |  | \$ | 4,240 |  |  |
|  | Increase in AG Grant |  |  | \$ | 29 |  |  |
| 8600-8799 | Other Local Revenue | \$ | 236,043 | \$ | 271,427 | \$ | 35,384 |
|  | Increase in Interest, Cuesta CTE Grant, Foster Youth Grant, Library |  |  |  |  |  |  |
|  | Donation and Transportation invoicing |  |  | \$ | 26,068 |  |  |
|  | Reduction due to Prior Year Special Ed overstatement |  |  | \$ | $(18,915)$ |  |  |
|  | New contract with Pleasant Valley - Psychologist services |  |  | \$ | 13,300 |  |  |
|  | FFA donations carryforward |  |  | \$ | 14,931 |  |  |
|  | Total Revenues | \$ | 4,672,162 | \$ | 4,667,158 | \$ | $(5,004)$ |

# Shandon Joint Unified School District <br> First Interim <br> 2018-19 

## EXPENDITURES




## SSC School District and Charter School Financial Projection Dartboard 2018-19 Adopted State Budget

This version of SSC's Financial Projection Dartboard is based on the 2018-19 adopted State Budget. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPL), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

|  | LCFF GRADESPAN FACTORS |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Entitlement Factors per ADA | K-3 | 4.6 | $\mathbf{7 - 8}$ | 9.12 |
| 2017-18 Base Grants | $\$ 7,193$ | $\$ 7,301$ | $\$ 7,518$ | $\$ 8,712$ |
| COLA at $3.70 \%$ | $\$ 266$ | $\$ 270$ | $\$ 278$ | $\$ 322$ |
| 2018-19 Base Granls | $\$ 7,459$ | $\$ 7,571$ | $\$ 7,796$ | $\$ 9,034$ |


| Entitlement Factors per ADA | K-3 | $\mathbf{4 - 6}$ | $\mathbf{7 - 8}$ | $\mathbf{9 - 1 2}$ |
| :--- | :---: | :---: | :---: | :---: |
| 2018-19 Base Grants | $\$ 7,459$ | $\$ 7,571$ | $\$ 7,796$ | $\$ 9,034$ |
| Grade Span Adjustment Factors | $10.4 \%$ | - | - | $2.6 \%$ |
| Grade Span Adjustment Amounts | $\$ 776$ | - | - | $\$ 235$ |
| $2018-19$ Adjusled Base Grants | $\$ 8,235$ | $\$ 7,571$ | $\$ 7,796$ | $\$ 9,269$ |
| Supplemental Grants (\% Adj. Basc) | $20 \%$ | $20 \%$ | $20 \%$ | $20 \%$ |
| Concentration Grants | $50 \%$ | $50 \%$ | $50 \%$ | $50 \%$ |
| Concentration Grant Threshold | $55 \%$ | $55 \%$ | $55 \%$ | $55 \%$ |


| Factors | LCFF FUNDING FACTORS | 2019-20 | $\mathbf{2 0 2 0 - 2 1}$ | $\mathbf{2 0 2 1 - 2 2}$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathbf{2 0 1 7 - 1 8}$ | $\mathbf{2 0 1 8 - 1 9}$ | $\mathbf{2 0}$ | - |  |
| SSC Gap Funding Percentage | $42.97 \%$ | $100.00 \%$ | - | - | - |
| Department of Finance Gap Funding <br> Percentage | $42.97 \%$ | $100.00 \%$ | - | - | - |
| Gap Funding Percentage <br> (as of May Revise) | $43.97 \%$ | $100.00 \%$ | - | - | - |
| COLA $^{1}$ |  |  |  |  |  |


| Factors | OTHER PLANNING FACTORS |  |  | 2020-21 | 2021-22 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2017-18 | 2018-19 | 2019-20 |  |  |
| COLA on state and local share ${ }^{3}$ | 1.56\% | 2.71\% | 2.57\% | 2.67\% | 3.42\% |
| California CPI | 3.40\% | 3.66\% | 3.50\% | 3.23\% | 2.94\% |
| California Unrestricted per ADA | \$153 | \$151 | \$151 | \$151 | \$151 |
| Lottery | \$55 | \$53 | \$53 | \$53 | \$53 |
| Mandate Block $\quad$ Grades K-8 per ADA | \$30.34 | \$31.16 | \$31.96 | \$32.81 | \$33.93 |
| Grant (District) Grades $9-12$ per ADA | \$58.25 | \$59.83 | \$61.37 | \$63.01 | \$65,16 |
| Mandate Block Grades K-8 per ADA | \$15.90 | \$16.33 | \$16.75 | \$17.20 | \$17.79 |
| Grant (Charter) Grades 9-12 per ADA | \$44.04 | \$45.23 | \$46.39 | \$47.63 | \$49.26 |
| One-Time Discretionary Funds per ADA | \$147 | \$184 | - | - | - |
| Interest Rate for 'Ten-Year Treasuries | 2.58\% | 3.17\% | 3.38\% | 3.50\% | 3.40\% |
| CaIPERS Employer Rate (projected) ${ }^{4}$ | 15.531\% | 18.062\% | 20.8\% | 23.5\% | 24.6\% |
| CalSTRS Employer Rate (statulury) | 14.43\% | 16.28\% | 18.13\% | 19.10\% | 18.60\% |


| State Reserve Requirement | RESERVES |
| :---: | :---: | :---: |
| The greater of $5 \%$ or $\$ 67,000$ | District ADA Range |
| The greater of $4 \%$ or $\$ 67,000$ | 0 to 300 |
| $3 \%$ | 301 to 1,000 |
| $2 \%$ | 1,001 to 30,000 |
| $1 \%$ | 30,001 to 400,000 |
| $1 \%$ | 400,001 and higher |

[^1]NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed:
Date: $\qquad$
District Superintendent or Deslgnee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:
This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: $\qquad$ Signed: $\qquad$
President of the Governing Board

## CERTIFICATION OF FINANCIAL CONDITION

## X POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

## QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

## NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Sonia Stuart
Telephone: 805-782-7216
E-mail: sstuart@slocoe.org
Title: Fiscal Speciallst II

## Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

| CRITERIA AND STANDARDS |  |  |  | Not <br> Met |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Average Daily Attendance | Funded ADA for any of the current or two subsequent fiscal years has <br> not changed by more than two percent since budget adoption. |  | $x$ |

First Interim

| CRITERIA AND STANDARDS (continued) |  |  | Met | Not Met |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Enrollment | Projected enroliment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption. |  | X |
| 3 | ADA to Enrollment | Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios. | X |  |
| 4 | Local Control Funding Formula (LCFF) Revenue | Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption. |  | X |
| 5 | Salaries and Benefits | Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years. |  | X |
| 6 a | Other Revenues | Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption. | X |  |
| 6b | Other Expenditures | Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption. |  | X |
| 7 | Ongoing and Major Maintenance Account | If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account). | n/a |  |
| 8 | Deficit Spending | Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years. |  | X |
| 9 a | Fund Balance | Projected general fund balance will be positive at the end of the current and two subsequent fiscal years. | X |  |
| 9b | Cash Balance | Projected general fund cash balance will be positive at the end of the current fiscal year. | X |  |
| 10 | Reserves | Available, reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years. | X |  |


| SUPPLEMENTAL INFORMATION |  |  | No Yes |  |
| :---: | :---: | :---: | :---: | :---: |
| S1 | Contingent Liabilities | Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget? | X |  |
| S2 | Using One-time Revenues to Fund Ongoing Expenditures | Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent? | X |  |
| S3 | Temporary Interfund Borrowings | Are there projected temporary borrowings between funds? | X |  |
| S4 | Contingent Revenues | Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | X |  |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than $\$ 20,000$ and more than $5 \%$ for any of the current or two subsequent fiscal years? |  | X |


| SUPPLEMENTAL INFORMATION (continued) |  |  | No Yes |  |
| :---: | :---: | :---: | :---: | :---: |
| S6 | Long-term Commitments | Does the district have long-term (multiyear) commitments or debt agreements? <br> - If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2017-18) annual payment? <br> - If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources? | X |  |
|  |  |  | n/a | X |
|  |  |  | n/a |  |
| S7a | Postemployment Benefits Other than Pensions | Does the district provide postemployment benefits other than pensions (OPEB)? <br> - If yes, have there been changes since budget adoption in OPEB liabilities? | X |  |
|  |  |  | n/a |  |
| S7b | Other Self-insurance Benefits | Does the district operate any self-insurance programs (e.g., workers' compensation)? <br> - If yes, have there been changes since budget adoption in selfinsurance liabilities? |  | X |
|  |  |  | X |  |
| S8 | Status of Labor Agreements | As of first interim projections, are salary and benefit negotiations still unsettled for: <br> - Certificated? (Section S8A, Line 1b) <br> - Classified? (Section S8B, Line 1b) <br> - Management/supervisor/confidential? (Section S8C, Line 1b) |  | $x$ |
|  |  |  |  | X |
|  |  |  |  | X |
| S8 | Labor Agreement Budget Revisions | For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: <br> - Certificated? (Section S8A, Line 3) <br> - Classified? (Section S8B, Line 3) |  |  |
|  |  |  | n/a |  |
|  |  |  | n/a |  |
| S9 | Status of Other Funds | Are any funds other than' the general fund projected to have a negative fund balance at the end of the current fiscal year? | X |  |


| ADDITIONAL FISCAL INDICATORS |  |  | No Yes |  |
| :---: | :---: | :---: | :---: | :---: |
| A1 | Negative Cash Flow | Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? | X |  |
| A2 | Independent Position Control | Is personnel position control independent from the payroll system? |  | X |
| A3 | Declining Enrollment | Is enroliment decreasing in both the prior and current fiscal years? |  | X |
| A4 | New Charter Schools Impacting District Enrollment | Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year? | X |  |
| A5 | Salary Increases Exceed COLA | Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | X |  |
| A6 | Uncapped Health Benefits | Does the district provide uncapped (100\% employer paid) health benefits for current or retired employees? | X |  |
| A7 | Independent Financial System | Is the district's financial system independent from the county office system? | X |  |
| A8 | Fiscal Distress Reports | Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a). | X |  |
| A9 | Change of CBO or Superintendent | Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months? |  | X |


| Shandon Joint Unilied San Luls Obispo County | 2018-19 First InterimGeneral FundSummary - Unrestricted/RestrictedRevenues, Expenditures, and Changes in Fund Balance |  |  |  | 40688330000000Form 011 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved OperatIng Budget (B) | Actuals To Date <br> (C) | Projected Year Totals <br> (D) | Difference (Col B \& D) (E) | \% Diff (팁) (F) |
| A. Revenues |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 3,951,120,00 | 3,951,120,00 | 1,571,250.99 | 3,913,603,00 | (37.517.00) | -0.9\% |
| 2) Federal Revenue | 8100-8299 | 167.937.00 | 167,937.00 | 22,564.00 | 172,455.00 | 4,518.00 | 2.7\% |
| 3) Othar State Revenue | 8300-8599 | 317,062,00 | 317,002.00 | 43,208.39 | 309,673.00 | (7,388.00) | -2.3\% |
| 4) Other Local Revenue | 8600-8799 | 236,043.00 | 236,043,00 | 78,185.21 | 271,427.00 | 35,384.00 | 15.0\% |
| 5) TOTAL, REVENUES |  | 4,672,162.00 | 4,672,162,00 | 1,715,208.59 | 4,687,158,00 |  |  |
| B. EXPENDITURES |  |  |  |  |  |  |  |
| 1) Certificated Salaries | 1000-1999 | 1.731,860,00 | 1.731,860.00 | 565,510.95 | 1,742,934.00 | (11,074,00) | -0.6\% |
| 2) Classifled Salarles | 2000-2999 | 788,683.00 | 788,683.00 | 273,313.22 | 778,158,00 | 10,525.00 | 1.3\% |
| 3) Employee Benefits | 3000-3999 | 1,135,497.00 | 1.135,497,00 | 307,291.84 | 1,099,121,00 | 36.376.00 | 3.2\% |
| 4) Books and Supplles | 4000-4999 | 255,280.00 | 255,280.00 | 114,638.04 | 320,781.00 | (65,501.00) | -25.7\% |
| 5) Services and Other Operating Expendliures | 5000-5989 | 583,282.00 | 583,282.00 | 219,285,23 | 639,701.00 | (56,419,00) | -9.7\% |
| 6) Capital Oullay | 6000-6899 | 10,000.00 | 10,000.00 | 0.00 | 10,000.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transiers of Indirect Costs) | $\begin{array}{r} 7100-7299 \\ 7400-7499 \end{array}$ | 194,701.00 | 194,701.00 | (11,818,87) | 181,806.00 | 12,896.00 | 6.6\% |
| 8) Other Outgo - Transfers of Indirect Casts | 7300-7399 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  | 4,699,303,00 | 4,699,303,00 | 1.468,220.41 | 4,772,500.00 |  |  |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER |  |  |  |  |  |  |  |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |  |  |
| 1) Interfund Transfers <br> a) Transfers In | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 12,483.00 | 12,183,00 | 856.21 | 83,039.00 | (70,856,00) | -581.6\% |
| 2) Other Sources/Uses <br> a) Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions | 8980-8999 | 0.00 | 0.00 | 0.00 | 0.00 | 0:00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  | (12,183.00) | (12.183.00) | (856.21) | (83,039.00) |  |  |


|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Oteorlpion Rotourco Cadea | Objoct Codes | Original Budget <br> (A) | Board Approved Oporating Budgot (B) | Actuals To Date <br> (C) | Projected Year Totais (D) | Differonce ( ColBs B) (E) | $\%$ Difr (E/B) (F) |
| E. NET INCREABE (DECREASE) IN FUND BALANCE $(C+D 4)$ |  | (30,324.00) | (39,324.00) | 246,131.97 | (188,389.00) |  |  |
| F. FUND BALANGE, REagRVE8 |  |  |  |  |  |  |  |
| 1) Beginning Fund Balance |  |  |  |  |  |  |  |
| b) Audit Adjustmente | 9783 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + Fib) |  | 825;125.18 | $825,125.16$ |  | 823, 126:10 |  |  |
| d) Other Restatemente | 9798 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| e) Adjuted Begining Balance (F10 + F1d) |  | 825,125.18 | 820, 126.40 |  | 20. $125 ; 16$ |  |  |
| 2) Ending Ealance, June 30 ( $E+F 10$ ) |  | 785,801.16 | 785:801:18 |  | e38;74ite |  |  |
| Componente of Ending Fund Balance <br> a) Nonapendable |  |  |  |  |  |  |  |
| Revoiving Cash | 9711 | 1,500,00 | 1,500.00 |  | 1,500:00 |  |  |
| Stores | 9712 | 0.00 | 0.00 |  | $0: 00$ |  |  |
| Prepald llems | 8713 | 0.00 | 0.00 |  | 0,00 |  |  |
| All Othery | 9718 | 0.00 | 0.00 |  | 0.00 |  |  |
| b) Reatricted | 9740 | 13,128.89 | 19,120:50 |  | 2.503.07 |  |  |
| c) Commiltad |  |  |  |  |  |  |  |
| Stabilizallon Arrangemente | 9750 | 0.00 | 0.00 |  | 0.00 |  |  |
| Other Commilumenla | 8780 | 0.00 | 0.00 |  | 0.00 |  |  |
| d) Asalgned |  |  |  |  |  |  |  |
| Other Asolgrmente | 9780 | 100,000,00 | 100,000.00 |  | 100;000.00 |  |  |
| e) Unasalgned/Unappropriated |  |  |  |  |  |  |  |
| Reeerve for Economio Uncerrtantiles | 0789 | 295,574.00 | 236,674,00 |  | 238,020:00 |  |  |
| Unamalgnad/Unapproprimad Amount | 9780 | 136,598.63 | 435,503:33 |  | 298,71900 |  |  |



[^2]| Descriptlon | Resource Codes | Object <br> Codes | Orlginal Budget <br> (A) | Board Approved Operating Budget <br>  | Actuals To Date (C) | Projected Year Totals <br> (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Titie III, Part A, Immigrant Education Program | 4201 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Title III, Part A, English Leamer Program | 4203 | 8290 | 14,006,00 | 14,006.00 | 3,715.00 | 14,858,00 | 852.00 | 6.1\% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Oiher NCLB / Every Student Succeeds Act | $\begin{gathered} 3020,3040,3041, \\ 3045,3060,3081, \\ 3110,3150,3155, \\ 3177,3180,3181, \\ 3185,4050,4123, \\ 4124,4126,4127, \\ 5510,5630 \end{gathered}$ | 8290 | 0.00 | 0.00 | 2,500.00 | 10,000.00 | 10,000.00 | New |
| Career and Technical Education | 3500-3599 | 8290 | 2,400,00 | 2,400,00 | 0.00 | 2,400.00 | 0.00 | 0.0\% |
| All Other Federal Revenue | All Other | 8290 | 25,372.00 | 26.372 .00 | 0.00 | 25,372.00 | 0.00 | $0.0 \%$ |
| TOTAL, FEDERAL REVENUE |  |  | 167,937.00 | 167,937.00 | 22,564.00 | 172,455.00 | 4,518.00 | 2.7\% |
| OTHER STATE REVENUE |  |  |  |  |  |  |  |  |
| Other Slate Apportionments |  |  |  |  |  |  |  |  |
| ROC/P Entitlement Prior Years | 6360 | 8319 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Special Education Master Plan Current Year | 6500 | 6311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Prior Years | 6500 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| All Other State Apportionments - Current Year | All Other | 0311 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| All Other State Apportionments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Child Nutrition Programs |  | 8520 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $0.0 \%$ |
| Mandated Cosis Reimbursements |  | 8550 | 172,534,00 | 112,534,00 | 0.00 | 67,354.00 | (45,180.00) | -40.1\% |
| Loltery - Unrestricted and Insiructional Materlt |  | 8560 | 58,401.00 | 58,401,00 | 8,024,48 | 66,425.00 | 0,024.00 | 13.7\% |
| Tax Rellef Subventions Resirlcted Levies - Other |  |  |  |  |  |  |  |  |
| Homaowners' Exampilons |  | 8575 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Subventions/In-Lieu Texes |  | 8576 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from State Sources |  | 8587 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Afler School Education and Safely (ASES) | 6010 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Charter School Facllity Grant | 6030 | 8590 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | 0.00 | 0.00 | 35,183,91 | 35,184.00 | 35,184.00 | Now |
| Drug/Alcohol/Tobacco Funds | 6650, 6690, 6695 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Callfornia Clean Energy Jobs Act | 6230 | 8590 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Speclallzed Secondery | 7370 | 8590 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| American Indlan Early Childhood Education | 7210 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Quality Education Investment Act | 7400 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Oiher State Revenue | All Other | 8590 | 146,127.00 | 146,127.00 | 0.00 | 140,710.00 | (5.417.00) | -37\% |
| TOTAL, OTHER STATE REVENUE |  |  | 317,062.00 | 317,062.00 | 43,208.39 | 309,673.00 | (7,389.00) | -23\% |

[^3]

[^4]Flle: fundi-a (Rev 06/07/2018)

|  2018-19 First Interim <br> Shandon Joint Unlfled General Fund <br> San Luis Obispo County Summary - Unrestricted/Restricted <br>  40688330000000 <br> Form 01 .  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget (A) | Board Approved Oparating Budgei (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| CERTIFICATED SALARIES |  |  |  |  |  |  |  |
| Certificated Teachers' Salaries | 1100 | 1,370,397.00 | 1,370,397,00 | 421,435. 15 | 1,367.687.00 | 2,710.00 | 0.2\% |
| Certificated Pupil Support Salaries | 1200 | 143,771.00 | 143,771.00 | 52.737.45 | 156,105.00 | (12,334,00) | -8.8\% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 217,692.00 | 217,692,00 | 91,338.35 | 218,142.00 | (1,450.00) | -0.7\% |
| Other Centificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| TOTAL, CERTIFICATED SALARIES |  | 1,731,860,00 | 1,731,880,00 | 565,510.95 | 1,742,934,00 | (11,074.00) | -0.6\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |
| Classified Instructional Salaries | 2100 | 235,070,00 | 235,070.00 | 71,354,61 | 218,676.00 | 18,394,00 | 70\% |
| Classified Support Salarles | 2200 | 349,180,00 | 349.190.00 | 124,090.40 | 339,080.00 | $10,110.00$ | 2.9\% |
| Classilied Supervisors' and Administrators' Salaries | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salarles | 2400 | 196,033.00 | 196.033.00 | 72,642.37 | 200,012,00 | (3,979,00) | -2.0\% |
| Other Classilled Salaries | 2900 | 8,390.00 | 8,390.00 | 5,225.84 | 20,390.00 | (12,000,00) | -143.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 788,683.00 | 788,683.00 | 273,313,22 | 778,150,00 | 10,525.00 | 1.3\% |
| EMPLOYEE 日ENEFITS |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 415,236.00 | 415,236,00 | 86,647,99 | 390,764.00 | 24.472.00 | 5.9\% |
| PERS | 3201-3202 | 145,658.00 | 145,658.00 | 51,070,35 | 153,001.00 | (7,343,00) | -5.0\% |
| OASDI/Medicare/Allernative | 3301-3302 | 88,335,00 | 88,335.00 | 28,978.01 | 89,162.00 | (827.00) | -0.9\% |
| Health and Welfare Benelits | 3401-3402 | 426,783.00 | 426,783.00 | 121.571.88 | 406,639.00 | 20,144.00 | 4.7\% |
| Unemployment Insurance | 3501-3502 | 1,261.00 | 1.261.00 | 833.66 | 1,680.00 | (419.00) | -33,2\% |
| Workers' Compensation | 3601-3602 | 58,224:00 | 58,224.00 | 18,189.95 | 57.875.00 | 349.00 | 0,6\% |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% $/=$ |
| OPEB, Actlve Employaes | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| Other Employea Benafits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  | 1,135,497.00 | 1,135,497.00 | 307,291.84 | 1,099,121.00 | 36,376,00 | 3.2\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials | 4100 | 53,936,00 | 53,936.00 | 29,105.62 | 69,620.00 | (15,684.00) | -29.1\% |
| Books and Other Reference Materials | 4200 | 0.00 | 0.00 | 77.00 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies | 4300 | 191,344.00 | 191,344.00 | 80,776.42 | 223,214.00 | $(31,870,00)$ | -16.7\% |
| Noncapltalized Equipment | 4400 | 10,000.00 | 10.000.00 | 4,679,00 | 27,947,00 | (17,947.00) | -179.5\% |
| Food | 4700 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 255.280 .00 | 255,280,00 | 114,638.04 | 320.781 .00 | (65,501.00) | -25.7\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subagreements for Services | 5100 | 85.455.00 | 85,455,00 | 662.50 | 85.455.00 | 0,00 | 0.0\% |
| Travel and Conferences | 5200 | 59.920.00 | 59,920,00 | 31,055.93 | 84.772 .00 | (24,852.00) | -41.5\% |
| Dues and Memberships | 5300 | 10,201.00 | 10,201.00 | 8.263 .96 | 10,201.00 | 000 | 00\% |
| Insurance | 5400-5450 | 38,047,00 | 38,047.00 | 34,019.19 | 34,019,00 | 4,028.00 | 10.6\% |
| Operations and Housekeeping Services | 5500 | 97,525,00 | 97.52500 | 46,974 21 | 102,227.00 | $(4,702.00)$ | -4.8\% |
| Rentais, Leases, Repalrs, and Noncapitalized Improvements | 5600 | 22,300.00 | 22.300 .00 | 3.845.00 | 21.309 .00 | 991.00 | 4.4\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Casts - Interfund | 5750 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 00\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 252,438.00 | 252.438.00 | 90,256,28 | 290,008.00 | (37,570,00) | -14.90\% |
| Communications | 5900 | 17.396.00 | 17,396.00 | 4.20816 | 11.710.00 | 5,686 00 | 32,7\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 583,282.00 | 583.28200 | 219,285 23 | 639,701,00 | (56.419 00) | -9.\%\% |



[^5]|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| INTERFUND TRANSFERS INTERFUND TRANSFERS IN |  |  |  |  |  |  |  |
| From: Speclal Reserve Fund | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From: Bond interest and Redemplion Fund | 8914 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Other Authorized Interfund Transfers in | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |  |  |
| To: Child Development Fund | 7611 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: Spectal Reserve Fund | 7612 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: State School Building Fund/ Counly School Facilitles Fund | 7613 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: Cafeterla Fund | 7616 | 12,183.00 | 12,183 00 | 856.21 | 13.039.00 | (856.00) | -7.0\% |
| Other Authorized Interfund Transfers Out | 7619 | 0.00 | 0.00 | 0.00 | 70,000,00 | (70,000,00) | New |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  | 12,183.00 | 12,183.00 | 856.21 | 83,039,00 | (70,856.00) | -581.6\% |
| OTHER SOURCES/USES |  |  |  |  |  |  |  |
| SOURCES |  |  |  |  |  |  |  |
| State Apportionments Emergency Apporilonments | 8931 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds |  |  |  |  |  |  |  |
| Proceeds from Sale/LeasePurchase of Land/Buildings | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Sources |  |  |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs | 8965 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds Proceeds from Cerlficates of Paricipation | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Capital Leases | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Lease Revenue Bonds | 8973 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |  |  |
| Transters of Funds from Lapsed/Reorganized LEAS | 7651 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other FInancing Uses | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |  |  |
| Contributions from Unrestricted Revenues | 8980 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Contributlons from Resitcied Reverues | 8990 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| (a) TOTAL, CONTRIBUTIONS |  | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+\theta)$ |  | (12,183.00) | (12,183.00) | (856.21) | (83,039 00) | 70,856.00 | 581.6\% |


|  2018-19 Firsi Interlm <br> General Fund <br> Shandon Jolnt Unified Unresitricted (Resources 0000-1999) <br> San Luis Obiapo Counly Revenues, Expendifures, and Changes in Fund Balance |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Deacription Repource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% DIft (E/日) (F) |
| A. REVENUES |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 3,853,853.00 | 3,853,853.00 | 1,571,250.99 | 3,816,336,00 | (37.517.00) | -1.0\% |
| 2) Federal Revenue | 8100-8299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue | 8300-8599 | 157,030.00 | 157,030.00 | 3,978,33 | 115,828.00 | (41,202,00) | -26.2\% |
| 4) Other Lacal Revenue | 8600-8799 | 38,726,00 | 38,728.00 | 22,352.32 | 64,794.00 | 26,068 00 | 67.3\% |
| 5) TOTAL, REVENUES |  | 4,049,609.00 | 4,049,609.00 | 1,597,581,64 | 3,996,958.00 |  |  |
| B. EXPENDITURES |  |  |  |  |  |  |  |
| 1) Certificated Saiarles | 1000-1999 | 1,462,022.00 | 1,462,022.00 | 482,261.26 | 1,480,873.00 | (18,851.00) | -1.3\% |
| 2) Classifled Salarles | 2000-2999 | 679,229.00 | 679,229.00 | 216,744,78 | $611,535.00$ | 67,694.00 | 10.0\% |
| 3) Employee Beneflts | 3000-3999 | 851,443.00 | 851,443,00 | 259,792.96 | 822,819.00 | 28,624.00 | 3.4\% |
| 4) Books and Suppliss | 4000-4999 | 217,484.00 | 217,484.00 | 58,432.04 | 218,885.00 | (701.00) | -0.3\% |
| 5) Services and Other Operating Expendilures | 5000-5999 | 404,748.00 | 404.748.00 | 164.294.35 | 443,022.00 | (38.274.00) | -9.5\% |
| 6) Capltal Outlay | 6000-6999 | 10,000.00 | 10,000.00 | 0.00 | 10,000.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of indirect Costs) | $\begin{aligned} & 7100.7299 \\ & 7400.7499 \end{aligned}$ | 0.00 | 0,00 | 0.00 | 0,00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs | 7300-7399 | (29,110.00) | (29,110.00) | 0.00 | (23,286.00) | ( $5,824,00$ ) | 20.0\% |
| 9) TOTAL, EXPENDITURES |  | 3,595,816.00 | 3,595,816.00 | 1,181,525,39 | 3,563,148,00 |  |  |
| C. EXGESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  | 453,793.00 | 453.793.00 | 416,056.25 | 433,810,00 |  |  |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |  |  |
| 1) Interfund Transfers <br> a) Transfers In | 8900-8929 | 0.00 | 0.00 | 0.00 | 0,00 | 0.00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 12,183,00 | 12,183.00 | 856.21 | 83,039,00 | (70,856.00) | -581.6\% |
| 2) Other Sources/Uses <br> a) Sources | 8930-8979 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| b) Uses | 7830.7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 3) Contribullons | 8980-8999 | (454,499.00) | (454,489.00) | 0.00 | (502,093.00) | (47,594.00) | 10.5\% |
| 4) TOTAL, OTHER FINANCING SOURGES/USES |  | (466,682.00) | (466.682.00) | (85621) | (585.132.00) |  |  |


|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Deationption Resource Codas | Objabit Codes | Original Budget <br> (A) | Board Approved Oparating Budget (B) | Actuals To Dato (C) | Projected Vear Totals <br> (D) | Difforenco (Col B \& D) (E) | \% Diff <br> (E/B) <br> (F) |
| E. NET INCREASE (DECREABE) IN PUND BALANCE ( $C$ + DA) |  | (12.889.00) | (12,888.00) | 412, 2000.04 | (1031,32.00) |  |  |
| F. FUND BALANGE, RESERVES |  |  |  |  |  |  |  |
| 1) Beginning Fund Balance a) As of July 1 - Unauditad | 9791 | 798,581:63: | 785,581: |  | 786; matios | 0.00 | 0.0\% |
| b) Audil Adjustments | 9793 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 786.681.63 |  |  |  |  |
| d) Other Restatements | 9795 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  | 785,691:089 | 708,501.83 |  | 785,88i:68 |  |  |
| 2) Ending Baiance, June 30 ( $E+F 18$ ) |  | \%76.672.63 | 772,672.63 |  | 634,239.63 |  |  |
| Components of Ending Fund Balance a) Nonspendable |  | 1,500.00 | 1,500.00 |  | 1,500.00 |  |  |
| Stores | 9712 | 0.00 | 0.00 |  | 0.00 |  |  |
| Prepaid Items | 9713 | 0.00 | 0.00 |  | 0.00 |  |  |
| All Others | 9719 | 0.00 | 0.00 |  | 0.00 |  |  |
| b) Restricted | 8740 | 0.00 | 0.00 |  | 0.00 |  |  |
| c) Commilted |  |  |  |  |  |  |  |
| Stabilization Arrangements | 9750 | 0.00 | 0.00 |  | 0.00 |  |  |
| Other Commiltments | 9760 | 0.00 | 0.00 |  | 0.00 |  |  |
| d) Asslgned |  |  |  |  |  |  |  |
| Other Asslgnments | 9780 | 100,000,00 | 100;000:00: |  | 100,000,00 |  |  |
| e) Unassigned/Unapproprlated |  |  |  |  |  |  |  |
| Reserve for Economic Unceritiontles | 9789 | 236,574:00 | 298, 6 T4.00 |  | 236,020.00 |  |  |
| Unasslgned/Unappropriated Amount | 9790 | 435,598.63 | 435,598.03 |  | 296,719.63 |  |  |


|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dascriptlon Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved Operating Eudget (B) | Actuals To Date (C) | Projected Year Totals <br> (D) | Difference (Col B \& D) (E) | \% Diff (E/B) <br> (F) |
| LCFF SOURCES |  |  |  |  |  |  |  |
| Principal Apportionment |  |  |  |  |  |  |  |
| Education Protection Account State Ald - Current Year | 8012 | 118,584.00 | 118,584.00 | 72,987.00 | 124,142.00 | 5,558.00 | 4.7\% |
| State Ald - Prior Years | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Tax Relief Subventions |  |  |  |  |  |  |  |
| Timber Yliald Tax | 8022 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Subventiona/ln-Lieu Taxes | 8029 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| County \& District Taxes Secured Roll Taxes | 8041 | 1,723,611.00 | 1,723,611.00 | 430,229.40 | 1,690,623.00 | (32,988.00) | -1.9\% |
| Unsecured Roll Taxes | 8042 | 41,587.00 | 41,587.00 | 30,523.47 | 44,875.00 | 3,288.00 | 7.9\% |
| Prlor Years' Taxes | 8043 | 8,910.00 | B,910.00 | 124.42 | 7,499.00 | (1,411.00) | -15.8\% |
| Supplemental Taxes | 8044 | 39,922.00 | 39,922.00 | 15,049,08 | 81,792.00 | 21,870.00 | 54.8\% |
| Educaton Revenue Augmentalion Fund (ERAF) | 8045 | 160,812,00 | 160,812,00 | 0.00 | 161,357.00 | 545.00 | 0.3\% |
| Community Redevelopment Funds (SB 617/699/1992) | 8047 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Penaities and Interest from Dellnquent Taxes | 8048 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Miscellaneous Funds (EC 41604) | 8081 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other In-Lleu Taxes | 8082 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Less: Non-LCFF (50\%) Adjustment | 8089 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Subtotal, LCFF Sources |  | 3,853,853,00 | 3,853,853,00 | 1,571,250,99 | 3,816,336.00 | (37,517.00) | -1.0\% |
| LCFF Transfers |  |  |  |  |  |  |  |
| Unrestricted LCFF |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other LCFF <br> Transfers - Current Year <br> All Other | 8091 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfers to Charter Schools in Lleu of Properly Taxes | 8096 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Property Taxes Transfers | 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| LCFF/Revenue Limit Transfers - Prior Years | 8099 | 0.00 | 0.00 | 0.60 | 0.00 | 0.00 | 0.0\% |
| TOTAL, LCFF SOURCES |  | 3,853,853.00 | 3,853,853.00 | 1,571,250.99 | 3,816,330,00 | (37,517.00) | -1.0\% |
| FEDERAL REVENUE |  |  |  |  |  |  |  |
| Maintenance and Operations | 8110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Speclal Education Entitiement | 8181 | 0,00 | 0.00 | 0.00 | 0.00 |  |  |
| Special Educatlon Discretlonary Grants | 8182 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Child Nutrition Programs | 8220 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Donated Food Commoditles | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 4 |  |
| Forest Reserve Funds | 8260 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Flood Control Funds | 8270 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Wlidife Raserve Funds | 8280 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| FEMA | 8281 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Interagency Contracts Between LEAs | 8285 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from Federal Sources | 8287 | 000 | 0.00 | 0.00 | 0.00 |  |  |
| Title I, Part A, Basic 3010 | 8290 |  |  |  |  |  |  |
| Tille I, Part D, Local Deilnquent | 8290 |  |  |  |  |  |  |
| Titte II, Part A, Educator Qualily 4035 | 8290 |  |  | $\underline{-}$ |  | - |  |




[^6]SACS Financlal Reporting Software - 2018.2.0
Flle: fundl-e (Rey 04/13/2018)

|  2018-19 First Interim <br> Shandon Joint Uniflad <br> General Fund <br> San Luis Oblspo County <br>  Unrestricked (Resources <br>  Revenes-1999) |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference ( Col B 8 D ) (E) | \% Diff (EIB) (F) |
| Certificated Teachers' Salarles | 1100 | 1,173,111.00 | 1,173,111.00 | 364,364.90 | 1,179,953.00 | (6,842,00) | -0.8\% |
| Cerificated Pupll Support Salaries | 1200 | 71.219 .00 | 71,219.00 | 26,558,01 | 81,778.00 | $(10,559,00)$ | -14.8\% |
| Cerificaled Supervisors' and Adminlstrators' Salarles | 1300 | 217.692.00 | 217,692.00 | 91.338 .35 | 219,142.00 | (1,450.00) | -0.7\% |
| Other Cerrificated Salaries | 1900 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  | 1,462,022.00 | 1,462,022.00 | 482,261 26 | 1,480,873.00 | $(18,851.00)$ | -1.3\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |
| Classified Instructional Salaries | 2100 | 125,616.00 | 125,616.00 | 14,786.17 | 52,053.00 | 73,563.00 | 58.6\% |
| Classlfied Support Salaries | 2200 | 349,190.00 | 349,190,00 | 124,090.40 | 399,080.00 | 10,110.00 | 2.9\% |
| Classifiled Supervisors' and Administrators' Salarles | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salaries | 2400 | 195,033.00 | 198,033.00 | 72,642.37 | 200,012.00 | (3,979.00) | -2.0\% |
| Other Classifled Salaries | 2900 | 8,390.00 | 8,390.00 | 5,225.84 | 20,390,00 | (12,000.00) | -143.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 679,229.00 | 679,229.00 | 216,744.78 | 611,535.00 | 67,694.00 | 10.0\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 236,884.00 | 236,884,00 | 73,085,58 | 225.418.00 | 11,466.00 | 4.8\% |
| PERS | 3201-3202 | 123,108.00 | 123,108.00 | 40,912.32 | 120,981,00 | 2,127.00 | 1.7\% |
| OASDI/Medicare/Allernallve | 3301-3302 | 75,945.00 | 75,945.00 | 23,702.29 | 73,792.00 | 2,153.00 | 2.8\% |
| Health and Welfare Benefits | 3401-3402 | 365,501,00 | 385,501.00 | 106, 183,96 | 352,939.00 | 12,562.00 | 3.4\% |
| Unemployment Insurance | 3501-3502 | 1,061.00 | 1,061.00 | 767.86 | 1,480.00 | (419.00) | -39.5\% |
| Workers' Compensation | 3601-3602 | 48,944.00 | 48,944.00 | 15,140.95 | 48,209,00 | 735.00 | 1.5\% |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| OPEB, Actlve Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Employee Beneflits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE GENEFITS |  | 851,443.00 | 851,443,00 | 259,792.96 | 822,819.00 | 28,624.00 | 3.4\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curicula Materlais | 4100 | 40,000,00 | 40,000.00 | 11,249.81 | 48,996.00 | (8,996.00) | -22.5\% |
| Boaks and Other Reference Materials | 4200 | 0.00 | 0.00 | 77.00 | 0.00 | 0.00 | 0.0\% |
| Materlals and Supplles | 4300 | 167.484.00 | 167,484.00 | 47.105.23 | 159,189.00 | 9,295.00 | 5.0\% |
| Noncapilallzed Equipment | 4400 | 10,000.00 | 10,000 00 | 0.00 | 10,000.00 | 0.00 | $0.0 \%$ |
| Food | 4700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 217.484 .00 | 217,484 00 | 58.43204 | 218,185.00 | (701.00) | -0.3\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subagreaments for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 21,72500 | 21,725.00 | 9,347 69 | 28,943.00 | (7,218.00) | -33.2\% |
| Dues and Memberships | 5300 | 10,201,00 | 10,201.00 | 8,263.96 | 10,201.00 | 0.00 | 0.0\% |
| insurance | 5400-6450 | 35,547,00 | 35.547.00 | 31,804. 19 | 31,804.00 | 3,743.00 | 10.5\% |
| Operatlons and Housekeaping Services | 5500 | 97,52500 | 97.525.00 | 46,974.21 | 102,227,00 | (4,702.00) | . $4.8 \%$ |
| Rentals, Leases, Rapairs, and Noncapitalized Improvements | 5600 | 22,300 00 | 22,300.00 | 3,845,00 | 21,309.00 | 991.00 | 4.4\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | (598.24) | (59800) | 598.00 | New |
| Transfers of Direct Costs - interiund | 5750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| Prolessional/Consuiting Services and Operating Expendliures | 5800 | 200,054.00 | 200,054,00 | 60,449,38 | 237.42600 | (37.372.00) | -187\% |
| Communicatlons | 5900 | 17.396.00 | 17,39600 | 4,208 16 | 11,710.00 | 5.686.00 | 327\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 404,748,00 | 404,748 00 | 164,294.35 | 443,022,00 | (38,274,00) | -9.5\% |



[^7]

Resiricied (Resources 2000-9999)

| Dascriptlon Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col 日 \& D) <br> (E) | \% Diff (E/B) (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 97,287,00 | 97,267.00 | 0.00 | 97,287.00 | 0.00 | 0.0\% |
| 2) Federal Revenue | 8100-8299 | 167.937.00 | 167,937.00 | 22,564.00 | 172,455.00 | 4,518,00 | 2.7\% |
| 3) Other State Ravenue | $8300-8599$ | 160,032.00 | 160,032.00 | 39,230.06 | 193,845.00 | 33,813.00 | 21.1\% |
| 4) Othar Local Revenus | 8600-8790 | 197,317.00 | 197,317.00 | 55,832.89 | 206,633.00 | 9,316.00 | 4.7\% |
| 5) TOTAL, REVENUES |  | 622,559.00 | 622,553,00 | 117,626.95 | 670,200,00 |  |  |
| B. EXPENDITURES |  |  |  |  |  |  |  |
| 1) Certilicated Salarles | 1000-1999 | 269,838,00 | 269,838.00 | 83,249.69 | 262,081.00 | 7,777.00 | 2.9\% |
| 2) Classifled Salarles | 2000-2899 | 109,454.00 | 109,454.00 | 56,568.44 | 168,623.00 | $(57,169.00)$ | . $52.2 \%$ |
| 3) Employee Beneflls | 3000-3989 | 284,054.00 | 284,054,00 | 47,498.88 | 276,302.00 | 7.752 .00 | 2.7\% |
| 4) Books and Supplies | 4000-4999 | 37,796.00 | 37,796.00 | 56.206.00 | 102,596.00 | (64,800.00) | -171.4\% |
| 5) Services and Other Operating Expenditures | 5000-5999 | 178,534.00 | 178,534,00 | 54,990.88 | 186,679.00 | $(18,145.00)$ | -10.2\% |
| 6) Capltal Outlay | 6000-6999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 7) Other Oulgo (excluding Transfers of Indirect Costs) | $\begin{aligned} & 7100-7299 \\ & 7400-7499 \end{aligned}$ | 194,701.00 | 194,701.00 | (11,818.87) | 181,805:00 | 12,896.00 | 6.6\% |
| 8) Other Outgo - Transfers of Indirect Costs | 7300-7399 | 29,110.00 | 29,110,00 | 0.00 | 23,286.00 | 5,824.00 | 20.0\% |
| 9) TOTAL, EXPENDITURES |  | 1,103.487 00 | 1,103,487,00 | 286,695.02 | 1,209,352.00 |  |  |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  | (480,934,00) | (480,934.00) | (169,088.07) | (599, 152.00) |  |  |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |  |  |
| 1) Interfund Translers <br> a) Transfers in | 8900-6929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> a) Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Uses | 7630.7699 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| 3) Contributions | 8980-8999 | 454.499.00 | 454,499.00 | 0.00 | 502,093,00 | 47,594,00 | 10.5\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  | 454,499.00 | 454,499.00 | 0.00 | 502,093.00 |  |  |




[^8]| Shandon Joint Unilled 2018-19 First Interim <br> General Fund <br> San Luis Oblspo County $\quad$Restricted (Resources 2000 -9999) |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resource Codes | Objact Codes | Original Budgat <br> (A) | Board Approved Oparatling Budget ( ( $)$ | Actuals To Date (C) | Projectad Yoar Totals (D) | Difference (Col日\& D) (E) | \% Diff (E/B) (F) |
| Tillie ili, Part A, Immarant Education Program | 4201 | 8290 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Tille Ill, Part $A$, English Leamer Program | 4203 | 8200 | 14,006.00 | 14,006.00 | 3,715.00 | 14,858.00 | 852.00 | 6.1\% |
| Publk Charter Schoola Grant Program (PGSGP) | 4610 | 8200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other NCLB / Every Sludem Succeeds Act | 3020, 3040, 3041, 3045, 3060, 3081, 3110, 3150, 3155, $3177,3180,3181$, $3185,4050,4123$, 4124, 4128, 4127. 5510, 5630 | 8280 | 0.00 | 0.00 | 2,500,00 | 10,000.00 | 10,000.00 | New |
| Career and Techrical Education | 3500-3599 | 8290 | 2,400.00 | 2,400.00 | 0.00 | 2,400.00 | 0.00 | 0.0\% |
| All Other Federal Revenue | All Other | 8290 | 25,372,00 | 25,372,00 | 0.00 | 25,372.00 | 0.00 | 0.0\% |
| TOTAL, FEDERAL REVENUE |  |  | 167,937.00 | 167,03700 | 22,664.00 | 172,465.00 | 4,518.00 | 27\% |
| OTHER STATE REVENUE |  |  |  |  |  |  |  |  |
| Other State Apparlionments |  |  |  |  |  |  |  |  |
| ROCIP Enttlemant Pror Years | 6360 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Spaclal Education Master Plan Current Year | 8500 | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Prior Years | 8500 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Stale Apportlonmenta - Curient Year | All Other | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other State Apportlonments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Chlla Nuutitlon Programs |  | 8520 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| Mandaled Costs Relmbursements |  | 8550 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Lottery - Unrestricted and Insinuctlonal Materlt |  | 8560 | 13,905.00 | 13,905.00 | 4,046.15 | 17,951.00 | 4,046,00 | 29.1\% |
| Tex Rellel Subventions <br> Restricled Lavies - Other |  |  |  |  |  |  |  |  |
| Homeowners' Exemplions |  | 8575 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Subventiona/ln-Lieu Taxas |  | 8576 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from Stale Sources |  | 8587 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Aftar School Education and Saloly (ASES) | 6010 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Charter School Facilly Gramt | 6030 | 8580 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Career Technical Educatlon Incentive Grant Program | 6387 | 8550 | 0.00 | 0.00 | 35.183.91 | 35,184,00 | 35,184.00 | New |
| Drug/Alcohoirtobacco Funds | 8860,6890,6895 | 8580 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Calliornis Clean Energy Jobs Act | 6230 | 8590 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Spealalizad Secondary | 7370 | 8690 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| American Indian Early Childhood Education | 7210 | 8580 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Qualliy Educallon Invesiment Act | 7400 | 8580 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| AH Other Siate Reverue | All Other | 8690 | 146,127,00 | 146,127,00 | 0.00 | 140,710.00 | $(5,417,00)$ | -3.7\% |
| TOTAL, OTHER STATE REVENUE |  |  | 160,032.00 | 160,03200 | $39,230,06$ | 193,845.00 | 33,813,00 | $21 \%$ |



[^9]|  2018-19 First Interim <br> Shandon Joint Unifled <br> San Luls Oblspo County <br>  Gestricted (Resources $2000-9999$ ) <br>  Revenue, Expendlures, and Changes in Fund Balance |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codas | Object Codes | Original Budget <br> (A) | Board Approved Oparating Budget (B) | Actuals To Date (C) | Projected Year Totals <br> (D) | Difference (Col E \& D) (E) | \% Diff (E/B) (F) |
| CERTIFICATED SALARIES |  |  |  |  |  |  |  |
| Cerificated Teachers' Salaries | 1100 | 197,286.00 | 197,286.00 | 57,070 25 | 187,734,00 | 9,552.00 | 4.8\% |
| Cerificated Pupll Support Salaries | 1200 | 72,552.00 | 72,552.00 | 26,179.44 | 74,327.00 | (1,775.00) | -2.4\% |
| Certiflcated Supervisors' and Adminlstrators' Salaries | 1300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  | 269,838.00 | 269,838.00 | 83,249,69 | 262,061.00 | 7.777 .00 | 2.9\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |
| Classlfied Instructional Salaries | 2100 | 109,454.00 | 109,454.00 | 56,568.44 | 166,623,00 | (57, 169.00) | -52.2\% |
| Classified Support Salarles | 2200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Classified Supervisors' and Administrators' Salarias | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Offlce Salaries | 2400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Classified Salarles | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 109,454.00 | 109,454,00 | 56,568.44 | 166.623.00 | (57,169.00) | - $52.2 \%$ |
| EMPLOYEE EENEFITS |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 178,352.00 | 178,352.00 | 13,562.41 | 165.346.00 | 13,006,00 | 7.3\% |
| PERS | 3201-3202 | 22,550.00 | 22,550,00 | 10,158.03 | 32,020.00 | (9,470,00) | -42.0\% |
| OASDI/Medicare/Allernative | 3301-3302 | 12,390.00 | 12,390.00 | 5,275.72 | 15,370.00 | $(2,980.00)$ | -24.1\% |
| Health and Welfare Benefits | 3401-3402 | 61,282.00 | 61,282.00 | 15,387.92 | 53,700,00 | 7,582.00 | 12.4\% |
| Unemployment Insurance | 3501-3502 | 200.00 | 200.00 | 65.80 | 200:00 | 0.00 | 0.0\% |
| Workers' Compensation | 3601-3602 | 9,28000 | 9,280.00 | 3,049.00 | 9,666.00 | (386.00) | -4.2\% |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| Other Employee Benelits | 3901-3802 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  | 284,054.00 | 284,054.00 | 47,498.88 | 276,302,00 | 7,752,00 | 2.7\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials | 4100 | 13,936,00 | 13.936,00 | 17,855.81 | 20,624.00 | (6,888.00) | -48.0\% |
| Boaks and Other Reference Materlals | 4200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies | 4300 | 23,860.00 | 23,860,00 | 33,671.19 | 64,025,00 | (40,185,00) | -168.3\% |
| Noncapitalized Equipment | 4400 | 0.00 | 0.00 | 4,679.00 | 17,947.00 | (17,947,00) | New |
| Food | 4700 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 37,796.00 | 37.796.00 | 56,208,00 | 102,596.00 | (64,800.00) | -171.4\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subagreements for Services | 5100 | 85,455,00 | 85,455 00 | 662.50 | 85,455.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 38,195.00 | 38,195.00 | 21,708.24 | 55,829,00 | (17,634.00) | -46.2\% |
| Dues and Mambarships | 5300 | 000 | 000 | 000 | 0.00 | 0.00 | 0.0\% |
| Insurance | 5400-5450 | 2,500 00 | 2.50000 | 2,21500 | 2.215,00 | 285.00 | 11.4\% |
| Operations and Housekeeping Services | 5500 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 598.24 | 598.00 | (598.00) | New |
| Transfars of Direct Costs - Interfund | 5750 | 0.00 | 000 | 000 | 0.00 | 000 | 00\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 52.384.00 | 52,38400 | 29,806.90 | 52,582.00 | (198.00) | -0.4\% |
| Communications | 5900 | 0,00 | 0.00 | 0.00 | 000 | 0.00 | 0.08 |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 178.534.00 | 178.53400 | 54,990 88 | 198,679.00 | (18,145.00) | $-10.2 \%$ |


|  2018-19 First interim <br> General Fund <br> Shandon Joint Unifled <br> San Luls Obispo County Restricied (Resources 2000-9999) <br>  Revenue, Expenditures, and Changes in Fund Balance |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codas | Object Codes | Original Eudget (A) | Board Approved Operatling Eudget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| CAPITAL OUTLAY |  |  |  |  |  |  |  |
| Land | 6100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Land Improvements | 6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Bulldings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Books and Medla for New School Libraries or Major Expansion of School Librarias | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CAPITAL OUTLAY |  | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) |  |  |  |  |  |  |  |
| Tuition |  |  |  |  |  |  |  |
| Tuition for Instruction Under Interdistrict |  |  |  |  |  |  |  |
| Stata Speclal Schools | 7130 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Tuitlon, Excess Costs, and/or Deficlt Payments Payments to Districts or Charter Schools | 7141 | 81,010.00 | 81,010,00 | (12,588.87) | 70,023,00 | 10,987.00 | 13.6\% |
| Payments to County Offices | 7142 | 113,691.00 | 113,691,00 | 770.00 | 111,782.00 | 1,909.00 | 1.7\% |
| Payments to JPAs | 7143 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfars of Pass-Through Revenues To Districts or Charter Schools | 7211 | 0.00 | 000 | 0,00 | 0.00 | 0.00 | 0.0\% |
| To County Offices | 7212 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To JPAs | 7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Special Education SELPA Transfars of Apportlonments |  |  |  |  |  |  |  |
| To Districis or Charter Schools 6500 | 7221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| To County Offices 6500 | 7222 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| To JPAs 6500 | 7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| ROC/P Transfers of Apportlonments <br> To Districts or Charler Schools | 7221 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To County Offices 6360 | 7222 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| To JPAs 6360 | 7223 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| Other Transfers of Apportionments All Other | 7221-7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Transfers | 7281-7283 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| All Other Transfers Oul to All Others | 7299 | 0.00 | 000 | 000 | 0.00 | 0.00 | 0.0\% |
| Debt Service Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Olher Debt Service - Princlpal | 7439 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | 194,701.00 | 194,701.00 | (11,818.87) | 181,805.00 | 12,896.00 | 6.6\% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  |  |  |  |  |  |  |
| Transfers of Indirect Costs | 7310 | 29,110.00 | 29,110,00 | 0.00 | 23,286.00 | 5,824.00 | 20.0\% |
| Transfers of Indirect Costs - Interfund | 7350 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  | 29,110,00 | 29,110,00 | 0.00 | 23,286.00 | 5,024,00 | 20.0\% |
| TOTAL, EXPENDITURES |  | 1,103,48700 | 1,103,487.00 | 286,695 02 | 1,209,35200 | (105.865.00) | -9.6\% |


|  2018-19 First Interim <br> Seneral Fund <br> Shandon Joint Unifled <br> San Luls Oblspo County <br>  Restricted (Resources 2000-9999) <br>  Revenue, Expendltures, and Chenges in Fund Balance |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resouree Codes | Objact <br> Codas | Original Budgat <br> (A) | Board Approved Operating Budget (B) | Actuals To Date <br> (C) | Proleoted Year Totals <br> (D) | Differenco (Col日\& D) (E) | \% Diff (E/B) (F) |
| INTERFUND TRANSFERS <br> INTERFUND TRANSFERS IN |  |  |  |  |  |  |  |  |
| From: Special Reserve Fund |  | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From: Bond Interest and Redemptlon Fund |  | 8914 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Other Authorized Interfund Transfers in |  | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |  |  |  |
| To: Child Development Fund |  | 7611 | 0.00 | 0.00 | 0.00 | 0:00 | 0.00 | 0.0\% |
| To: Special Regerve Fund |  | 7612 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: State School Builling Fund/ County School Facilitles Fund |  | 7613 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: Catelerla Fund |  | 7616 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Authorizad Interfund Transfers Out |  | 7819 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCESIUSES |  |  |  |  |  |  |  |  |
| SOURCES |  |  |  |  |  |  |  |  |
| Stato Apportionments |  |  |  |  |  |  |  |  |
| Proceeds |  |  |  |  |  |  |  |  |
| Proceeds from Sate/LeasePurchase of Land/Guildings |  | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Sources |  |  |  |  |  |  |  |  |
| Translers from Funds of Lapsed/Raorganized LEAs |  | 8865 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds Proceed from Cerlificates of Participailon |  | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceede from Capltal Leases |  | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceede from Lease Revenue Bonds |  | 8973 | 0.00 | 0.00 | 0.00 | 0:00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0:00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 454,499.00 | 454,499.00 | 0.00 | 502,093.00 | 47,594,00 | 10.5\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIEUTIONS |  |  | 454,499.00 | 454,498:00 | 0.00 | 502,093.00 | 47.594:00 | 10.5\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 454,409,00 | 484,499.00 | 0.00 | 502,093.00 | (47,594,00) | 10.5\% |


| Shandon Jolnt Unified San Luls Obispo County | AVERAGE D | DAILY ATTENDA | NCE |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form Al } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Descriptlon | ESTIMATED FUNDED ADA Original Budget (A) | ESTIMATED <br> FUNDED ADA <br> Board Approved Operating Budget (B) | ESTIMATED P-2 REPORT ADA Projected Year Total (C) | ESTIMATED FUNDED ADA Projocted Year Totals <br> (D) $\qquad$ | DIFFERENGE (Col. D - B) (E) | PERCENTAGE DIFFERENCE (Col. E/B) $(\mathrm{F})$ |
| A. DISTRICT |  |  |  |  |  |  |
| 1. Total District Regular ADA |  |  |  |  |  |  |
| Includes Opportunity Classes, Home \& |  |  |  |  |  |  |
| Hospltal, Special Day Class, Contlnuation |  |  |  |  |  |  |
| Educatlon, Special Education NPS/LCI |  |  |  |  |  |  |
| and Extended Year, and Community Day |  |  |  |  |  |  |
| School (Includes Necessary Small School | 30171 | 301.71 | 282.80 | 302.81 | 1.10 | 0\% |
| 2. Total Basic Ald Cholce/Court Ordered |  |  |  |  |  |  |
| Voluntary Pupll Tranefer Regular ADA |  |  |  |  |  |  |
| Includes Opportunity Classes, Home \& |  |  |  |  |  |  |
| Hospital, Special Day Class, Continuation |  |  |  |  |  |  |
| Education, Speclal Education NPS/LCI |  |  |  |  |  |  |
| and Extended Year, and Community Day |  |  |  |  |  |  |
| School (ADA not included In LIne A1 above) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| Includes Opportunity Classes, Home \& |  |  |  |  |  |  |
| Hospital, Speclal Day Class, Continuation |  |  |  |  |  |  |
| Education, Special Education NPS/LCI |  |  |  |  |  |  |
| and Extended Year, and Community Day |  |  |  |  |  |  |
| School (ADA not included in Line A1 above) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| 4. Total, Dlatrict Regular ADA |  |  |  |  |  |  |
| 6. Distrlct Funded County Program ADA |  |  |  |  |  |  |
| a. County Community Schools | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| b. Special Education-Special Day Class | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| c. Speclal Education-NPS/LCI | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| d. Speclal Education Extended Year | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| e. Other County Operated Programs: Opportunlty Schools and Full Day Opportunity Classes, Speciallzed Secondary Schools | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| f. County School Tuition Fund (Out of State Tultion) [EC 2000 and 46380] | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| g. Total, Dlstrict Funded County Program ADA (Sum of Lines A6a through A6f) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| 6. TOTAL DISTRICT ADA <br> (Sum of Line A4 and LIne A5g) | 301.71 | 301.71 | 282.80 | 302.81 | 1.10 | 0\% |
| 7. Adults In Correctional Facilitles | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| 8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA) |  |  |  |  |  |  |




| Shandon Joint Unified San Luls Obispo County | 2018-19 First Interim General Fund Multiyear Projections Unrestricled |  |  | 40688330000000 Form MYP |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Objec Codes | Projected Year Tolals (Fomill O11) $\qquad$ (A) | $\%$ Cliange (Cols. C-A/A) (B) | 2019-20 <br> Projection $\qquad$ (C) | \% Change (Cols. E-C/C) (D) | 2020-21 <br> Projection (E) |
| (Enter projections for subsequent yoars I and 2 in Columns C and E ; current year - Column A - is extracted) <br> A. REVENUES AND OTHER FINANCING SOURCES |  |  |  |  |  |  |
| 2. Federal Revenues | 8100-8299 | 0.00 | 0.00\% | 0.00 | 0,00\% | 0.00 |
| 3. Other State Revenues | 8300-8599 | 115,828,00 | -50.51\% | 57.323.00 | -1.74\% | 56,323,00 |
| 4. Other Local Revenues | 8600-8799 | 64,794,00 | -25.92\% | 48,000.00 | 0.00\% | 48,000.00 |
| 5. Other Financing Sources a. Transfers In | 8900-8929 | 0.00 | 0.00\% | 0,00 | 0.00\% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| c. Contributions | 8980-8999 | $(502,093.00)$ | 19.06\% | (597,788.00) | 6.32\% | (635,588, 00) |
| 6. Total (Sum lines A1 thru A5c) |  | 3,494,865,00 | -7.24\% | 3,241,901.00 | 0.45\% | 3,256,352.00 |
|  |  |  |  |  |  |  |
| I. Celtificated Salarias |  |  |  |  |  |  |
| b. Slep \& Columin Adjusuneıt |  |  |  | 22,900.00 |  | 23,183.00 |
| c. Cost-of-Living Adjustment |  |  |  |  |  |  |
| d. Other Adjustineills |  |  |  |  |  |  |
| e. Toral Certifícated Salaries (Suml lines B/a thald) | 1000-1999 | 1,480,873,00 | 1.55\% | 1,503,773,00 | 1.54\% | 1,526,956.00 |
| 2. Classified Salaries |  |  |  |  |  |  |
| a. Base Salaries |  |  |  | 611,535.00 |  | 609,183,00 |
| b. Step \& Columiu Adjustment |  |  |  | (2,352.00) |  | 18,482.00 |
| c. Costoof-Living Adjustnent |  |  |  |  |  |  |
| d. Other Adjustunerts |  |  |  |  |  |  |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 611,535.00 | -0.38\% | 609,183.00 | 3.03\% | 627,665.00 |
| 3. Employee Benefits | 3000-3999 | 822,819,00 | .0.01\% | 822,750.00 | 5.39\% | 867,082.00 |
| 4. Books and Supplies | 4000-4999 | 218,185,00 | -17.19\% | 180,685:00 | 0.00\% | 180,685.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 443,022.00 | 1.58\% | 450,000.00 | 3,33\% | 465,000 00 |
| 6. Capital Oullay | 6000-6999 | $10,000.00$ | -100.00\% | 0.00 | 0.00\% | 0.00 |
| 7. Other Outgo (excluding Tiznsfers of lindirect Costs) | 7100-7299, 7400-7494 | 0.00 | 0,00\% |  | 0,00\% |  |
| 8. Other Oulgo - Transfers of lndirect Costs | 7300-7399 | (23,286.00) | 5.64\% | (24,600,00) | -2.44\% | (24,000.00) |
| 9. Other Financing Uses |  |  |  |  | 0,00\% | 0.00 |
| b. Other Uses | $7630-7699$ | 0.00 | 0.00\% |  | 0.00\% |  |
| 10. Other Adjustments (Explain in Section F below) |  |  |  |  |  | $(287,000,00)$ |
| 11. Total (Sun lines BI Uru BIO) |  | 3,646, 187,00 | -286\% | 3,541,791.00 | -5.23\% | 3,356,388,00 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE <br> (l.ine A6 minus line BI!) |  | (151,322.00) |  | (299,890.00) |  | (100,036,00) |
| D. FUND BALANCE |  |  |  |  |  |  |
| 1. Net Begioning Fund Balance (Form 01t, line Fle) |  | 785,561,63 |  | 634,239,63 |  | 334,349,63 |
| 2. Ending Fund Balnuce (Sum lines $C$ and DI) |  | 634,239.63 |  | 334,349.63 |  | 234,313.63 |
| 3. Components of Ending Fund Balance (Fonm O11) |  | 1,500,00 |  | 1,500.00 |  | 1,500.00 |
| b. Restricled | 9740 |  |  |  |  |  |
| c. Commilled |  |  |  |  |  |  |
| 1. Siabilization Aıtangements | 9750 | 0.00 |  |  |  |  |
| 2. Other Cormmitenents | 9760 | 0,00 | , |  |  |  |
| d. Assigned | 9780 | 100,000,00 |  | 92,495.63 |  |  |
| 8, Unassigned/Unappropriated |  |  |  |  |  |  |
| 1. Reserve for Ecomomic Uncertainties | 9789 | 236,020.00 |  | 238,213.00 |  | 230,334,00 |
| 2. Unassigned/Unapproprianed | 9790 | 296,719.63 |  | 2,141,00 |  | 2.479,63 |
| f. Total Components of Ending Fund Balance <br> (Line D3f inust guree with live D2) |  | 6,34,239,63 |  | 334,349,63 |  | 234,313,63 |


| Degoription | Object <br> Codos | $\begin{gathered} \text { Projected Year } \\ \text { Totals } \\ \text { (Form 011) } \\ \text { (A) } \\ \hline \end{gathered}$ | $\%$ Change (Cols, C-A/A) (B) | 2019-20 Projection (C) | \% Change (Cols, E-C/C) (D) | 2020-21 <br> Projection <br> (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. AVAILABLE RESERVES |  |  |  |  |  |  |
| I. General Fund |  |  |  |  |  |  |
| a. Stabilization Arrangements | 9750 | 0.00 |  | 0.00 |  | 0.00 |
| b. Roserve for Economic Uncertainties | 9789 | 236,020,00 |  | 238,213.00 |  | $230,334.00$ |
| c. Unassigned/Unsppropriated | 9790 | 296,719.63 |  | 2,141.00 |  | 2,479.63 |
| (Enter other reserve projections in Columns $C$ and $E$ for subsequent years I and 2 ; current year - Column $\mathbf{A}$ - is exiracted) |  |  |  |  |  |  |
| 2. Special Reaerve Fund - Noncapital Outlay (Fund | 9750 | 000 |  |  |  |  |
| a. Stabilization Arrangements |  |  |  |  |  |  |
| b. Reserve for Economic Uncertainties | 9789 | 0.00 |  |  |  |  |
| c. Unassigned/Unappropriated | 9790 | 0.00 |  |  |  |  |
| 3. Tous Available Reserves (Sum lines Ela thru E2c) |  | 532,739.63 |  | 240,354.00 |  | 232,813.63 |

F. ASSUMPTIONS

Please provide below or on a separato aftachment, the assumptions used to detennine the projections for the first and
second subsequent fiscal years. Further, ploase include an explanation for my significant oxpenditure adjustments projected in lines B1d, B2d, and B10. For additional information, pleaso refor to the Budget Assumptions section of the SACS Financial Reporting Sottware User Guide.

The district will need to make a decrease in oxpenditures by $20 / 21$ of $\$ 287,000$ order to make the minimjum $5 \%$ resorve.

First Interim

| CRITERIA AND STANDARDS (continued) |  |  | Met | Not Met |
| :---: | :---: | :---: | :---: | :---: |
| 2 | Enrollment | Projected enroliment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption. |  | X |
| 3 | ADA to Enrollment | Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios. | X |  |
| 4 | Local Control Funding Formula (LCFF) Revenue | Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption. |  | X |
| 5 | Salaries and Benefits | Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years. |  | X |
| 6 a | Other Revenues | Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption. | X |  |
| 6b | Other Expenditures | Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption. |  | X |
| 7 | Ongoing and Major Maintenance Account | If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account). | n/a |  |
| 8 | Deficit Spending | Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years. |  | X |
| 9 a | Fund Balance | Projected general fund balance will be positive at the end of the current and two subsequent fiscal years. | X |  |
| 9b | Cash Balance | Projected general fund cash balance will be positive at the end of the current fiscal year. | X |  |
| 10 | Reserves | Available, reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years. | X |  |


| SUPPLEMENTAL INFORMATION |  |  | No Yes |  |
| :---: | :---: | :---: | :---: | :---: |
| S1 | Contingent Liabilities | Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget? | X |  |
| S2 | Using One-time Revenues to Fund Ongoing Expenditures | Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent? | X |  |
| S3 | Temporary Interfund Borrowings | Are there projected temporary borrowings between funds? | X |  |
| S4 | Contingent Revenues | Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | X |  |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than $\$ 20,000$ and more than $5 \%$ for any of the current or two subsequent fiscal years? |  | X |


| SUPPLEMENTAL INFORMATION (continued) |  |  | No Yes |  |
| :---: | :---: | :---: | :---: | :---: |
| S6 | Long-term Commitments | Does the district have long-term (multiyear) commitments or debt agreements? <br> - If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2017-18) annual payment? <br> - If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources? | X |  |
|  |  |  | n/a | X |
|  |  |  | n/a |  |
| S7a | Postemployment Benefits Other than Pensions | Does the district provide postemployment benefits other than pensions (OPEB)? <br> - If yes, have there been changes since budget adoption in OPEB liabilities? | X |  |
|  |  |  | n/a |  |
| S7b | Other Self-insurance Benefits | Does the district operate any self-insurance programs (e.g., workers' compensation)? <br> - If yes, have there been changes since budget adoption in selfinsurance liabilities? |  | X |
|  |  |  | X |  |
| S8 | Status of Labor Agreements | As of first interim projections, are salary and benefit negotiations still unsettled for: <br> - Certificated? (Section S8A, Line 1b) <br> - Classified? (Section S8B, Line 1b) <br> - Management/supervisor/confidential? (Section S8C, Line 1b) |  | $x$ |
|  |  |  |  | X |
|  |  |  |  | X |
| S8 | Labor Agreement Budget Revisions | For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: <br> - Certificated? (Section S8A, Line 3) <br> - Classified? (Section S8B, Line 3) |  |  |
|  |  |  | n/a |  |
|  |  |  | n/a |  |
| S9 | Status of Other Funds | Are any funds other than' the general fund projected to have a negative fund balance at the end of the current fiscal year? | X |  |


| ADDITIONAL FISCAL INDICATORS |  |  | No Yes |  |
| :---: | :---: | :---: | :---: | :---: |
| A1 | Negative Cash Flow | Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? | X |  |
| A2 | Independent Position Control | Is personnel position control independent from the payroll system? |  | X |
| A3 | Declining Enrollment | Is enroliment decreasing in both the prior and current fiscal years? |  | X |
| A4 | New Charter Schools Impacting District Enrollment | Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year? | X |  |
| A5 | Salary Increases Exceed COLA | Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | X |  |
| A6 | Uncapped Health Benefits | Does the district provide uncapped (100\% employer paid) health benefits for current or retired employees? | X |  |
| A7 | Independent Financial System | Is the district's financial system independent from the county office system? | X |  |
| A8 | Fiscal Distress Reports | Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a). | X |  |
| A9 | Change of CBO or Superintendent | Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months? |  | X |


| Shandon Joint Unilied San Luls Obispo County | 2018-19 First InterimGeneral FundSummary - Unrestricted/RestrictedRevenues, Expenditures, and Changes in Fund Balance |  |  |  | 40688330000000Form 011 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved OperatIng Budget (B) | Actuals To Date <br> (C) | Projected Year Totals <br> (D) | Difference (Col B \& D) (E) | \% Diff (팁) (F) |
| A. Revenues |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 3,951,120,00 | 3,951,120,00 | 1,571,250.99 | 3,913,603,00 | (37.517.00) | -0.9\% |
| 2) Federal Revenue | 8100-8299 | 167.937.00 | 167,937.00 | 22,564.00 | 172,455.00 | 4,518.00 | 2.7\% |
| 3) Othar State Revenue | 8300-8599 | 317,062,00 | 317,002.00 | 43,208.39 | 309,673.00 | (7,388.00) | -2.3\% |
| 4) Other Local Revenue | 8600-8799 | 236,043.00 | 236,043,00 | 78,185.21 | 271,427.00 | 35,384.00 | 15.0\% |
| 5) TOTAL, REVENUES |  | 4,672,162.00 | 4,672,162,00 | 1,715,208.59 | 4,687,158,00 |  |  |
| B. EXPENDITURES |  |  |  |  |  |  |  |
| 1) Certificated Salaries | 1000-1999 | 1.731,860,00 | 1.731,860.00 | 565,510.95 | 1,742,934.00 | (11,074,00) | -0.6\% |
| 2) Classifled Salarles | 2000-2999 | 788,683.00 | 788,683.00 | 273,313.22 | 778,158,00 | 10,525.00 | 1.3\% |
| 3) Employee Benefits | 3000-3999 | 1,135,497.00 | 1.135,497,00 | 307,291.84 | 1,099,121,00 | 36.376.00 | 3.2\% |
| 4) Books and Supplles | 4000-4999 | 255,280.00 | 255,280.00 | 114,638.04 | 320,781.00 | (65,501.00) | -25.7\% |
| 5) Services and Other Operating Expendliures | 5000-5989 | 583,282.00 | 583,282.00 | 219,285,23 | 639,701.00 | (56,419,00) | -9.7\% |
| 6) Capital Oullay | 6000-6899 | 10,000.00 | 10,000.00 | 0.00 | 10,000.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transiers of Indirect Costs) | $\begin{array}{r} 7100-7299 \\ 7400-7499 \end{array}$ | 194,701.00 | 194,701.00 | (11,818,87) | 181,806.00 | 12,896.00 | 6.6\% |
| 8) Other Outgo - Transfers of Indirect Casts | 7300-7399 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  | 4,699,303,00 | 4,699,303,00 | 1.468,220.41 | 4,772,500.00 |  |  |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER |  |  |  |  |  |  |  |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |  |  |
| 1) Interfund Transfers <br> a) Transfers In | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 12,483.00 | 12,183,00 | 856.21 | 83,039.00 | (70,856,00) | -581.6\% |
| 2) Other Sources/Uses <br> a) Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions | 8980-8999 | 0.00 | 0.00 | 0.00 | 0.00 | 0:00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  | (12,183.00) | (12.183.00) | (856.21) | (83,039.00) |  |  |


|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Oteorlpion Rotourco Cadea | Objoct Codes | Original Budget <br> (A) | Board Approved Oporating Budgot (B) | Actuals To Date <br> (C) | Projected Year Totais (D) | Differonce ( ColBs B) (E) | $\%$ Difr (E/B) (F) |
| E. NET INCREABE (DECREASE) IN FUND BALANCE $(C+D 4)$ |  | (30,324.00) | (39,324.00) | 246,131.97 | (188,389.00) |  |  |
| F. FUND BALANGE, REagRVE8 |  |  |  |  |  |  |  |
| 1) Beginning Fund Balance |  |  |  |  |  |  |  |
| b) Audit Adjustmente | 9783 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + Fib) |  | 825;125.18 | $825,125.16$ |  | 823, 126:10 |  |  |
| d) Other Restatemente | 9798 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| e) Adjuted Begining Balance (F10 + F1d) |  | 825,125.18 | 820, 126.40 |  | 20. $125 ; 16$ |  |  |
| 2) Ending Ealance, June 30 ( $E+F 10$ ) |  | 785,801.16 | 785:801:18 |  | e38;74ite |  |  |
| Componente of Ending Fund Balance <br> a) Nonapendable |  |  |  |  |  |  |  |
| Revoiving Cash | 9711 | 1,500,00 | 1,500.00 |  | 1,500:00 |  |  |
| Stores | 9712 | 0.00 | 0.00 |  | $0: 00$ |  |  |
| Prepald llems | 8713 | 0.00 | 0.00 |  | 0,00 |  |  |
| All Othery | 9718 | 0.00 | 0.00 |  | 0.00 |  |  |
| b) Reatricted | 9740 | 13,128.89 | 19,120:50 |  | 2.503.07 |  |  |
| c) Commiltad |  |  |  |  |  |  |  |
| Stabilizallon Arrangemente | 9750 | 0.00 | 0.00 |  | 0.00 |  |  |
| Other Commilumenla | 8780 | 0.00 | 0.00 |  | 0.00 |  |  |
| d) Asalgned |  |  |  |  |  |  |  |
| Other Asolgrmente | 9780 | 100,000,00 | 100,000.00 |  | 100;000.00 |  |  |
| e) Unasalgned/Unappropriated |  |  |  |  |  |  |  |
| Reeerve for Economio Uncerrtantiles | 0789 | 295,574.00 | 236,674,00 |  | 238,020:00 |  |  |
| Unamalgnad/Unapproprimad Amount | 9780 | 136,598.63 | 435,503:33 |  | 298,71900 |  |  |



[^10]| Descriptlon | Resource Codes | Object <br> Codes | Orlginal Budget <br> (A) | Board Approved Operating Budget <br>  | Actuals To Date (C) | Projected Year Totals <br> (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Titie III, Part A, Immigrant Education Program | 4201 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Title III, Part A, English Leamer Program | 4203 | 8290 | 14,006,00 | 14,006.00 | 3,715.00 | 14,858,00 | 852.00 | 6.1\% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Oiher NCLB / Every Student Succeeds Act | $\begin{gathered} 3020,3040,3041, \\ 3045,3060,3081, \\ 3110,3150,3155, \\ 3177,3180,3181, \\ 3185,4050,4123, \\ 4124,4126,4127, \\ 5510,5630 \end{gathered}$ | 8290 | 0.00 | 0.00 | 2,500.00 | 10,000.00 | 10,000.00 | New |
| Career and Technical Education | 3500-3599 | 8290 | 2,400,00 | 2,400,00 | 0.00 | 2,400.00 | 0.00 | 0.0\% |
| All Other Federal Revenue | All Other | 8290 | 25,372.00 | 26.372 .00 | 0.00 | 25,372.00 | 0.00 | $0.0 \%$ |
| TOTAL, FEDERAL REVENUE |  |  | 167,937.00 | 167,937.00 | 22,564.00 | 172,455.00 | 4,518.00 | 2.7\% |
| OTHER STATE REVENUE |  |  |  |  |  |  |  |  |
| Other Slate Apportionments |  |  |  |  |  |  |  |  |
| ROC/P Entitlement Prior Years | 6360 | 8319 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Special Education Master Plan Current Year | 6500 | 6311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Prior Years | 6500 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| All Other State Apportionments - Current Year | All Other | 0311 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| All Other State Apportionments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Child Nutrition Programs |  | 8520 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $0.0 \%$ |
| Mandated Cosis Reimbursements |  | 8550 | 172,534,00 | 112,534,00 | 0.00 | 67,354.00 | (45,180.00) | -40.1\% |
| Loltery - Unrestricted and Insiructional Materlt |  | 8560 | 58,401.00 | 58,401,00 | 8,024,48 | 66,425.00 | 0,024.00 | 13.7\% |
| Tax Rellef Subventions Resirlcted Levies - Other |  |  |  |  |  |  |  |  |
| Homaowners' Exampilons |  | 8575 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Subventions/In-Lieu Texes |  | 8576 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from State Sources |  | 8587 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Afler School Education and Safely (ASES) | 6010 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Charter School Facllity Grant | 6030 | 8590 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | 0.00 | 0.00 | 35,183,91 | 35,184.00 | 35,184.00 | Now |
| Drug/Alcohol/Tobacco Funds | 6650, 6690, 6695 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Callfornia Clean Energy Jobs Act | 6230 | 8590 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Speclallzed Secondery | 7370 | 8590 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| American Indlan Early Childhood Education | 7210 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Quality Education Investment Act | 7400 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Oiher State Revenue | All Other | 8590 | 146,127.00 | 146,127.00 | 0.00 | 140,710.00 | (5.417.00) | -37\% |
| TOTAL, OTHER STATE REVENUE |  |  | 317,062.00 | 317,062.00 | 43,208.39 | 309,673.00 | (7,389.00) | -23\% |

[^11]

[^12]Flle: fundi-a (Rev 06/07/2018)

|  2018-19 First Interim <br> Shandon Joint Unlfled General Fund <br> San Luis Obispo County Summary - Unrestricted/Restricted <br>  40688330000000 <br> Form 01 .  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget (A) | Board Approved Oparating Budgei (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| CERTIFICATED SALARIES |  |  |  |  |  |  |  |
| Certificated Teachers' Salaries | 1100 | 1,370,397.00 | 1,370,397,00 | 421,435. 15 | 1,367.687.00 | 2,710.00 | 0.2\% |
| Certificated Pupil Support Salaries | 1200 | 143,771.00 | 143,771.00 | 52.737.45 | 156,105.00 | (12,334,00) | -8.8\% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 217,692.00 | 217,692,00 | 91,338.35 | 218,142.00 | (1,450.00) | -0.7\% |
| Other Centificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| TOTAL, CERTIFICATED SALARIES |  | 1,731,860,00 | 1,731,880,00 | 565,510.95 | 1,742,934,00 | (11,074.00) | -0.6\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |
| Classified Instructional Salaries | 2100 | 235,070,00 | 235,070.00 | 71,354,61 | 218,676.00 | 18,394,00 | 70\% |
| Classified Support Salarles | 2200 | 349,180,00 | 349.190.00 | 124,090.40 | 339,080.00 | $10,110.00$ | 2.9\% |
| Classilied Supervisors' and Administrators' Salaries | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salarles | 2400 | 196,033.00 | 196.033.00 | 72,642.37 | 200,012,00 | (3,979,00) | -2.0\% |
| Other Classilled Salaries | 2900 | 8,390.00 | 8,390.00 | 5,225.84 | 20,390.00 | (12,000,00) | -143.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 788,683.00 | 788,683.00 | 273,313,22 | 778,150,00 | 10,525.00 | 1.3\% |
| EMPLOYEE 日ENEFITS |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 415,236.00 | 415,236,00 | 86,647,99 | 390,764.00 | 24.472.00 | 5.9\% |
| PERS | 3201-3202 | 145,658.00 | 145,658.00 | 51,070,35 | 153,001.00 | (7,343,00) | -5.0\% |
| OASDI/Medicare/Allernative | 3301-3302 | 88,335,00 | 88,335.00 | 28,978.01 | 89,162.00 | (827.00) | -0.9\% |
| Health and Welfare Benelits | 3401-3402 | 426,783.00 | 426,783.00 | 121.571.88 | 406,639.00 | 20,144.00 | 4.7\% |
| Unemployment Insurance | 3501-3502 | 1,261.00 | 1.261.00 | 833.66 | 1,680.00 | (419.00) | -33,2\% |
| Workers' Compensation | 3601-3602 | 58,224:00 | 58,224.00 | 18,189.95 | 57.875.00 | 349.00 | 0,6\% |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% $/=$ |
| OPEB, Actlve Employaes | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| Other Employea Benafits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  | 1,135,497.00 | 1,135,497.00 | 307,291.84 | 1,099,121.00 | 36,376,00 | 3.2\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials | 4100 | 53,936,00 | 53,936.00 | 29,105.62 | 69,620.00 | (15,684.00) | -29.1\% |
| Books and Other Reference Materials | 4200 | 0.00 | 0.00 | 77.00 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies | 4300 | 191,344.00 | 191,344.00 | 80,776.42 | 223,214.00 | $(31,870,00)$ | -16.7\% |
| Noncapltalized Equipment | 4400 | 10,000.00 | 10.000.00 | 4,679,00 | 27,947,00 | (17,947.00) | -179.5\% |
| Food | 4700 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 255.280 .00 | 255,280,00 | 114,638.04 | 320.781 .00 | (65,501.00) | -25.7\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subagreements for Services | 5100 | 85.455.00 | 85,455,00 | 662.50 | 85.455.00 | 0,00 | 0.0\% |
| Travel and Conferences | 5200 | 59.920.00 | 59,920,00 | 31,055.93 | 84.772 .00 | (24,852.00) | -41.5\% |
| Dues and Memberships | 5300 | 10,201.00 | 10,201.00 | 8.263 .96 | 10,201.00 | 000 | 00\% |
| Insurance | 5400-5450 | 38,047,00 | 38,047.00 | 34,019.19 | 34,019,00 | 4,028.00 | 10.6\% |
| Operations and Housekeeping Services | 5500 | 97,525,00 | 97.52500 | 46,974 21 | 102,227.00 | $(4,702.00)$ | -4.8\% |
| Rentais, Leases, Repalrs, and Noncapitalized Improvements | 5600 | 22,300.00 | 22.300 .00 | 3.845.00 | 21.309 .00 | 991.00 | 4.4\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Casts - Interfund | 5750 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 00\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 252,438.00 | 252.438.00 | 90,256,28 | 290,008.00 | (37,570,00) | -14.90\% |
| Communications | 5900 | 17.396.00 | 17,396.00 | 4.20816 | 11.710.00 | 5,686 00 | 32,7\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 583,282.00 | 583.28200 | 219,285 23 | 639,701,00 | (56.419 00) | -9.\%\% |



[^13]|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| INTERFUND TRANSFERS INTERFUND TRANSFERS IN |  |  |  |  |  |  |  |
| From: Speclal Reserve Fund | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From: Bond interest and Redemplion Fund | 8914 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Other Authorized Interfund Transfers in | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |  |  |
| To: Child Development Fund | 7611 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: Spectal Reserve Fund | 7612 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: State School Building Fund/ Counly School Facilitles Fund | 7613 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: Cafeterla Fund | 7616 | 12,183.00 | 12,183 00 | 856.21 | 13.039.00 | (856.00) | -7.0\% |
| Other Authorized Interfund Transfers Out | 7619 | 0.00 | 0.00 | 0.00 | 70,000,00 | (70,000,00) | New |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  | 12,183.00 | 12,183.00 | 856.21 | 83,039,00 | (70,856.00) | -581.6\% |
| OTHER SOURCES/USES |  |  |  |  |  |  |  |
| SOURCES |  |  |  |  |  |  |  |
| State Apportionments Emergency Apporilonments | 8931 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds |  |  |  |  |  |  |  |
| Proceeds from Sale/LeasePurchase of Land/Buildings | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Sources |  |  |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs | 8965 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds Proceeds from Cerlficates of Paricipation | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Capital Leases | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Lease Revenue Bonds | 8973 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |  |  |
| Transters of Funds from Lapsed/Reorganized LEAS | 7651 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other FInancing Uses | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |  |  |
| Contributions from Unrestricted Revenues | 8980 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Contributlons from Resitcied Reverues | 8990 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| (a) TOTAL, CONTRIBUTIONS |  | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+\theta)$ |  | (12,183.00) | (12,183.00) | (856.21) | (83,039 00) | 70,856.00 | 581.6\% |


|  2018-19 Firsi Interlm <br> General Fund <br> Shandon Jolnt Unified Unresitricted (Resources 0000-1999) <br> San Luis Obiapo Counly Revenues, Expendifures, and Changes in Fund Balance |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Deacription Repource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% DIft (E/日) (F) |
| A. REVENUES |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 3,853,853.00 | 3,853,853.00 | 1,571,250.99 | 3,816,336,00 | (37.517.00) | -1.0\% |
| 2) Federal Revenue | 8100-8299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue | 8300-8599 | 157,030.00 | 157,030.00 | 3,978,33 | 115,828.00 | (41,202,00) | -26.2\% |
| 4) Other Lacal Revenue | 8600-8799 | 38,726,00 | 38,728.00 | 22,352.32 | 64,794.00 | 26,068 00 | 67.3\% |
| 5) TOTAL, REVENUES |  | 4,049,609.00 | 4,049,609.00 | 1,597,581,64 | 3,996,958.00 |  |  |
| B. EXPENDITURES |  |  |  |  |  |  |  |
| 1) Certificated Saiarles | 1000-1999 | 1,462,022.00 | 1,462,022.00 | 482,261.26 | 1,480,873.00 | (18,851.00) | -1.3\% |
| 2) Classifled Salarles | 2000-2999 | 679,229.00 | 679,229.00 | 216,744,78 | $611,535.00$ | 67,694.00 | 10.0\% |
| 3) Employee Beneflts | 3000-3999 | 851,443.00 | 851,443,00 | 259,792.96 | 822,819.00 | 28,624.00 | 3.4\% |
| 4) Books and Suppliss | 4000-4999 | 217,484.00 | 217,484.00 | 58,432.04 | 218,885.00 | (701.00) | -0.3\% |
| 5) Services and Other Operating Expendilures | 5000-5999 | 404,748.00 | 404.748.00 | 164.294.35 | 443,022.00 | (38.274.00) | -9.5\% |
| 6) Capltal Outlay | 6000-6999 | 10,000.00 | 10,000.00 | 0.00 | 10,000.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of indirect Costs) | $\begin{aligned} & 7100.7299 \\ & 7400.7499 \end{aligned}$ | 0.00 | 0,00 | 0.00 | 0,00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs | 7300-7399 | (29,110.00) | (29,110.00) | 0.00 | (23,286.00) | ( $5,824,00$ ) | 20.0\% |
| 9) TOTAL, EXPENDITURES |  | 3,595,816.00 | 3,595,816.00 | 1,181,525,39 | 3,563,148,00 |  |  |
| C. EXGESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  | 453,793.00 | 453.793.00 | 416,056.25 | 433,810,00 |  |  |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |  |  |
| 1) Interfund Transfers <br> a) Transfers In | 8900-8929 | 0.00 | 0.00 | 0.00 | 0,00 | 0.00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 12,183,00 | 12,183.00 | 856.21 | 83,039,00 | (70,856.00) | -581.6\% |
| 2) Other Sources/Uses <br> a) Sources | 8930-8979 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| b) Uses | 7830.7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 3) Contribullons | 8980-8999 | (454,499.00) | (454,489.00) | 0.00 | (502,093.00) | (47,594.00) | 10.5\% |
| 4) TOTAL, OTHER FINANCING SOURGES/USES |  | (466,682.00) | (466.682.00) | (85621) | (585.132.00) |  |  |


|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Deationption Resource Codas | Objabit Codes | Original Budget <br> (A) | Board Approved Oparating Budget (B) | Actuals To Dato (C) | Projected Vear Totals <br> (D) | Difforenco (Col B \& D) (E) | \% Diff <br> (E/B) <br> (F) |
| E. NET INCREASE (DECREABE) IN PUND BALANCE ( $C$ + DA) |  | (12.889.00) | (12,888.00) | 412, 2000.04 | (1031,32.00) |  |  |
| F. FUND BALANGE, RESERVES |  |  |  |  |  |  |  |
| 1) Beginning Fund Balance a) As of July 1 - Unauditad | 9791 | 798,581:63: | 785,581: |  | 786; matios | 0.00 | 0.0\% |
| b) Audil Adjustments | 9793 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 786.681.63 |  |  |  |  |
| d) Other Restatements | 9795 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  | 785,691:089 | 708,501.83 |  | 785,88i:68 |  |  |
| 2) Ending Baiance, June 30 ( $E+F 18$ ) |  | \%76.672.63 | 772,672.63 |  | 634,239.63 |  |  |
| Components of Ending Fund Balance a) Nonspendable |  | 1,500.00 | 1,500.00 |  | 1,500.00 |  |  |
| Stores | 9712 | 0.00 | 0.00 |  | 0.00 |  |  |
| Prepaid Items | 9713 | 0.00 | 0.00 |  | 0.00 |  |  |
| All Others | 9719 | 0.00 | 0.00 |  | 0.00 |  |  |
| b) Restricted | 8740 | 0.00 | 0.00 |  | 0.00 |  |  |
| c) Commilted |  |  |  |  |  |  |  |
| Stabilization Arrangements | 9750 | 0.00 | 0.00 |  | 0.00 |  |  |
| Other Commiltments | 9760 | 0.00 | 0.00 |  | 0.00 |  |  |
| d) Asslgned |  |  |  |  |  |  |  |
| Other Asslgnments | 9780 | 100,000,00 | 100;000:00: |  | 100,000,00 |  |  |
| e) Unassigned/Unapproprlated |  |  |  |  |  |  |  |
| Reserve for Economic Unceritiontles | 9789 | 236,574:00 | 298, 6 T4.00 |  | 236,020.00 |  |  |
| Unasslgned/Unappropriated Amount | 9790 | 435,598.63 | 435,598.03 |  | 296,719.63 |  |  |


|  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dascriptlon Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved Operating Eudget (B) | Actuals To Date (C) | Projected Year Totals <br> (D) | Difference (Col B \& D) (E) | \% Diff (E/B) <br> (F) |
| LCFF SOURCES |  |  |  |  |  |  |  |
| Principal Apportionment |  |  |  |  |  |  |  |
| Education Protection Account State Ald - Current Year | 8012 | 118,584.00 | 118,584.00 | 72,987.00 | 124,142.00 | 5,558.00 | 4.7\% |
| State Ald - Prior Years | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Tax Relief Subventions |  |  |  |  |  |  |  |
| Timber Yliald Tax | 8022 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Subventiona/ln-Lieu Taxes | 8029 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| County \& District Taxes Secured Roll Taxes | 8041 | 1,723,611.00 | 1,723,611.00 | 430,229.40 | 1,690,623.00 | (32,988.00) | -1.9\% |
| Unsecured Roll Taxes | 8042 | 41,587.00 | 41,587.00 | 30,523.47 | 44,875.00 | 3,288.00 | 7.9\% |
| Prlor Years' Taxes | 8043 | 8,910.00 | B,910.00 | 124.42 | 7,499.00 | (1,411.00) | -15.8\% |
| Supplemental Taxes | 8044 | 39,922.00 | 39,922.00 | 15,049,08 | 81,792.00 | 21,870.00 | 54.8\% |
| Educaton Revenue Augmentalion Fund (ERAF) | 8045 | 160,812,00 | 160,812,00 | 0.00 | 161,357.00 | 545.00 | 0.3\% |
| Community Redevelopment Funds (SB 617/699/1992) | 8047 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Penaities and Interest from Dellnquent Taxes | 8048 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Miscellaneous Funds (EC 41604) | 8081 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other In-Lleu Taxes | 8082 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Less: Non-LCFF (50\%) Adjustment | 8089 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Subtotal, LCFF Sources |  | 3,853,853,00 | 3,853,853,00 | 1,571,250,99 | 3,816,336.00 | (37,517.00) | -1.0\% |
| LCFF Transfers |  |  |  |  |  |  |  |
| Unrestricted LCFF |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other LCFF <br> Transfers - Current Year <br> All Other | 8091 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfers to Charter Schools in Lleu of Properly Taxes | 8096 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Property Taxes Transfers | 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| LCFF/Revenue Limit Transfers - Prior Years | 8099 | 0.00 | 0.00 | 0.60 | 0.00 | 0.00 | 0.0\% |
| TOTAL, LCFF SOURCES |  | 3,853,853.00 | 3,853,853.00 | 1,571,250.99 | 3,816,330,00 | (37,517.00) | -1.0\% |
| FEDERAL REVENUE |  |  |  |  |  |  |  |
| Maintenance and Operations | 8110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Speclal Education Entitiement | 8181 | 0,00 | 0.00 | 0.00 | 0.00 |  |  |
| Special Educatlon Discretlonary Grants | 8182 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Child Nutrition Programs | 8220 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Donated Food Commoditles | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 4 |  |
| Forest Reserve Funds | 8260 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Flood Control Funds | 8270 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Wlidife Raserve Funds | 8280 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| FEMA | 8281 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Interagency Contracts Between LEAs | 8285 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from Federal Sources | 8287 | 000 | 0.00 | 0.00 | 0.00 |  |  |
| Title I, Part A, Basic 3010 | 8290 |  |  |  |  |  |  |
| Tille I, Part D, Local Deilnquent | 8290 |  |  |  |  |  |  |
| Titte II, Part A, Educator Qualily 4035 | 8290 |  |  | $\underline{-}$ |  | - |  |




[^14]SACS Financlal Reporting Software - 2018.2.0
Flle: fundl-e (Rey 04/13/2018)

|  2018-19 First Interim <br> Shandon Joint Uniflad <br> General Fund <br> San Luis Oblspo County <br>  Unrestricked (Resources <br>  Revenes-1999) |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference ( Col B 8 D ) (E) | \% Diff (EIB) (F) |
| Certificated Teachers' Salarles | 1100 | 1,173,111.00 | 1,173,111.00 | 364,364.90 | 1,179,953.00 | (6,842,00) | -0.8\% |
| Cerificated Pupll Support Salaries | 1200 | 71.219 .00 | 71,219.00 | 26,558,01 | 81,778.00 | $(10,559,00)$ | -14.8\% |
| Cerificaled Supervisors' and Adminlstrators' Salarles | 1300 | 217.692.00 | 217,692.00 | 91.338 .35 | 219,142.00 | (1,450.00) | -0.7\% |
| Other Cerrificated Salaries | 1900 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  | 1,462,022.00 | 1,462,022.00 | 482,261 26 | 1,480,873.00 | $(18,851.00)$ | -1.3\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |
| Classified Instructional Salaries | 2100 | 125,616.00 | 125,616.00 | 14,786.17 | 52,053.00 | 73,563.00 | 58.6\% |
| Classlfied Support Salaries | 2200 | 349,190.00 | 349,190,00 | 124,090.40 | 399,080.00 | 10,110.00 | 2.9\% |
| Classifiled Supervisors' and Administrators' Salarles | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salaries | 2400 | 195,033.00 | 198,033.00 | 72,642.37 | 200,012.00 | (3,979.00) | -2.0\% |
| Other Classifled Salaries | 2900 | 8,390.00 | 8,390.00 | 5,225.84 | 20,390,00 | (12,000.00) | -143.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 679,229.00 | 679,229.00 | 216,744.78 | 611,535.00 | 67,694.00 | 10.0\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 236,884.00 | 236,884,00 | 73,085,58 | 225.418.00 | 11,466.00 | 4.8\% |
| PERS | 3201-3202 | 123,108.00 | 123,108.00 | 40,912.32 | 120,981,00 | 2,127.00 | 1.7\% |
| OASDI/Medicare/Allernallve | 3301-3302 | 75,945.00 | 75,945.00 | 23,702.29 | 73,792.00 | 2,153.00 | 2.8\% |
| Health and Welfare Benefits | 3401-3402 | 365,501,00 | 385,501.00 | 106, 183,96 | 352,939.00 | 12,562.00 | 3.4\% |
| Unemployment Insurance | 3501-3502 | 1,061.00 | 1,061.00 | 767.86 | 1,480.00 | (419.00) | -39.5\% |
| Workers' Compensation | 3601-3602 | 48,944.00 | 48,944.00 | 15,140.95 | 48,209,00 | 735.00 | 1.5\% |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| OPEB, Actlve Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Employee Beneflits | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE GENEFITS |  | 851,443.00 | 851,443,00 | 259,792.96 | 822,819.00 | 28,624.00 | 3.4\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curicula Materlais | 4100 | 40,000,00 | 40,000.00 | 11,249.81 | 48,996.00 | (8,996.00) | -22.5\% |
| Boaks and Other Reference Materials | 4200 | 0.00 | 0.00 | 77.00 | 0.00 | 0.00 | 0.0\% |
| Materlals and Supplles | 4300 | 167.484.00 | 167,484.00 | 47.105.23 | 159,189.00 | 9,295.00 | 5.0\% |
| Noncapilallzed Equipment | 4400 | 10,000.00 | 10,000 00 | 0.00 | 10,000.00 | 0.00 | $0.0 \%$ |
| Food | 4700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 217.484 .00 | 217,484 00 | 58.43204 | 218,185.00 | (701.00) | -0.3\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subagreaments for Services | 5100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 21,72500 | 21,725.00 | 9,347 69 | 28,943.00 | (7,218.00) | -33.2\% |
| Dues and Memberships | 5300 | 10,201,00 | 10,201.00 | 8,263.96 | 10,201.00 | 0.00 | 0.0\% |
| insurance | 5400-6450 | 35,547,00 | 35.547.00 | 31,804. 19 | 31,804.00 | 3,743.00 | 10.5\% |
| Operatlons and Housekeaping Services | 5500 | 97,52500 | 97.525.00 | 46,974.21 | 102,227,00 | (4,702.00) | . $4.8 \%$ |
| Rentals, Leases, Rapairs, and Noncapitalized Improvements | 5600 | 22,300 00 | 22,300.00 | 3,845,00 | 21,309.00 | 991.00 | 4.4\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | (598.24) | (59800) | 598.00 | New |
| Transfers of Direct Costs - interiund | 5750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| Prolessional/Consuiting Services and Operating Expendliures | 5800 | 200,054.00 | 200,054,00 | 60,449,38 | 237.42600 | (37.372.00) | -187\% |
| Communicatlons | 5900 | 17.396.00 | 17,39600 | 4,208 16 | 11,710.00 | 5.686.00 | 327\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 404,748,00 | 404,748 00 | 164,294.35 | 443,022,00 | (38,274,00) | -9.5\% |



[^15]

Resiricied (Resources 2000-9999)

| Dascriptlon Resource Codes | Object Codes | Original Budget <br> (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col 日 \& D) <br> (E) | \% Diff (E/B) (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 97,287,00 | 97,267.00 | 0.00 | 97,287.00 | 0.00 | 0.0\% |
| 2) Federal Revenue | 8100-8299 | 167.937.00 | 167,937.00 | 22,564.00 | 172,455.00 | 4,518,00 | 2.7\% |
| 3) Other State Ravenue | $8300-8599$ | 160,032.00 | 160,032.00 | 39,230.06 | 193,845.00 | 33,813.00 | 21.1\% |
| 4) Othar Local Revenus | 8600-8790 | 197,317.00 | 197,317.00 | 55,832.89 | 206,633.00 | 9,316.00 | 4.7\% |
| 5) TOTAL, REVENUES |  | 622,559.00 | 622,553,00 | 117,626.95 | 670,200,00 |  |  |
| B. EXPENDITURES |  |  |  |  |  |  |  |
| 1) Certilicated Salarles | 1000-1999 | 269,838,00 | 269,838.00 | 83,249.69 | 262,081.00 | 7,777.00 | 2.9\% |
| 2) Classifled Salarles | 2000-2899 | 109,454.00 | 109,454.00 | 56,568.44 | 168,623.00 | $(57,169.00)$ | . $52.2 \%$ |
| 3) Employee Beneflls | 3000-3989 | 284,054.00 | 284,054,00 | 47,498.88 | 276,302.00 | 7.752 .00 | 2.7\% |
| 4) Books and Supplies | 4000-4999 | 37,796.00 | 37,796.00 | 56.206.00 | 102,596.00 | (64,800.00) | -171.4\% |
| 5) Services and Other Operating Expenditures | 5000-5999 | 178,534.00 | 178,534,00 | 54,990.88 | 186,679.00 | $(18,145.00)$ | -10.2\% |
| 6) Capltal Outlay | 6000-6999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 7) Other Oulgo (excluding Transfers of Indirect Costs) | $\begin{aligned} & 7100-7299 \\ & 7400-7499 \end{aligned}$ | 194,701.00 | 194,701.00 | (11,818.87) | 181,805:00 | 12,896.00 | 6.6\% |
| 8) Other Outgo - Transfers of Indirect Costs | 7300-7399 | 29,110.00 | 29,110,00 | 0.00 | 23,286.00 | 5,824.00 | 20.0\% |
| 9) TOTAL, EXPENDITURES |  | 1,103.487 00 | 1,103,487,00 | 286,695.02 | 1,209,352.00 |  |  |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  | (480,934,00) | (480,934.00) | (169,088.07) | (599, 152.00) |  |  |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |  |  |
| 1) Interfund Translers <br> a) Transfers in | 8900-6929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> a) Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Uses | 7630.7699 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| 3) Contributions | 8980-8999 | 454.499.00 | 454,499.00 | 0.00 | 502,093,00 | 47,594,00 | 10.5\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  | 454,499.00 | 454,499.00 | 0.00 | 502,093.00 |  |  |




[^16]| Shandon Joint Unilled 2018-19 First Interim <br> General Fund <br> San Luis Oblspo County $\quad$Restricted (Resources 2000 -9999) |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resource Codes | Objact Codes | Original Budgat <br> (A) | Board Approved Oparatling Budget ( ( $)$ | Actuals To Date (C) | Projectad Yoar Totals (D) | Difference (Col日\& D) (E) | \% Diff (E/B) (F) |
| Tillie ili, Part A, Immarant Education Program | 4201 | 8290 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Tille Ill, Part $A$, English Leamer Program | 4203 | 8200 | 14,006.00 | 14,006.00 | 3,715.00 | 14,858.00 | 852.00 | 6.1\% |
| Publk Charter Schoola Grant Program (PGSGP) | 4610 | 8200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other NCLB / Every Sludem Succeeds Act | 3020, 3040, 3041, 3045, 3060, 3081, 3110, 3150, 3155, $3177,3180,3181$, $3185,4050,4123$, 4124, 4128, 4127. 5510, 5630 | 8280 | 0.00 | 0.00 | 2,500,00 | 10,000.00 | 10,000.00 | New |
| Career and Techrical Education | 3500-3599 | 8290 | 2,400.00 | 2,400.00 | 0.00 | 2,400.00 | 0.00 | 0.0\% |
| All Other Federal Revenue | All Other | 8290 | 25,372,00 | 25,372,00 | 0.00 | 25,372.00 | 0.00 | 0.0\% |
| TOTAL, FEDERAL REVENUE |  |  | 167,937.00 | 167,03700 | 22,664.00 | 172,465.00 | 4,518.00 | 27\% |
| OTHER STATE REVENUE |  |  |  |  |  |  |  |  |
| Other State Apparlionments |  |  |  |  |  |  |  |  |
| ROCIP Enttlemant Pror Years | 6360 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Spaclal Education Master Plan Current Year | 8500 | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Prior Years | 8500 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Stale Apportlonmenta - Curient Year | All Other | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other State Apportlonments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Chlla Nuutitlon Programs |  | 8520 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,0\% |
| Mandaled Costs Relmbursements |  | 8550 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Lottery - Unrestricted and Insinuctlonal Materlt |  | 8560 | 13,905.00 | 13,905.00 | 4,046.15 | 17,951.00 | 4,046,00 | 29.1\% |
| Tex Rellel Subventions <br> Restricled Lavies - Other |  |  |  |  |  |  |  |  |
| Homeowners' Exemplions |  | 8575 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Subventiona/ln-Lieu Taxas |  | 8576 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from Stale Sources |  | 8587 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Aftar School Education and Saloly (ASES) | 6010 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Charter School Facilly Gramt | 6030 | 8580 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Career Technical Educatlon Incentive Grant Program | 6387 | 8550 | 0.00 | 0.00 | 35.183.91 | 35,184,00 | 35,184.00 | New |
| Drug/Alcohoirtobacco Funds | 8860,6890,6895 | 8580 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| Calliornis Clean Energy Jobs Act | 6230 | 8590 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Spealalizad Secondary | 7370 | 8690 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| American Indian Early Childhood Education | 7210 | 8580 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Qualliy Educallon Invesiment Act | 7400 | 8580 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| AH Other Siate Reverue | All Other | 8690 | 146,127,00 | 146,127,00 | 0.00 | 140,710.00 | $(5,417,00)$ | -3.7\% |
| TOTAL, OTHER STATE REVENUE |  |  | 160,032.00 | 160,03200 | $39,230,06$ | 193,845.00 | 33,813,00 | $21 \%$ |



[^17]|  2018-19 First Interim <br> Shandon Joint Unifled <br> San Luls Oblspo County <br>  Gestricted (Resources $2000-9999$ ) <br>  Revenue, Expendlures, and Changes in Fund Balance |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codas | Object Codes | Original Budget <br> (A) | Board Approved Oparating Budget (B) | Actuals To Date (C) | Projected Year Totals <br> (D) | Difference (Col E \& D) (E) | \% Diff (E/B) (F) |
| CERTIFICATED SALARIES |  |  |  |  |  |  |  |
| Cerificated Teachers' Salaries | 1100 | 197,286.00 | 197,286.00 | 57,070 25 | 187,734,00 | 9,552.00 | 4.8\% |
| Cerificated Pupll Support Salaries | 1200 | 72,552.00 | 72,552.00 | 26,179.44 | 74,327.00 | (1,775.00) | -2.4\% |
| Certiflcated Supervisors' and Adminlstrators' Salaries | 1300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  | 269,838.00 | 269,838.00 | 83,249,69 | 262,061.00 | 7.777 .00 | 2.9\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |
| Classlfied Instructional Salaries | 2100 | 109,454.00 | 109,454.00 | 56,568.44 | 166,623,00 | (57, 169.00) | -52.2\% |
| Classified Support Salarles | 2200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Classified Supervisors' and Administrators' Salarias | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Offlce Salaries | 2400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Classified Salarles | 2900 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 109,454.00 | 109,454,00 | 56,568.44 | 166.623.00 | (57,169.00) | - $52.2 \%$ |
| EMPLOYEE EENEFITS |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 178,352.00 | 178,352.00 | 13,562.41 | 165.346.00 | 13,006,00 | 7.3\% |
| PERS | 3201-3202 | 22,550.00 | 22,550,00 | 10,158.03 | 32,020.00 | (9,470,00) | -42.0\% |
| OASDI/Medicare/Allernative | 3301-3302 | 12,390.00 | 12,390.00 | 5,275.72 | 15,370.00 | $(2,980.00)$ | -24.1\% |
| Health and Welfare Benefits | 3401-3402 | 61,282.00 | 61,282.00 | 15,387.92 | 53,700,00 | 7,582.00 | 12.4\% |
| Unemployment Insurance | 3501-3502 | 200.00 | 200.00 | 65.80 | 200:00 | 0.00 | 0.0\% |
| Workers' Compensation | 3601-3602 | 9,28000 | 9,280.00 | 3,049.00 | 9,666.00 | (386.00) | -4.2\% |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| Other Employee Benelits | 3901-3802 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  | 284,054.00 | 284,054.00 | 47,498.88 | 276,302,00 | 7,752,00 | 2.7\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials | 4100 | 13,936,00 | 13.936,00 | 17,855.81 | 20,624.00 | (6,888.00) | -48.0\% |
| Boaks and Other Reference Materlals | 4200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies | 4300 | 23,860.00 | 23,860,00 | 33,671.19 | 64,025,00 | (40,185,00) | -168.3\% |
| Noncapitalized Equipment | 4400 | 0.00 | 0.00 | 4,679.00 | 17,947.00 | (17,947,00) | New |
| Food | 4700 | 0,00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 37,796.00 | 37.796.00 | 56,208,00 | 102,596.00 | (64,800.00) | -171.4\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subagreements for Services | 5100 | 85,455,00 | 85,455 00 | 662.50 | 85,455.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 38,195.00 | 38,195.00 | 21,708.24 | 55,829,00 | (17,634.00) | -46.2\% |
| Dues and Mambarships | 5300 | 000 | 000 | 000 | 0.00 | 0.00 | 0.0\% |
| Insurance | 5400-5450 | 2,500 00 | 2.50000 | 2,21500 | 2.215,00 | 285.00 | 11.4\% |
| Operations and Housekeeping Services | 5500 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 598.24 | 598.00 | (598.00) | New |
| Transfars of Direct Costs - Interfund | 5750 | 0.00 | 000 | 000 | 0.00 | 000 | 00\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 52.384.00 | 52,38400 | 29,806.90 | 52,582.00 | (198.00) | -0.4\% |
| Communications | 5900 | 0,00 | 0.00 | 0.00 | 000 | 0.00 | 0.08 |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 178.534.00 | 178.53400 | 54,990 88 | 198,679.00 | (18,145.00) | $-10.2 \%$ |


|  2018-19 First interim <br> General Fund <br> Shandon Joint Unifled <br> San Luls Obispo County Restricied (Resources 2000-9999) <br>  Revenue, Expenditures, and Changes in Fund Balance |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codas | Object Codes | Original Eudget (A) | Board Approved Operatling Eudget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff (E/B) (F) |
| CAPITAL OUTLAY |  |  |  |  |  |  |  |
| Land | 6100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Land Improvements | 6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Bulldings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Books and Medla for New School Libraries or Major Expansion of School Librarias | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CAPITAL OUTLAY |  | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) |  |  |  |  |  |  |  |
| Tuition |  |  |  |  |  |  |  |
| Tuition for Instruction Under Interdistrict |  |  |  |  |  |  |  |
| Stata Speclal Schools | 7130 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Tuitlon, Excess Costs, and/or Deficlt Payments Payments to Districts or Charter Schools | 7141 | 81,010.00 | 81,010,00 | (12,588.87) | 70,023,00 | 10,987.00 | 13.6\% |
| Payments to County Offices | 7142 | 113,691.00 | 113,691,00 | 770.00 | 111,782.00 | 1,909.00 | 1.7\% |
| Payments to JPAs | 7143 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transfars of Pass-Through Revenues To Districts or Charter Schools | 7211 | 0.00 | 000 | 0,00 | 0.00 | 0.00 | 0.0\% |
| To County Offices | 7212 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To JPAs | 7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Special Education SELPA Transfars of Apportlonments |  |  |  |  |  |  |  |
| To Districis or Charter Schools 6500 | 7221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| To County Offices 6500 | 7222 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| To JPAs 6500 | 7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| ROC/P Transfers of Apportlonments <br> To Districts or Charler Schools | 7221 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To County Offices 6360 | 7222 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| To JPAs 6360 | 7223 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| Other Transfers of Apportionments All Other | 7221-7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Transfers | 7281-7283 | 0.00 | 0.00 | 0,00 | 0.00 | 0.00 | 0.0\% |
| All Other Transfers Oul to All Others | 7299 | 0.00 | 000 | 000 | 0.00 | 0.00 | 0.0\% |
| Debt Service Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Olher Debt Service - Princlpal | 7439 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | 194,701.00 | 194,701.00 | (11,818.87) | 181,805.00 | 12,896.00 | 6.6\% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  |  |  |  |  |  |  |
| Transfers of Indirect Costs | 7310 | 29,110.00 | 29,110,00 | 0.00 | 23,286.00 | 5,824.00 | 20.0\% |
| Transfers of Indirect Costs - Interfund | 7350 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  | 29,110,00 | 29,110,00 | 0.00 | 23,286.00 | 5,024,00 | 20.0\% |
| TOTAL, EXPENDITURES |  | 1,103,48700 | 1,103,487.00 | 286,695 02 | 1,209,35200 | (105.865.00) | -9.6\% |


|  2018-19 First Interim <br> Seneral Fund <br> Shandon Joint Unifled <br> San Luls Oblspo County <br>  Restricted (Resources 2000-9999) <br>  Revenue, Expendltures, and Chenges in Fund Balance |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resouree Codes | Objact <br> Codas | Original Budgat <br> (A) | Board Approved Operating Budget (B) | Actuals To Date <br> (C) | Proleoted Year Totals <br> (D) | Differenco (Col日\& D) (E) | \% Diff (E/B) (F) |
| INTERFUND TRANSFERS <br> INTERFUND TRANSFERS IN |  |  |  |  |  |  |  |  |
| From: Special Reserve Fund |  | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From: Bond Interest and Redemptlon Fund |  | 8914 | 0.00 | 0.00 | 0.00 | 0.00 |  |  |
| Other Authorized Interfund Transfers in |  | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |  |  |  |
| To: Child Development Fund |  | 7611 | 0.00 | 0.00 | 0.00 | 0:00 | 0.00 | 0.0\% |
| To: Special Regerve Fund |  | 7612 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: State School Builling Fund/ County School Facilitles Fund |  | 7613 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| To: Catelerla Fund |  | 7616 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Authorizad Interfund Transfers Out |  | 7819 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCESIUSES |  |  |  |  |  |  |  |  |
| SOURCES |  |  |  |  |  |  |  |  |
| Stato Apportionments |  |  |  |  |  |  |  |  |
| Proceeds |  |  |  |  |  |  |  |  |
| Proceeds from Sate/LeasePurchase of Land/Guildings |  | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Sources |  |  |  |  |  |  |  |  |
| Translers from Funds of Lapsed/Raorganized LEAs |  | 8865 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds Proceed from Cerlificates of Participailon |  | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceede from Capltal Leases |  | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceede from Lease Revenue Bonds |  | 8973 | 0.00 | 0.00 | 0.00 | 0:00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0:00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 454,499.00 | 454,499.00 | 0.00 | 502,093.00 | 47,594,00 | 10.5\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIEUTIONS |  |  | 454,499.00 | 454,498:00 | 0.00 | 502,093.00 | 47.594:00 | 10.5\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 454,409,00 | 484,499.00 | 0.00 | 502,093.00 | (47,594,00) | 10.5\% |


| Shandon Jolnt Unified San Luls Obispo County | AVERAGE D | DAILY ATTENDA | NCE |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form Al } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Descriptlon | ESTIMATED FUNDED ADA Original Budget (A) | ESTIMATED <br> FUNDED ADA <br> Board Approved Operating Budget (B) | ESTIMATED P-2 REPORT ADA Projected Year Total (C) | ESTIMATED FUNDED ADA Projocted Year Totals <br> (D) $\qquad$ | DIFFERENGE (Col. D - B) (E) | PERCENTAGE DIFFERENCE (Col. E/B) $(\mathrm{F})$ |
| A. DISTRICT |  |  |  |  |  |  |
| 1. Total District Regular ADA |  |  |  |  |  |  |
| Includes Opportunity Classes, Home \& |  |  |  |  |  |  |
| Hospltal, Special Day Class, Contlnuation |  |  |  |  |  |  |
| Educatlon, Special Education NPS/LCI |  |  |  |  |  |  |
| and Extended Year, and Community Day |  |  |  |  |  |  |
| School (Includes Necessary Small School | 30171 | 301.71 | 282.80 | 302.81 | 1.10 | 0\% |
| 2. Total Basic Ald Cholce/Court Ordered |  |  |  |  |  |  |
| Voluntary Pupll Tranefer Regular ADA |  |  |  |  |  |  |
| Includes Opportunity Classes, Home \& |  |  |  |  |  |  |
| Hospital, Special Day Class, Continuation |  |  |  |  |  |  |
| Education, Speclal Education NPS/LCI |  |  |  |  |  |  |
| and Extended Year, and Community Day |  |  |  |  |  |  |
| School (ADA not included In LIne A1 above) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| Includes Opportunity Classes, Home \& |  |  |  |  |  |  |
| Hospital, Speclal Day Class, Continuation |  |  |  |  |  |  |
| Education, Special Education NPS/LCI |  |  |  |  |  |  |
| and Extended Year, and Community Day |  |  |  |  |  |  |
| School (ADA not included in Line A1 above) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| 4. Total, Dlatrict Regular ADA |  |  |  |  |  |  |
| 6. Distrlct Funded County Program ADA |  |  |  |  |  |  |
| a. County Community Schools | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| b. Special Education-Special Day Class | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| c. Speclal Education-NPS/LCI | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| d. Speclal Education Extended Year | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| e. Other County Operated Programs: Opportunlty Schools and Full Day Opportunity Classes, Speciallzed Secondary Schools | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| f. County School Tuition Fund (Out of State Tultion) [EC 2000 and 46380] | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| g. Total, Dlstrict Funded County Program ADA (Sum of Lines A6a through A6f) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| 6. TOTAL DISTRICT ADA <br> (Sum of Line A4 and LIne A5g) | 301.71 | 301.71 | 282.80 | 302.81 | 1.10 | 0\% |
| 7. Adults In Correctional Facilitles | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0\% |
| 8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA) |  |  |  |  |  |  |




| Shandon Joint Unified San Luls Obispo County | 2018-19 First Interim General Fund Multiyear Projections Unrestricled |  |  | 40688330000000 Form MYP |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Objec Codes | Projected Year Tolals (Fomill O11) $\qquad$ (A) | $\%$ Cliange (Cols. C-A/A) (B) | 2019-20 <br> Projection $\qquad$ (C) | \% Change (Cols. E-C/C) (D) | 2020-21 <br> Projection (E) |
| (Enter projections for subsequent yoars I and 2 in Columns C and E ; current year - Column A - is extracted) <br> A. REVENUES AND OTHER FINANCING SOURCES |  |  |  |  |  |  |
| 2. Federal Revenues | 8100-8299 | 0.00 | 0.00\% | 0.00 | 0,00\% | 0.00 |
| 3. Other State Revenues | 8300-8599 | 115,828,00 | -50.51\% | 57.323.00 | -1.74\% | 56,323,00 |
| 4. Other Local Revenues | 8600-8799 | 64,794,00 | -25.92\% | 48,000.00 | 0.00\% | 48,000.00 |
| 5. Other Financing Sources a. Transfers In | 8900-8929 | 0.00 | 0.00\% | 0,00 | 0.00\% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| c. Contributions | 8980-8999 | $(502,093.00)$ | 19.06\% | (597,788.00) | 6.32\% | (635,588, 00) |
| 6. Total (Sum lines A1 thru A5c) |  | 3,494,865,00 | -7.24\% | 3,241,901.00 | 0.45\% | 3,256,352.00 |
|  |  |  |  |  |  |  |
| I. Celtificated Salarias |  |  |  |  |  |  |
| b. Slep \& Columin Adjusuneıt |  |  |  | 22,900.00 |  | 23,183.00 |
| c. Cost-of-Living Adjustment |  |  |  |  |  |  |
| d. Other Adjustineills |  |  |  |  |  |  |
| e. Toral Certifícated Salaries (Suml lines B/a thald) | 1000-1999 | 1,480,873,00 | 1.55\% | 1,503,773,00 | 1.54\% | 1,526,956.00 |
| 2. Classified Salaries |  |  |  |  |  |  |
| a. Base Salaries |  |  |  | 611,535.00 |  | 609,183,00 |
| b. Step \& Columiu Adjustment |  |  |  | (2,352.00) |  | 18,482.00 |
| c. Costoof-Living Adjustnent |  |  |  |  |  |  |
| d. Other Adjustunerts |  |  |  |  |  |  |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 611,535.00 | -0.38\% | 609,183.00 | 3.03\% | 627,665.00 |
| 3. Employee Benefits | 3000-3999 | 822,819,00 | .0.01\% | 822,750.00 | 5.39\% | 867,082.00 |
| 4. Books and Supplies | 4000-4999 | 218,185,00 | -17.19\% | 180,685:00 | 0.00\% | 180,685.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 443,022.00 | 1.58\% | 450,000.00 | 3,33\% | 465,000 00 |
| 6. Capital Oullay | 6000-6999 | $10,000.00$ | -100.00\% | 0.00 | 0.00\% | 0.00 |
| 7. Other Outgo (excluding Tiznsfers of lindirect Costs) | 7100-7299, 7400-7494 | 0.00 | 0,00\% |  | 0,00\% |  |
| 8. Other Oulgo - Transfers of lndirect Costs | 7300-7399 | (23,286.00) | 5.64\% | (24,600,00) | -2.44\% | (24,000.00) |
| 9. Other Financing Uses |  |  |  |  | 0,00\% | 0.00 |
| b. Other Uses | $7630-7699$ | 0.00 | 0.00\% |  | 0.00\% |  |
| 10. Other Adjustments (Explain in Section F below) |  |  |  |  |  | $(287,000,00)$ |
| 11. Total (Sun lines BI Uru BIO) |  | 3,646, 187,00 | -286\% | 3,541,791.00 | -5.23\% | 3,356,388,00 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE <br> (l.ine A6 minus line BI!) |  | (151,322.00) |  | (299,890.00) |  | (100,036,00) |
| D. FUND BALANCE |  |  |  |  |  |  |
| 1. Net Begioning Fund Balance (Form 01t, line Fle) |  | 785,561,63 |  | 634,239,63 |  | 334,349,63 |
| 2. Ending Fund Balnuce (Sum lines $C$ and DI) |  | 634,239.63 |  | 334,349.63 |  | 234,313.63 |
| 3. Components of Ending Fund Balance (Fonm O11) |  | 1,500,00 |  | 1,500.00 |  | 1,500.00 |
| b. Restricled | 9740 |  |  |  |  |  |
| c. Commilled |  |  |  |  |  |  |
| 1. Siabilization Aıtangements | 9750 | 0.00 |  |  |  |  |
| 2. Other Cormmitenents | 9760 | 0,00 | , |  |  |  |
| d. Assigned | 9780 | 100,000,00 |  | 92,495.63 |  |  |
| 8, Unassigned/Unappropriated |  |  |  |  |  |  |
| 1. Reserve for Ecomomic Uncertainties | 9789 | 236,020.00 |  | 238,213.00 |  | 230,334,00 |
| 2. Unassigned/Unapproprianed | 9790 | 296,719.63 |  | 2,141,00 |  | 2.479,63 |
| f. Total Components of Ending Fund Balance <br> (Line D3f inust guree with live D2) |  | 6,34,239,63 |  | 334,349,63 |  | 234,313,63 |


| Degoription | Object <br> Codos | $\begin{gathered} \text { Projected Year } \\ \text { Totals } \\ \text { (Form 011) } \\ \text { (A) } \\ \hline \end{gathered}$ | $\%$ Change (Cols, C-A/A) (B) | 2019-20 Projection (C) | \% Change (Cols, E-C/C) (D) | 2020-21 <br> Projection <br> (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. AVAILABLE RESERVES |  |  |  |  |  |  |
| I. General Fund |  |  |  |  |  |  |
| a. Stabilization Arrangements | 9750 | 0.00 |  | 0.00 |  | 0.00 |
| b. Roserve for Economic Uncertainties | 9789 | 236,020,00 |  | 238,213.00 |  | $230,334.00$ |
| c. Unassigned/Unsppropriated | 9790 | 296,719.63 |  | 2,141.00 |  | 2,479.63 |
| (Enter other reserve projections in Columns $C$ and $E$ for subsequent years I and 2 ; current year - Column $\mathbf{A}$ - is exiracted) |  |  |  |  |  |  |
| 2. Special Reaerve Fund - Noncapital Outlay (Fund | 9750 | 000 |  |  |  |  |
| a. Stabilization Arrangements |  |  |  |  |  |  |
| b. Reserve for Economic Uncertainties | 9789 | 0.00 |  |  |  |  |
| c. Unassigned/Unappropriated | 9790 | 0.00 |  |  |  |  |
| 3. Tous Available Reserves (Sum lines Ela thru E2c) |  | 532,739.63 |  | 240,354.00 |  | 232,813.63 |

F. ASSUMPTIONS

Please provide below or on a separato aftachment, the assumptions used to detennine the projections for the first and
second subsequent fiscal years. Further, ploase include an explanation for my significant oxpenditure adjustments projected in lines B1d, B2d, and B10. For additional information, pleaso refor to the Budget Assumptions section of the SACS Financial Reporting Sottware User Guide.

The district will need to make a decrease in oxpenditures by $20 / 21$ of $\$ 287,000$ order to make the minimjum $5 \%$ resorve.

| Deacodption | Ratouro Codos | Oblect Codig | $\begin{aligned} & \text { Original Budgot } \\ & \text { (A) } \end{aligned}$ | Board Approved Oparating Budgot (B) | $\begin{aligned} & \text { Actuals To Dato } \\ & \text { (C) } \end{aligned}$ | $\begin{aligned} & \text { Projected Year } \\ & \text { Totals } \\ & \text { (D) } \\ & \hline \end{aligned}$ | Difference (Cols as D) (E) | \% Diff Golumn B \& D (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| (E. NET INGREASE (DECREABE) IN FUND BALANCE (C + D4) |  |  | 15800 | 150:00 | 25,722.57 | 158.00. |  |  |
| IF. FUND BALANCE, RESERYES |  |  |  |  |  |  |  |  |
| 1) Baginning Fund Balance <br> a) As of Juyy 1 - Unaudlled |  | 9791 | 28,328.84 | 28,328.84 |  | 26,32884 | 0.00 | 00\% |
|  |  | 9793 | 0.00 | 0.00 |  | 000 | 0.00 | 0.0\% |
| c) As ol July 1 - Audited (F1a * F1b) |  |  | 28,328,64 | 28,328, 34 |  | 28,$328 ; 04$ |  |  |
| d) Oiher Realde |  | 9796 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Belance (F1c + F 4 d) |  |  | 28,328,84 | $29,308.84$ |  | 28,320.04 |  |  |
| 2) Ending Eelance, Juno $30(\mathrm{E}+\mathrm{F} 10)$ |  |  | 29,400.84 | $28,486.84$ |  | 28,488,84 |  |  |
| Componentis of Ending Fund Balance <br> a) Nonspendabla <br> Revolving Cash |  | 9711 | 0.00 | 0.00 |  | 0.00 |  |  |
| Storas |  | 9712 | 0.00 | 0.00. |  | 0.00 |  |  |
| Prepaid Items |  | 9713 | 0.00 | 0.00 |  | 0.00 |  |  |
| All Othere |  | 9719 | 0.00 | 0.00 |  | 0.00 |  |  |
| b) Legally Restricted Balance |  | 9740 | 0,00 | 0.00 |  | 0,00 |  |  |
| Stabilizafion Arrangoments |  | 9750 | 000 | 0.00 |  | 0.00 |  |  |
| Oiner Commitments |  | 9760 | 000 | 0.00 |  | 0.00 |  |  |
| Other Assignmenta |  | 9780 | 28,480 84 | 28,488.84 |  | 28,468.84 |  |  |
| Reserve for Economic UnceritalinliesUnastionerilUnappropriated Amount |  | 9789 | 0.09 | 0.00 |  | 0.00 |  |  |
|  |  | 9790 | 0.00 | 0.00 |  | 0.00 |  |  |


| Dasariotton Resource Codas | Objact Codat | Original Budget (A) | Board Approved Operating Budgat <br> ( ( $)$ | Actuais Ta Date (C) | Projeotad Yaar Totals (D) | Difference (ColBED) (E) | \% Diff Column B\& D (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| other state revenue |  |  |  |  |  |  |  |
| Tax Reliof Subventions Resticled Levles. Other |  |  |  |  |  |  |  |
| Homeowners' Exemplions | 8575 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 00\% |
| Other Subvenlonasin-Liau Texes | 8578 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| All Other Stale Revenue | 8590 | 0.00 | 0.00 | 000 | 000 | 0.00 | $0.0 \%$ |
| TOTAL OTHER STATE REVENUE |  | 000 | 0.00 | 0.00 | 000 | 0.00 | 0.0\% |
| other local revenue |  |  |  |  |  |  |  |
| Counly and Dislicict Taxas |  |  |  |  |  |  |  |
| Olher Restricted Levies |  | 000 | 00 | 000 | 000 | 0.00 | 0.08 |
| Sacured Roll | 8815 |  |  |  |  |  |  |
| Unsecured Roll | 8818 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Prior Years' Taxes | 8817 | 0.00 | 0,00 | 0.00 | 0.00 | 000 | 0.0\% |
| Supplemental Taxes | 8818 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 00\% |
| Non-Ad Valorem Taxas |  |  |  |  |  |  |  |
| Parcel Texes | 8821 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| Other | 8822 | 0.00 | 000 | 000 | 000 | 0.00 | 0.0\% |
| Communily Redevelopment Funda Not Sublect to LCFF Daducllon | 8825 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| Penallies and Interest from Dellinquent |  |  |  |  |  |  |  |
| Non-LCFF Taxes | 8820 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Sales |  |  |  |  |  |  |  |
| Sale of Equipment/Supplies | 8631 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| Inierest | 8860 | 158.00 | 158.00 | 117.33 | 15800 | 000 | $0.0 \%$ |
| Net Increase (Decrease) in the Fair Value of Investments | 8882 | 000 | 000 | 000 | 0.00 | 0.00 | 0.0\% |
| Fees and Contracts |  |  |  |  |  |  |  |
| Mrigation/Developer Fees | 9881 | 0.00 | 0.00 | 25.00524 | 0.00 | 000 | 0.0\% |
| Oiher Local Revenue |  |  |  |  |  |  |  |
| All OIher Local Revenue | 9899 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $0.0 \%$ |
| All Olher Transfers in from All Oihers | 8799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| total, other local revenue |  | 15800 | 158.00 | 25.722 .57 | 15800 | 0.00 | 0.0\% |
| hrotal revenues |  | 15900 | 15800 | 25.72257 | 15800 |  |  |


| Denoription Resource Codes | Objoct Codes | Original Budget (A) | Board Approvad Oparating Budget (B) | Actuals To Date (C) | $\begin{aligned} & \text { Projectad Year } \\ & \text { Totals } \\ & (0) \end{aligned}$ | $\begin{aligned} & \text { Difarance } \\ & \text { (Goi日\& \& D) } \\ & \text { (E) } \end{aligned}$ | \% Diff Column B\& D (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Certificateo salaries |  |  |  |  |  |  |  |
| Olher Centificalad Salartes | 1000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL CERTIFICATED GALARIES. |  | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| classified salaries |  |  |  |  |  |  |  |
| Cassillad Support Solaries | 2200 | 0.00 | 0,00 | 0.00 | 0.00 | 0.00 | 0.0\% |
|  | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
|  | 2400 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| Oris | 2900 | 0.00 | 0.00 | 0.00 | 000 | 000 | $0.0 \%$ |
|  |  | 0,00 | 000 | 0.00 | 0.00 | 0.00 | 0.04 |
| TOTAL CLASSIFLED SALARIES |  |  |  |  |  |  |  |
| Employee benerits |  |  |  |  |  |  |  |
|  | 3101-3102 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
|  | 3201-3202 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | $0.0 \%$ |
|  | 3301-3302 | 0,00 | 0.00 | 0.00 | 000 | 0.00 | 00\% |
|  | 3401-3402 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | $0.0 \%$ |
| Heailh and Wellare Beneills | $3401-342$ | 000 | 0.00 | 0.00 | 0.00 | 000 | $00 \%$ |
| Unamploymeni Insurance | 3501-3502 |  |  |  |  |  |  |
| Workers' Compensation | 3601-3802 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 00\% |
| Pete Alocat | 3701-3702 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
|  | $3751-3752$ | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
|  | 3013002 | 0.00 | 000 | 0.00 | 0.00 | 000 | 0.0\% |
| Other Employas Benefils | 3901.3802 | 0.00 | 0,00 | 000 | 0.00 | 000 | 0.0\% |
| TOTAL EMPLOYEE BEMEFITS |  | 0.00 | 0.00 | 000 |  |  |  |
| gooks AND SUPPLIES |  |  |  |  |  |  |  |
| Approved Texlbooks and Core Curicula Materials | 4100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 |
|  | 4200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
|  | 4300 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.04 |
| Materials and Supplles | 430 | 000 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| Noncapitalized Equlpment | 4400 |  |  |  |  |  |  |
| TOTAL, BOOKS AND SUPPLLES |  | 000 | 0.00 | 000 | 0.00 | 0.00 | 0\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |
| Subsgreements lor Servicas | 5100 | 0.00 | 0.00 | 000 | 0.00 | 000 | . $0 \%$ |
| Travel and Conferences | 5200 | 0.00 | 0.00 | 000 | 0.00 | 000 | 0.0\% |
| Travar | 5400-5450 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | $0.0 \%$ |
| Insurance | 5500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| Operallone and Rousekeepina Senices | 500 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | $0.0 \%$ |
| Renlals, Leases, Repalrs, and Noncapilalized Improvements | 5600 | 0.00 |  |  |  |  |  |
| Transfers of Direct Cosis | 5710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
|  | 5750 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 00\% |
| Transfers of Direct Cosls - Interfund |  |  |  |  |  |  |  |
| Professlonal/Consulting Services and | 5800 | 000 | 000 | 0.00 | 0.00 | 0,00 | 00\% |
| Ophor | 5900 | 0.00 | 000 | 0.00 | 0.00 | 000 | 0.0\% |
|  |  | 000 | 000 | 0.00 | 000 | 0.00 | 00\% |

TOTAL SERVICES AND OTHER OPERATING EXPENOITURES

| Oescription Ramourca Codes | Oblact Codan | Original Budgat (A) | Board Approved Operating Budget (B) | Actuala To Date (C) | Projected Year Totals (D) | Difference (Col B \& D) (E) | \% Diff Column BeD (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CAPITAL OUTLAY |  |  |  |  |  |  |  |
| Land | 8100 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Land improvaments | 8170 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| Bulldings and Improvements of Buildings | 8200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 |
| Books and Medla for Now School Librartes or Major Expansion of School Libraries | 8300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Equipment | 8400 | 0.00 | 000 | 0.00 | 0.00 | 000 | 0.084 |
| Equipment Replacement | 8500 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | $00 \%$ |
| total capital outlay |  | 0.00 | 000 | 0.00 | 0.00 | 000 | 0.0\% |
| OTHER OUTGO (excluding Transfors of indiraat Coste) |  |  |  |  |  |  |  |
| Ouher Transfers Out |  |  |  |  |  |  |  |
| All Other Tranglers Out to All Othars | 7298 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Deta Service |  |  |  |  |  |  |  |
| Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| Oiner Oebt Service - Principal | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| TATAL, Onfer outgo (exchuding Trantlers of tidiruct Conts) |  | 0.00 | 000 | 000 | 0.00 | 0.00 | $00 \%$ |
| TOTA EXPENDTURES |  | 0.00 | 0.00 | 0.00 | 0.00 |  |  |

2018-19 First Interim
Capital Facilities Fund

| Doscription | Resourca Codes | Objact Codes | $\begin{gathered} \text { Orginal Budgot } \\ \text { (A) } \end{gathered}$ | Board Approved Oparating Budget ( B ) | Actuals To Date | $\begin{gathered} \text { Projected Yaar } \\ \text { Totals } \\ (D) \end{gathered}$ | $\begin{gathered} \text { Differance } \\ \text { (Col B \& D } \\ \text { (E) } \end{gathered}$ | \% Diff Column B\& (F) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |  |  |  |
| INTERFUND TRANSFERS $\operatorname{IN}$ |  |  |  |  |  |  |  |  |
| Olher Authorzed Interfund Trensfors in |  | 8918 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| (a) TOTAL INTERFUND TRANSFERS IN |  |  | 000 | 000 | 0.00 | 000 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |  |  |  |
| Tu: State Schocl Building Fund County School Faclilias Fund |  | 7613 | 0.00 | 0,00 | 0.00 | 0.00 | 000 | 0.0\% |
| Other Aulhorized Inleriund Transters Out |  | 7619 | 0.00 | 0.00 | 000 | 000 | 000 | 0.05 |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| OTHER SOURCESIUSES |  |  |  |  |  |  |  |  |
| SOURGES |  |  |  |  |  |  |  |  |
| Procesds |  |  |  |  |  |  |  |  |
| Proceeds from Sale/LeasePurchase of Land/日uildings |  | 8853 | 0.00 | 000 | 0.00 | 000 | 000 | 0.0\% |
| Olher Sources |  |  |  |  |  |  |  |  |
| Transfers from Funds or Lapsed/Reorganized LEAs |  | 8065 | 0.00 | 0.00 | 000 | 000 | 000 | 00\% |
| Long-Term Dent Proceeds |  | 8971 | 0.00 | 000 | 0.00 | 0.00 | 000 | 0.0\% |
| Proceods from Capllal Leases |  | 8972 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 |
| Proceeds from Lease Revanue Bonds |  | 8973 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | $00 \%$ |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 000 | 000 | 000 | 0.08 |
| (c) TOTAL SOURCES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 000 | $0.0 \%$ |
| USES |  |  |  |  |  |  |  |  |
| Transfers of Funds from Lapsod/Reorganized LEAG |  | 7851 | 0.00 | 0.00 | 0.00 | 000 | 000 | 00\% |
| All Other Financing Uses |  | 7899 | 000 | 0.00 | 0.00 | 0.00 | 000 | 00\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| CONTRIEUTIONS |  |  |  |  |  |  |  |  |
| Conlributlons from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | a.0\% |
| Contributions from Restricted Revenues |  | 8990 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (i) TOTAL CONTRIPITIONS |  |  | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 |
| TOTAL, OTHER FINANCING SOURCESIUSES ( $\mathrm{a}-\mathrm{b}+\mathrm{c}-\mathrm{d}+\mathrm{a}$ ) |  |  | 000 | 000 | 000 | 0.00 |  |  |


|  | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | TOTAL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A. BEGINNING CASH | 1,136,718 | 1,237,711 | 1.069,290 | 1,043,267 | 1,090,327 | 905,276 | 1,112,168 | 726,460 | 482.763 | 209,490 | 860,562 | 899,452 | 1,136,718 |
| B. RECEIPTS |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Revenue Limit: |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Property Tax | 0 | 5,172 | 2,401 | 149,903 | 114,479 | 205,326 | 313,743 | 123,386 | 102,379 | 1,010,787 | 354,740 | 437,317 | 2,819,633 |
| State Aid | 285,881 | 255,246 | 297,598 | 255,246 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,093,971 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 |
| Federal Revenues | 4,028 | 0 | 0 | 2,024 | 16,512 | 0 | 14,468 | 30,661 | 5,141 | 2,861 | 21,000 | 75,760 | 172,455 |
| Other Slate Revenues | 35,184 | 0 | 15,613 | $(5,834)$ | (755) | 0 | 55,794 | 29,082 | 4,935 | 33,544 | 12,581 | 130,528 | 309,672 |
| Other Local Revenues | 2,857 | 18,016 | $(3,957)$ | 25,278 | 35,990 | 3,852 | 19,870 | 17,931 | 19,786 | 12,701 | 43.515 | 75,588 | 271,427 |
| Interfund Transfers in | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| All Other Financing Sources | 0 |  | 0 | 0 | 0 | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Receipts/Non-Revenue | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL RECEIPTS | 327,950 | 278,434 | 311,655 | 425,617 | 166,226 | 209,178 | 403,875 | 201,061 | 132,240 | 1,059,892 | 431,837 | 719,192 | 4,667,158 |
| C. DISBURSEMENTS |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cerifificated Salary | 33,625 | 43,721 | 160,127 | 161,938 | 166,100 | 7,858 | 312,207 | 160,085 | 171,658 | 172,524 | 178.536 | 174.555 | 1,742,934 |
| Classified Salary | 26,767 | 37,044 | 79,826 | 64,059 | 65,617 | 2,451 | 73.613 | 81,304 | 81,131 | 76,847 | 71, 313 | 118,186 | 778, 158 |
| Employee Benefits | 14,269 | 19,226 | 94,030 | 89,208 | 90,559 | 1.552 | 157,512 | 95,511 | 95,112 | 95,005 | 96,335 | 250,802 | 1,099,121 |
| Supplies | 5,606 | 51,860 | 22,520 | 22.513 | 12,139 | $(1,765)$ | 24,451 | 22,970 | 36,736 | 29,794 | 33,079 | 60,879 | 320,781 |
| Services | 53,130 | 44,763 | 31,895 | 51,530 | 37,968 | 0 | 53,188 | 45,440 | 44,454 | 39,205 | 85,050 | 153,077 | 639,701 |
| Capital Outlays | 0 | 0 |  | 0 |  | 0 | 0 | 0 | ) | 0 | 0 | 10,000 | 10,000 |
| Other Outgo | 0 | $(53,656)$ | 0 | 41,837 | 0 | 0 | 7,100 | 41,822 | (461) | 3,194 | 0 | 141,970 | 181,806 |
| Interfund Transfers Out | 0 | 0 | 0 | 856 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82,183 | 83,039 |
| All Other Financing Uses | , | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | 0 | 0 | 0 | 0 |
| Other Disbursements/Non-Expenditure | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL DISBURSEMENTS | 133,397 | 142,958 | 388,398 | 431,941 | 372,383 | 10,096 | 628,072 | 447,132 | 428,630 | 416,568 | 464,313 | 991,652 | 4,855,539 |
| AR | 27,180 | 3.510 | 41,242 | 21,617 | 6,748 | 0 | 5.759 | 5,543 | 52.940 | 0 | 0 | 0 | 164,539 |
| AP \& Deferred Revenue | 120,740 | 307,407 | (9,478) | $(31,767)$ | (14,358) | $(7,810)$ | 167,271 | 3,170 | 29,822 | (7,747) | (71,367) |  | 485,883 |
| D. NET CASH FLOW | 100,993 | (168,421) | $(26,023)$ | 47,060 | $(185,051)$ | 206,892 | $(385,708)$ | $(243,697)$ | (273,273) | 651,072 | 38,891 | $(272,460)$ | (509,725) |
| E. ENDING CASH | 1,237,711 | 1,069,290 | 1,043,267 | 1,090,327 | 905,276 | 1,112,168 | 726,460 | 482,763 | 209,490 | 860,562 | 899,452 | 626,993 | 626,993 |

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> 10.3 <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

AGENDA ITEM TITLE:
Approval of Resolution 2018-19-6 Confirming SJUSD's Commitment to Fiscal Solvency
PREPARED BY:
Diana Larsen

## AGENDA SECTION:

$\ldots$ Reports ___ Consent $\quad \mathrm{X}$ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Provided for your approval is Resolution 2018-19-6.

## RESOLUTION 2018-19-6

## CONFIRMING SHANDON JOINT UNIFIED SCHOOL DISTRICT'S COMMITMENT TO FISCAL SOLVENCY

The First Interim Financial Report for 2018-19 contains the MYP, Multi-Year Projection of the District's financial position for the 2018-19, 2019-20 and 2020-21 fiscal years. Since the State is no longer funding any new monies for districts other than "COLA" each year, this amount is not sufficient to cover all of the increasing costs that districts incur each year for step and column, increased pension, health benefits, utilities, and other increased costs, such as special education contracts, legal costs, or negotiated salary increases.

As a result, the District, which has had a significant ending balance at the end of 2017-18, uses up that balance without any further negotiated increases in salary to employees, and starts going "in the hole" in 2020-21.

In 2020-21, in order to just maintain the required reserve of $5 \%$ of expenditures, approximately $\$ 287,000$ in expenses need to be shaved off the total of projected $\$ 4,893.000$, or just over $5.8 \%$ of the total expenses. And those expenses eliminated would have to be ongoing expenses, so that they would affect future years' budgets, as well.

The resolution herein was developed to show that the Board of Trustees is determined to making those cuts in a long-term and committed fashion, and that it recognizes this now, in 2018-19, it must begin that planning. At the same time, there are other obligations that must be met for employee negotiations, retirement contributions, and other contractual obligations. This resolution reassures the SLOCOE that this Board is now committed and knowledgeable about this situation and will undertake this obligation to identify and make cuts on a long-term basis.

It is recommended that the Board approve this resolution.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 10. <br> Regular Meeting of the Board of Trustees 

MEETING DATE: December 11, 2018

## AGENDA ITEM TITLE:

Approval of Change Order 2, Quincon Inc. Shandon Elementary School Kitchen Upgrade \$40,085.00

## PREPARED BY:

Kristina Benson
AGENDA SECTION:
__ Reports ___ Consent X__ Action__ First Reading ___ Information ___ Resolution

## SUMMARY:

Change Order 2 is being submitted for your review and approval for costs associated with SES Kitchen Remodel Project. This change order has been vetted by District personnel and the architectural firm as to its accuracy.

Respectfully submitted,

196

## $\begin{array}{llllllllllllll}\text { C } & H & A & \mathbf{N} & \mathbf{G} & \mathrm{E} & \mathrm{O} & \mathrm{R} & \mathrm{D} & \mathrm{E} & \mathrm{R} & \mathbf{N} & \mathrm{O} & 2\end{array}$

Project:
Shandon Joint Unified School District
Shandon Elementary School Kitchen Upgrades
19six Project No. 17086.01
DSA \#03-118453, File \#40-49

## Contractor:

Quincon Inc.
PO Box 1029
Grover Beach, CA 93483

Date: October 09, 2018

The scope of work will be modified only as herein specifically set forth and in all other respects remains unaltered.

Item \#1: Pits/Ducts Under Slab Demo and backfill double-slab and old radiant floor ducts.
Reason: Requested by District to address unforeseen conditions.
Back-up: Project team: PCO 1812-05
DSA: None.
Change in Contract Sum for this item: Increased \$ 11,179.00
Change in Contract Time for this item: Increased 5 Days
Item \#2: Re-route Gas and Water Lines Reroute gas and water lines at storage/utility room.
Reason: Requested by District due to unforeseen locations.
Back-up: Project team: PCO 1812-06
DSA: None.
Change in Contract Sum for this item: Increased \$ 3,893.00
Change in Contract Time for this item: Increased 2 Days
Item \#3: Floor Sink Change Top 3" Change floor sink drain to $3^{\text {" }}$ outlet.
Reason: Requested by District.
Back-up: Project team: PCO 1812-08
DSA: None.
Change in Contract Sum for this item: Increased \$ 234.00
Change in Contract Time for this item: Increased 1 Days
Item \#4: Hand-sink Credit Provide Credit for hand-sink that was purchased by District.

Reason: District purchased.
Back-up: Project team: PCO 1812-09
DSA: None.
Change in Contract Sum for this item: Decreased \$ <699.00>
Change in Contract Time for this item:
No Change 0 Days

Item \#5: Replace Sewer CI pipe section Replace 6 feet of degraded cast iron sewer pipe.
Reason: Cast Iron Sewer Pipe degraded discovered at excavation.
Back-up: Project team: PCO 1812-10
DSA: None.
Change in Contract Sum for this item: Increased \$ 2,892.00
Change in Contract Time for this item: Increased 3 Days
Item \#6: Additional Abatement Remove additional abatement in staff restroom wall.
Reason: Requested by District.
Back-up: Project team: PCO 1812-11
DSA: None.

| Change in Contract Sum for this item: | Increased | $\$$ |
| :--- | :--- | ---: |
| Change in Contract Time for this item: | Increased |  |

Item \#7: Additional Floor Sink Install additional Floor sink under the prep sink.
Reason: Requested by District and required by Environmental Health.
Back-up: Contractor: PCO 1812-13
DSA: None.
Change in Contract Sum for this item: Increased \$ 834.00

Item \#8: Backsplash and SS Enclosure Furnish and install Stainless Steel backsplash and trim at hood.
Reason: Requested by District and required by Environmental Health.
Back-up: Project team: PCO 1812-15
DSA: None.

| Change in Contract Sum for this item: | Increased | $\$$ | $14,163.00$ |
| :--- | :--- | :---: | :---: |
| Change in Contract Time for this item: | Increased | 5 Days |  |

Item \#9: Gas Line Perform gas leak investigation and proceed with necessary repairs.
Reason: Gas leak required to be fixed due to life safety issues.
Back-up: Project team: PCO 1812-17
DSA: None.
Change in Contract Sum for this item: Increased \$ 1,400.00
Change in Contract Time for this item: Increased 2 Days

Item \#10: Electrical Upgrades Furnish and Install phone on kitchen wall, replace GFI floor boxes in kitchen, and install two new outlets, GFI in wall in food storage area, new outlets in cafeteria.

Reason: Requested by District, beyond original scope.
Back-up: Project team: PCO 1812-18
DSA: None.
Change in Contract Sum for this item: Increased \$ 2,460.00 Change in Contract Time for this item: Increased 5 Days

## Summary of Change Order Items

| Item \#1 | PCO 1812-05 | $\$ 11,179.00$ | 5 | Days |
| :--- | :--- | :--- | :--- | :--- |
| Item \#2 | PCO 1812-06 | $\$ 3,893.00$ | 5 | Days |
| Item \#3 | PCO 1812-08 | $\$ ~ 234.00$ | 1 | Days |
| Item \#4 | PCO 1812-09 | $\$<699.00>$ | 0 | Days |
| Item \#5 | PCO 1812-10 | $\$ 2,892.00$ | 3 | Days |
| Item \#6 | PCO 1812-11 | $\$ 3,729.00$ | 5 | Days |
| Item \#7 | PCO 1812-13 | $\$ 834.00$ | 0 | Days |
| Item \#8 | PCO 1812-15 | $\$ 14,163.00$ | 5 | Days |
| Item \#9 | PCO 1812-17 | $\$ 1,400.00$ | 2 | Days |
| Item \#10 | PCO 1812-18 | $\$ 2,460.00$ | 2 | Days |

Net Change of All CO Items: $\quad \$ 40,085.00 \quad 25 \quad$ Days

| Original Contract Sum: | $\$$ | $495,869.00$ |
| :--- | :---: | :---: |
| Contract Sum prior to this Change Order: | $\$$ | $524,129.00$ |
| Contract Sum is Increased by this Change Order by: | $\$$ | $40,085.00$ |
| Contract Sum will be Increased to: | $\$$ | $564,129.00$ |
| Contract Days will be Increased by: |  | 25 Days |
| Original Substantial Completion date: | August 18, 2018 |  |
| Completion date prior to this Change Order: | August 28, 2018 |  |
| New Completion date after this Change Order: | September 22,2018 |  |

Contractor and Owner acknowledge that the change in Contract Sum and Contract Time set forth above constitute the complete compensation and time extension for this change in the work including, but not limited to, Contractor's field and office overhead, profit and supervision and Owner's project expenses, inspection and administration costs.

Accepted by:
QUINCON, INC.

Authorized by:
SHANDON JOINT UNIFIED SCHOOL DISTRICT

[^18]
## AGENDA ITEM TITLE:

Approval of $21^{\text {st }}$ Century Grant

## PREPARED BY:

Shannon Kepins

## AGENDA SECTION:

$\ldots$ Reports ___ Consent $\quad \mathrm{X}$ Action ___ First Reading ___ Information ___ Resolution

## SUMMARY:

Provided for your approval is the $21^{\text {st }}$ Century Grant

## 21st Century Community Learning Centers Grant Application

Application ID: 19-08-40-121-21st-35
Cover Page (1 of 2)

| Agency Name | Shandon Joint Unified |
| :--- | :--- |
| County-District Code/Federal <br> Employer Identification Number | 40688330000000 |
| County Name | San Luis Obispo |
| Agency Type | LEA |
| Superintendent Name | Kristina Benson |
| Superintendent Professional Title | Superintendent |
| Superintendent Address | 101 South First Street |
| Superintendent City, State, Zip Code | Shandon, CA, 93461-0079 |
| Superintendent Telephone Number | $(805)$ 238-0286 |
| Superintendent Email Address | kbenson@shandonschools.org |
| Co-Applicant Agency Name | Boys and Girls Club North San Luis Obispo |
| County |  |
| Co-Applicant Name | Meghan Harris |
| Co-Applicant Professional Title Address | Director |
| Co-Applicant City, State, Zip Code | 2631 Spring Street |
| Co-Applicant Telephone Number | Paso Robles, CA, 93446 |
| Co-Applicant Email Address | meghan@bgcslocounty.org |
| Total Core Amount Requested | $\$ 81,000.00$ |
| Total Equitable Access Amount |  |
| Requested |  |

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


Date:
$11-2-18$
Date:
$11 / 2 / 16$

Created: 26-Apr-2018

## 21st Century Community Learning Centers Grant Application

Application ID: 19-08-40-121-21st-35
Cover Page (2 of 2)

California Department of Education
Created: 26-Apr-2018
21st Century Community Learning Centers Grant Application
Application ID: 19-08-40-121-21st-35
Award Calculator

| County-District- <br> School Code | School Name | School <br> Type <br> (E/M) | Program Type | Days <br> of <br> Operat <br> ion | Students <br> Served | Amount <br> Requested |
| :--- | :--- | :--- | :--- | ---: | ---: | ---: |
| 40688336043343 | Shandon Elementary | M | After School Base | 180 | 60 | $\$ 81,000.00$ |

[^19]California Department of Education Created: 26-Apr-2018

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## Signatures and Approvals

## School Principal or Executive Director Approval

The school principal or executive director of a direct-funded charter school of each school to be served by the proposed program must approve this program application. Original "wet" signatures must be made using blue ink.

| County- <br> District-School <br> Code | School Name | Name of School <br> Principal or <br> Executive <br> Director | Signature of School <br> Principal or <br> Executive <br> Director |
| :---: | :--- | :--- | :--- |
| 40688336043343 | Shandon <br> Elementary | Mrs. Shannon <br> Kepins, Principal | Shanmon Kepinss |

## School District Approval

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

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

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

| County- District- <br> School Code | School District <br> Name | Name of <br> Superintendent | Signature of <br> Superintendent |
| :---: | :--- | :--- | :--- |
| 40688330000000 | Shandon Joint <br> Unified | Ms. Kristina Louise <br> Benson, <br> Superintendent | Shat Seng, |

$111$

# 21st Century Community Learning Centers <br> Grant Application <br> Application ID: 19-08-40-121-21st-35 <br> Private School Consultation Certification <br> Page 1 

To the extent consistent with the number of eligible children in areas served by a local educational agency (LEA), educational service agency, consortium of those agencies, or another entity receiving financial assistance under this program, who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program (20 United States Code [U.S.C.] Section 7881[a][1]).

The consultation with private schools must occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs, and shall continue throughout the implementation and assessment of activities (20 U.S.C. Section $7881[\mathrm{c}][3]$ ).

The consultation shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and other staff (20 U.S.C. Section 7881 [c][4]).

## Applicants must check one box as applicable and certify with an original "wet" signature using blue ink.

$\square$
I certify that (per 20 U.S.C. Section 7881 [c][1]), the local educational agency (LEA), educational service agency, consortium of those agencies, or entity, consulted with appropriate private school officials during the design and development of the programs, on the following issues:

- How the children's needs will be identified (20 U.S.C. Section 7881[c][1] [A]);
- What services will be offered (20 U.S.C. Section $7881[c][1][B]$ );
- How, where, and by whom the services will be provided (20 U.S.C. Section 7881[c][1][C]);
- How the services will be assessed and how the results of the assessment will be used to improve those services (20 U.S.C. Section 7881[c][1][D]):


# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35
Private School Consultation Certification
Page 2

- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services (20 U.S.C. Section 7881[c][1] [E]); and
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers (20 U.S.C. Section 7881[c][1][F]).

I certify that according to the California Department of Education private schools directory at https://www.cde.ca.gov/re/sd/index.asp, there are no private schools identified within the vicinity of the after school service area in which I am required to consult.

| Superintendent Name | Kristina Benson |
| :--- | :--- |
| Superintendent Title | Superintendent |
| Superintendent | Rha |
| Signature | Rng |
| Signature Date | $11-5-18$ |

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35
Funding Priority Certification

Applicants must check each box as applicable for funding priority consideration.

1. Does this application target services to students who primarily attend schools that are: (1) implementing comprehensive support and improvement activities or targeted support and improvement activities under 20 United States Code (U.S.C.) Section 6311 (d), or (2) determined by the local educational agency (LEA) to be in need of intervention and support to improve student academic achievement and other outcomes and serve the families of such students (20 U.S.C. Section $7174[i][1][A][I])$ ?
2. Does this application target services to schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models and serve families of such students (20 U.S.C. Section 7174[i][1][A][II])?
3. Is this application jointly submitted by at least one Title I LEA and another eligible entity ( 20 U.S.C. Section $7174[\mathrm{ij}[1][B]$ ), or demonstrate that the LEA or entity is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality (20 U.S.C. Section $7174[i][2])$ ?

Note: This priority item will be applied to all schools in the application; however, a justification narrative for the inability to partner is required, and must be included with the application materials submitted to the California Department of Education, if applicable.
4. Does this application propose to supplement, not supplant existing services? Funds may not be used to supplant federal, state, local, or nonfederal funds. Programs may not use 21st Century Community Learning Centers (CCLC) funds to pay for existing levels of service funded from any other source (20 U.S.C. Section $7174[\mathrm{i}][1][\mathrm{C}]$ ).
5. Does this application propose year-round expanded learning programming at the school, including programs that complement After School Education and Safey or 21st CCLC funded programs (California Education Code [EC] Section 8484.8[e] [3])? Applicants must apply for Summer/Supplemental funding as a Program Type on the Award Calculator.
6. Does this application replace the school's expiring Cohort 921 st CCLC grants if the program has satisfactorily met grant requirements (EC Section 8484.8[e][7])?

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35
Disqualification Form
Page 1

The following items will disqualify applications and/or individual school sites from the funding process:

## Application Disqualifications

1. The After School Support and Information System (ASSIST) generated application forms (see Section X. Application Checklist in the Request for Application) that are submitted to the California Department of Education (CDE) after 4 p.m. on Tuesday, November 13, 2018, will be disqualified. Postmarks will not be accepted. Applications that are sent by guaranteed, overnight, priority mail, or other means must include verifiable documentation from the delivery service assuring delivery date by the due date and time. Dates printed on Mobile Bar Codes, such as the Quick Response Codes available at the US Postal Service, are not considered postmark dates for the purpose of determining the timely filing of an application.
2. Application narratives not uploaded and submitted as final into Financial Assistance Application Submittal Tool (FAAST) prior to 4 p.m. on Tuesday, November 13, 2018, will be disqualified.
3. Applicants on the federal debarment list will be disqualified.
4. A Cover Page without an original Authorized Signature or without a Designee signature submitted with a copy of a recent governing board resolution or minutes clearly authorizing the Designee to accept and sign as a proxy for financial statements and legally binding documents will be disqualified. All signatures must be original "wet" signatures using blue ink. Applications that are submitted with signature stamps, electronic stamps, or any form of reproduced stamp will be disqualified.
5. If an application is jointly submitted by more than one co-applicant, then all coapplicants must sign the application Cover Page. If a co-applicant fails to sign the Cover Page, the co-applicant will be dropped from the application, and the applicant will not receive priority for a joint submission. All signatures must be original "wet" signatures using blue ink. If a co-applicant uses a signature stamp, electronic stamp, or any form of reproduced stamp, they will be dropped from the application.

# 21st Century Community Learning Centers <br> Grant Application 

Application ID: 19-08-40-121-21st-35
Disqualification Form
Page 2
6. Applications with more than one FAAST narrative submission per ASSIST application identification number will be contacted by the CDE and asked to select one of the submitted narratives (any additional narratives will be disqualified). Multiple narratives submitted under one ASSIST application are not allowable. All 21 st CCLC elementary and middle school sites should be listed in one single application in ASSIST with one corresponding FAAST narrative. Likewise, all ASSETs sites should be listed in one single application in ASSIST with one corresponding FAAST narrative.

## Individual School Site Disqualifications

1. Schools that are not Title I schoolwide Program Improvement programs (or Title I schools that have been determined by the local educational agency to be in need of intervention and support) and will serve the families of these students will be disqualifled.
2. A Signature and Approvals form without an original signature by the school site principals, or executive director/principal of a direct-funded charter school will be disqualified. All signatures must be original "wet" signatures using blue ink. If a school site principal, executive director/principal of a direct-funded charter school uses a signature stamp, electronic stamp, or any form of reproduced stamp that site will be disqualified.
3. A renewing or current grantee school that is not in Good Standing for fiscal year 2018-19 at the time the application documents are submitted to the CDE and uploaded into FAAST on Tuesday, November 13, 2018, will be disqualified.

Once the hard copy application packet is received, applications will be screened by CDE staff based on the disqualification criteria listed above, submission of all required signatures on forms as identified on the Application Checklist in Section X, and other requirements identified throughout the Request for Application. Applicants that are disqualified based on the CDE screening will be notified in November or December 2018.

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## Every Student Succeeds Act Certified Assurances Page 1

The Every Student Succeeds Act (ESSA) Certified Assurances listed below are the federal legislatively required elements for the 21st Century grant. By signing the ESSA Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with each Certified Assurance listed below. Grantees should retain a copy of the Certified Assurances for their records.

Note: Grantees are no longer required to submit General Assurances to the California Department of Education (CDE) and instead, are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances from the CDE Funding Forms Web page at https://www.cde.ca.gov/fg/fo/fm/ff.asp.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The program will align the activities provided by the program with the challenging State academic standards (20 United States Code [U.S.C.] Section 7172[c][3][E]).
2. The program will take place in a safe and easily accessible facility (20 U.S.C. Section 7174[b][2][A][i]).
3. The program will coordinate federal, state, and local programs and make the most effective use of public resources (20 U.S.C. Section 7174[b][2][C]).
4. The proposed program will be carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools) (20 U.S.C. Section $7174[\mathrm{~b}][2][\mathrm{D}][\mathrm{i})$ ).
5. The program will target students who primarily attend schools eligible for school wide programs under Section 6314 of this title and the families of such students (20 U.S.C. Section 7174[b][2][F]).
6. Sub-grant funds under this part will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds (20 U.S.C. Section 7174[b][2][G]).

## California Department of Education

Created: 26-Apr-2018

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## Every Student Succeeds Act Certified Assurances Page 2

7. The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application (20 U.S.C. Section 7174[b][2][L]).
8. The program will provide such other information and assurances as the State educational agency may reasonably require (20 U.S.C. $7174[b][2][N]$ ).
9. The program will maintain in the program's records, and provide to the CDE, a written affirmation signed by officials of each participating private school that the meaningful consultation required under 20 U.S.C. Section 7881(c)(5) has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the program will forward the documentation that such consultation has, or attempts at such consultation have, taken place to the CDE (20 U.S.C. Section 7881 [c][5]).

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## California Education Code Certified Assurances Page 1

The California Education Code (EC) Certified Assurances listed below are the state legislatively required elements for the 21st Century grant. By signing the EC Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with each Certified Assurance listed below. Grantees should retain a copy of the Certified Assurances for their records.

Note: Grantees are no longer required to submit General Assurances to the California Department of Education (CDE) and instead, are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances from the CDE Funding Forms Web page at https://www.cde.ca.gov/fg/fo/fm/ff.asp.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. The program will include an educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science (EC Section 8482.3[c][1][A]).
2. The program will have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (EC Section 8482.3[c][1][B]).
3. The program will provide snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2. The program shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (EC sections $8482.3[\mathrm{~d}][1]$ and $8482.3[\mathrm{~d}][2]$ ).
4. Each partner in the application agrees to share responsibility for the quality of the program (EC Section 8482.3[f][3]).
5. Programs will follow all fiscal reporting and auditing standards required by the CDE (EC Section 8482.3[f][5]).

## California Department of Education

Created: 26-Apr-2018

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## California Education Code Certified Assurances Page 2

6. The program will include an educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science (EC Section 8482.3[c][1][A]).
7. The program will have an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities (EC Section 8482.3[c][1][B]).
8. The program will provide snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2. The program shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (EC sections $8482.3[d][1]$ and $8482.3[d][2]$ ).
9. Each partner in the application agrees to share responsibility for the quality of the program (EC Section 8482.3[f][3]).
10. Programs will follow all fiscal reporting and auditing standards required by the CDE (EC Section 8482.3[f][5]).
11. The program will integrate with the regular school day and other expanded learning opportunities (EC Section 8483.3[c][5]).
12. The program will engage in community collaboration, including, but not limited to, demonstrated support of the school site principal and staff (EC Section 8483.3[c][6]).
13. The program will provide opportunities for physical activity (EC Section 8483.3[c][7]).
14. The program will assume fiscal accountability (EC Section $8483.3[\mathrm{c}][9]$ ).
15. The program will meet all of the evaluation requirements (EC Section 8483.3 [c][11]).

# 21st Century Community Learning Centers <br> Grant Application 

Application ID: 19-08-40-121-21st-35

## California Education Code Certified Assurances Page 3

16. The program will engage in the collection and use of pupil social, behavioral, or skill development data collection to support quality program improvement processes (EC Section 8483.3[c][12]).
17. The program shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The program shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district (EC Section 8483.4).
18. The program shall submit annual outcome-based data for evaluation (EC Section 8484[a]).
19. The program will provide school day attendance on an annual basis (EC Section 8484[a][1][A]).
20. The program will provide program attendance on a semiannual basis (EC Section 8484[a][1][B]).
21. The program shall submit evidence of a data-driven program quality improvement process that is based on the CDE's guidance on program quality standards (EC Section 8484[a][2]).
22. Off-site programs will be aligned with the educational and literacy component of the program with participating pupils' regular school programs. No program located off school grounds shall be approved unless safe transportation is provided to the pupils enrolled in the program (EC Section 8484.6[a]).
23. Off-site programs will comply with all statutory and regulatory requirements that are applicable to similar programs conducted on the school site (EC Section 8484.6[b]).

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## California Education Code Certified Assurances Page 4

24. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (EC Section 8484.8[b][3]).
25. Grant recipients shall submit quarterly expenditure reports, and the CDE may withhold funds in subsequent years if access or literacy grant funds are expended for purposes other than as granted (EC Section 8484.8[b][4]).
26. Grant awards shall be restricted to those applications that propose primarily to serve pupils that attend schoolwide programs, as described in Title I of the federal No Child Left Behind Act of 2001 (Public Law 107-110). Competitive priority shall be given to applications that propose to serve pupils in schools designated as being in need of improvement under subsection (b) of Section 6316 of Title 20 of the U.S.C., and that are jointly submitted by school districts and community-based organizations (EC Section 8484.8[d]).
27. A grantee shall identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources, and shall prepare a plan for continuing the program beyond federal grant funding (EC Section 8484.8[e][5]).
28. A grantee shall submit semiannual attendance data and results to facilitate evaluation and compliance in accordance with provisions established by the department (EC Section 8484.8[e][6]).
29. If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades one to twelve, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language (EC Section 48985 [a]).

# 21 st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## Equitable Access Certified Assurances

The Equitable Access Certified Assurances listed below are the state legislatively required elements for the 21 st Century grant. By signing the Certified Assurances, the Authorized Signature or Designee and all Co-applicants (if applicable) are certifying their acknowledgement, understanding, and agreement with each Certified Assurance listed below. Grantees should retain a copy of the Certified Assurances for their records.

Note: Grantees are no longer required to submit General Assurances to the California Department of Education (CDE) and instead, are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances from the CDE Funding Forms Web page at https://www.cde.ca.gov/fg/fo/fm/ff.asp.

The Authorized Signature or Designee and all co-applicants (if applicable) hereby agree to, and certify the following:

1. Equitable Access funds shall provide supplemental assistance to programs and will not fund the full anticipated costs of the services provided by a community learning center program (California Education Code (EC) Section 8484.8[b][2][A]).
2. The program shall certify that existing resources are not available to meet the needs of the program, and include, but not be limited to, a description of how the needs, strengths, and resources of the community have been assessed, currently available resources, and the justification for additional resources for that purpose (EC Section $8484.8[b][2][B]$ ).
3. The designated public agency representative for the applicant(s) certifies that an annual fiscal audit will be conducted and that adequate, accurate records will be kept. In addition, each applicant certifies that funds received under this subdivision are expended only for those services and supports for which they are granted. The CDE shall require grant recipients to submit annual budget reports, and the department may withhold funds in subsequent years if after school grant funds are expended for purposes other than as awarded (EC Section 8484.8[b][3]).
4. Equitable Access grant funds may be withheld or terminated in subsequent years if annual budget reports and quarterly expenditure reports are not submitted to the CDE, or if funds are expended for purposes other than as awarded (EC sections 8483.7[a][1][A][vi], 8484.8[b][3], and 8484.8[b][4]).

# 21st Century Community Learning Centers Grant Application 

Application ID: 19-08-40-121-21st-35

## Authorized Designee

An Authorized Signature refers to a person who is eligible to authorize and sign on behalf of an agency or organization in recognition that a grant application has been submitted. In the absence of the Authorized Signature, a Designee is able to sign the $21_{\text {st }}$ Century Community Learning Centers grant application. An original "wet" signature from a Designee will only be accepted in blue ink along with a copy of a recent governing board resolution or minutes specifically authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents.

Signature authority is the permission to execute transactions up to limits established by relevant applicant agency's policies and permission to approve transactions for execution. This approval attests to the appropriateness of the transaction within the applicant's program objectíves and budgetary authorizations.

Individuals who receive delegated authority shall have active involvement with the activity being conducted; and have sufficient knowledge of the applicant agency's policies, rules, laws, regulations, and procedures to ensure compliance.

| Agency Name | NA |
| :--- | :--- |
| Designee Name |  |
| Designee Title |  |
| Designee Signature |  |
| Signature Date |  |

## 21 st Century Community Learning Centers Grant Application

Application ID: 19-08-40-121-21st-35
Off-site Program Information

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

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

| Off-site Program Name: |  |  |  |
| :---: | :---: | :---: | :---: |
| Off-site Program Site Address: |  |  |  |
| City: | CA | Zip Code: |  |
| Telephone Number: | Email: |  |  |
| Program Site Contact Person: |  |  |  |
| County-DistrictSchool Code | School Name |  | Number of pupils attending this offsite program |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |


| Off-site Program Name: |  |  |
| :--- | :--- | :--- | :--- |
| Off-site Program Site Address: | CA | Zip Code: |
| City: | Email: |  |
| Telephone Number: |  | Number of pupils <br> attending this offsite <br> program |
| Program Site Contact Person: | School Name |  |
| County-District- <br> School Code |  |  |
|  |  |  |
|  |  |  |



ASSIST Home User Maintenance Change Password Agency Reports Logoff

## Application Budget

## Logged in as: LEA User - Shandon Joint Unified

Agency Name: Shandon Joint Unified CD: 4068833
Application ID: 19-08-40-121-21st-35 Grant Type: 21st Cohort: 121
Fiscal Year: 2019-20 Amount Requested: $\$ 81,000.00$

Completed Application Package Due: Tuesday, November 13, 2018

## Calculate and Save RFA Checklist

## [ Budget for Core

| Series/Object | Description | Requested Budgret |
| :---: | :---: | :---: |
| 1000: Certificated Personnel Salaries | 1 Certificated teacher to assist and provide guidance to the after school staff on homework support and tutoring. | \$3,600.00 |
| 2000: Classified Personnel Salaries | 1 Director at 35 hours per week for 36 weeks and 2 classified support staff at 17 hours per week for 36 weeks | \$50.954.00 |
| 3000: Employee Benefils | 1 Certificated personnel - $\$ 723$; 1 Director- $\$ 13.610$ 2 Classified personnel -\$4,256 | \$18,589.00 |
| 4000: Books and Supplies | $\$ 200$ a month will be budgeted for supplies necessary to complete proposed enrichment and nutritional activities. | \$2,200.00 |
| 5000: Services \& Other Operating Expenditures | Field Trips and Student Transportation - $\$ 950$ Professional development and mileage for | \$1,750.00 |
| 5100: Subcontracts and Agreements |  | \$0.00 |
| 6000: Capital Outlay |  | \$0.00 |
| 7000: Indirect Costs | $\operatorname{Min}(\% 100, \% 5.00) \times \$ 77,093.00=\$ 3,854.65$ | \$3,854.65 |
| Total Budget Amount | Budget cannot exceed total Max Allowed: \$81,000,00 | \$80,947.65 |

Calculate Total i Calculate and Save: Save As Final Reset

[^20]
## Federal Funding Accountability and Transparency Act Sub-award Reporting Compliance Form

In accordance with the Federal Funding Accountability and Transparency Act, sub-grantees are required to report the following information to the California Department of Education (CDE) to receive funding. Recipients are required to register and maintain their Data Universal Numbering System (DUNS) in the System for Award Management (SAM) at http://www.sam.gov. This form must be returned with the application package. Per 2 CFR Part 25.205, failure to comply may result in the CDE determining that the applicant is not qualified to receive an award or may result in delayed payments.

## Please read before completing this form.

If you are an educational agency that certifies thru the OPUS-CDE web application complete item 1 and sign the form. All other entities must complete all items below as it appears in your System for Award Management (SAM.gov) profile.

1. Name of entity receiving award Shandon Joint Unified School District
2. Physical address associated with this DUNS number (city, state, zip +4 required)

Address: $\qquad$
City: $\qquad$ State: $\qquad$ Zip: $\qquad$
3. Dun \& Bradstreet (D\&B) DUNS Number
4. Total compensation and names of top five executives if:
a. This business or organization receive $80 \%$ or more of its annual gross revenues from the U.S. Federal government and those revenues are $\$ 25 \mathrm{M}$ or greater in annual gross revenues? Yes $\qquad$ No $\qquad$ If yes, proceed to question b.
b. Does the public have access to compensation information filed under section 13(a) or 15(d) of the Securities Exchange Commission (SEC) and IRS requirements? Yes $\qquad$ No $\qquad$ If no, complete the table below.

| Name | Compensation Total |
| :--- | :--- |
| 1. | $\$$ |
| 2. | $\$$ |
| 3. | $\$$ |
| 4. | $\$$ |
| 5. | $\$$ |

I certify that the above information is true and accurate.

Autholized official sighature
KRISTINA L.BENSEMN
Authorized official printed name

$$
11-5-18
$$

Date
Supezintenument
Title

## $21^{\text {st }}$ Century Grant Questionnaire

## 1. Applicant Agency Name

Shandon Joint Unified School District in partnership with Boy and Girls Club of America
2. ASSIST Grant Application ID Number

19-08-40-121-21st-35

## 3. FEIN/CD Number (from the ASSIST Cover Page)

4068833

## 1 - Safe and Supportive Environment

a. If the program will be located off campus, how will students travel safely to and from the program site?

Program will be located on the Shandon Elementary School campus. Transportation is not needed.
b. What initiatives and measures will be taken by the program to create safety procedures are aligned with the instructional day, including regular staff training and practice drills with students and staff?

Shandon Joint Unified and BGC recognize that planning and practicing for an emergency is the best preparation for an actual disastrous event. Prior to the first day of school, staff hired to serve in the after school program will be trained in child abuse prevention and reporting, blood born pathogens, and safety procedures. Shandon Joint Unified School District will make yearly training in First Aid and CPR available to after school staff.

The after school program will follow the same safety procedures that have been implemented by the school site and are defined by the District Safety Plan. Evacuation and safety protocols will be reviewed at the start of each school year. Students and staff will practice safety drills (earthquake, fire, campus intruder) on a monthly basis. The program director will supervise the drills and report to the site principal any evacuation needs such as first aid supplies. The site Principal will work with the after school program director to ensure proper safety protocols.
c. How will the program provide a safe and supportive environment for the developmental, social emotional, and physical needs of students?

The after school progran will be located on the Shandon flementary school campus which meets the safety and physical accessibility standards required of public schools. Shandon Joint Unified School district will be responsible for security and facility maintenance.

The social and emotional well being of the students is as important as their physical safety. Social emotional skills enable students to calm themselves, self regulate when angry, resolve conflicts respectfully, make lasting friendships and safe choices. Shandon Elementary has adopted Second Step Social Emotional and Anti Bullying curriculum. Lessons can be administered sequentially as a whole class to build social emotional intelligence or specifically to target areas of concern with individual or small groups of students. Practicing Positive Behavior Interventions and Supports in conjunction with restorative justice principles is the foundation of building a safe and respectful school climate and these practices will be reinforced through the after school program.

## 2 - Active and Engaged Learning

## W.. In what ways are the planned program activites engaging and based on the school and community needs for an after-school, before-school intersossion, weekend, or summer program? (For After School Safety and Enrlchment for Teens (ASSETS) Brevide axanples fon both seconidary and worktorce preparation.)

Planned program activities within the after school structure follow an eight week curriculum based on the time of year it is and what the students are studying in their particular classes. These curriculums and enrichment activities are engaging the students by incorporating hands on development, public speaking, team work, as well as group work. Work Skills and Life Skills will be taught through communication, leadership roles, and positive environment for students to voice their opinions and concerns. Students will be involved in the decision making regarding enrichment time and curriculum activities, which leads to student buy in and keeping them completely engaged in the topic of study. Students will also participate in a civic duty to our community by deciding and facilitating in a service learning project conducted to directly benefit our local community.

## An applicant that offers summerlsupplamental programming to complement existing ASSETs or 21 st Centuy Conunumity Learning Centers funded affer school programs is not required to be the same entity that operates the exlsting program, but must itentify the grantee vith whomit is coordinating fon that purpose of providing year-round programming (California Edrcation. Gode Section 8484:8[(1)(3]))

Our site currently does not offer summer or seasonal supplemental programming throughout the year. With the help of available funding we are hoping to incorporate additional programming in the future which would help keep our students in a safe, educational, fun environment throughout the summer and help keep students on the path of making good choices.
b. How are the program activities expected to contribute to the improvement of student academic achievement as well as overall student success?

Shandon Joint Unified School District and the Boys and Girls Club are committed to closing the achievement gap through focused academic programming responsive to the personal needs of the student. Homework club and tutoring will be designed to build student competencies in core academic standards. One credentialed classroom teacher
will serve as the homework club leader and curriculum consultant, 4 hours per week. Through small group instruction they will mentor and share instructional strategies to strengthen skills in the core subjects. As curriculum consultant, he/she will align academics and enrichment with classroom instruction. Classroom teachers will advise the homework leader if a child needs particular attention or extra support on a specific skill. Currently we have three classroom teachers who provide after school homework support on their own time.

The after school program will have access to the Accelerated Reader and ALEKS (Assessment and Learning in Knowledge Spaces) Math Programs. Accelerated Reader is an online reading program that utilizes research-proven goal setting tools to help build students independent reading level and comprehension skills through daily reading. ALEKS is an online tutoring and assessment program that included course material that supplements the District adopted math curriculum.

Accelerated Reader and ALEKS are utilized by classroom teachers on a daily basis. Baseline student performance data is gathered through each system and individualized math and reading goals are established to advance the learning of each student. Each program is equipped with diagnostic assessments and progress checks that can be administered to monitor student competency in grade level academics. These programs can be seamlessly implemented into the after school program to assist students in reaching math and reading benchmarks.

Fountas and Pinnell reading intervention and guided reading programs are used daily by kindergarten through 5th grade students and can be accessed by the after school program to improve student reading fluency and comprehension. Student progress can be tracked through running records by after school and classroom staff to monitor program effectiveness.
> 6. How will student feedback, assessments, evaluatlons, and integration with the instructional day bo used to guide the development of fraining, ciurricula, and projects that will meat students' needs and interests?

Due to our small school population the after school program will have direct access to every teacher on campus. This accessibility and partnership allows for regular communication and flexibility between the school and after school staff. For instance, a teacher might come to the after school program and ask that a particular student stay with them for more instruction after school, that can be accommodated. Likewise, teachers will be able to keep the after school staff informed of areas of support that students may need. The streamline of curriculum fits naturally within the instructional day and guides the pace of training or enrichment for each individual student within the program. Giroup games such as Math Olympics, and Speiling Dominator are designed to kerp students engaged and help them with a plethora of skills and coordination.

Feedback, assessments and evaluations are designed to evolve and adapt to district, student and state expectations. ALEKS, Accelerated Reader, and STAR programs have continual performance monitoring built into their online platforms which are used to provide feedback on student progress. Hands on projects and presentations can also be used as a way for students to demonstrate understanding of curriculum. School staff will be available to work with after school staff to design alternatives to assessment that still provide meaningful feedback to students and guide instruction.

## 3 - Skill Building

## a. What 2 tst Century knowledge andlor skill(s) will students master when paricipating in projects. activities, and events based on the specific student needssat a site or groups of sites?

Students participating in after school enrichment activities will master the 4C's of the $21^{\text {st }}$ century learning model. Critical thinking and communication will be practiced daily with projects, plays, and games. Collaboration and creativity is a must when working together during project completion, researching together on how a skit might work, or how the STEM hypothesis should be written. Working in heterogeneous groups establishes a sense of compromise and teamwork as students learn to develop tolerance and acceptance for others opinions, beliefs and ideas. The small group setting of the after school program provides a safe environment for students to practice public speaking skills and push them from their comfort zone to try something new.

$$
\text { Ploase revicuv the Information about } 21 \text { st Gentury skills round at the Galforma Departmento }
$$ Education's. (CDE's)Partnershio for 21st Century Skills web page

## 4 - Youth Voice and Leadership

a. What opportunities and physical meeting location/space are provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?

The Boys and Girls Club has a long history of developing youth leadership through student involvement in all facets of program design and implementation. Leadership development empowers youth to support and influence their club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities. A student leadership team, selected by peers, will meet monthly with the after school program staff to discuss curriculum development and enrichment activities. They will also evaluate program effectiveness and plan events based on student feedback and community interests. Meetings will be held within the after school program room and will be student led with adult coaching. After school staff will work with the leadership team to incorporate ideas and improve upon their daily routines, practices and management of the program.
b. How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills in addressing real-world problems that they identify in their communities (e.g., service-learning)?

Building leadership opportunities will be implemented throughout the day by scaffolding activities for students in grades K-8 so all students will increase their pride and ownership in their school, community, and after school program. The level of engagement may depend upon age, maturity and activity:

* Youth initiated/lead * Adult led; youth consulted/considered
* Youth/adult partnership
* Adult led; youth involvement assigned

Younger students will be responsible for distributing daily snacks, creating and displaying monthly decorations, and supervising recycling procedures. These students will have choice in all lesson and project outcomes including presentation and design of products. These opportunities build self-esteem, while developing an understanding of how their actions and choices impact the environment.

For older students, grade 4-8, service learning projects will be incorporated into their educational support program. Service learning will consist of the following:
*Planning-Youth select a project within set objective; choose peer leader; create goals, objectives, action steps, and timeline.
*Teaching- Depending on project, youth will work in teams or peer to peer. Specific teaching/instruction will vary from project to project.
*Organize- Youth implement action plan and celebrate project completion.

Service Learning Projects include: organizing a community clean-up day, organizing recycling and composting within the school, and volunteering in the Children's Farmers Market

## 5 - Healthy Choices and Behaviors

> a. What types of healthy practices and program activities will be aligned with the school wellness plan?
> The Governing Board of Shandon Joint Unified School District recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The district Wellness Policy is designed to build the skills and knowledpe that all stuclents need to maintain a healthy lifestyle. The after school program will support this policy through the implementation of H.E.ए. A (Healthy Living Physical Activity). H.E. A. A incorporates the
principals of positive competition, leadership development, collaboration among grade levels, conflict resolution, and self-esteem skill building. Through H.E.P.A, students will learn about healthy food choices and cooking. Under staff supervision, students will prepare and cook a snack based on a vegetable or fruit of study. Students will be taught food and kitchen safety and sanitation of their work area. Students will also be educated in nutrition by comparing healthy and unhealthy food and drink choices, learn about beneficial fats, and what substitutions can be made to build a healthier meal. A Family Cooking Night can be the catalyst for parent involvement and an opportunity for students to showcase their learning of healthy living.

The after school program will collaborate with Shandon Elementary Food Service to provide daily, healthy snacks for students. Students will be able to identify the nutritional value of the daily snack and categorize the snack by food groups. Discussions will also be held to discuss what substitutions could be made to improve the nutritional value of after school snacks.
b. How will the program incorporate healthy nutritional practices, and what types of daily developmentally appropriate and/or research-based physical activities will the program conduct? Include any collaborative partnerships with wellness organizations.

The Wellness Policy for Shandon Joint Unified School District also states that all students shall be provided opportunities to be physically active on a regular basis. The after school program will support this directive through implementation of CATCH (Coordinated Approach to Child Health). CATCH is a research based program proven to decrease childhood obesity by $11 \%$. Lessons are designed to influence lifelong changes to a child's food choices and physical activity levels. As part of CATCH, students will learn new outside games every week where they will practice team building, problem solving and communication skills, as well as, getting in an hour a day of physical fitness. The CATCH curriculum provides grade and developmentally appropriate physical fitness activities for children of all ages. Activities range from large motor development to cardio aerobic exercise.

Shandon Elementary has already established partnerships with the Food Bank Coalition of San Luis Obispo and the Public Health Department to provide a Children's Farmers Market and Nutritional Health Lessons for the students of Shandon. This collaboration will be expanded through the after school program. Students participating in the after school program can attend/work at the Farmer's Market where they will be able to learn about healthy food choices and obtain recipes that incorporate offered fruits and vegetables which can be used in the H.E.P.A food lessons and preparation. Students may also work in the school garden through a hands-on seed to plant program where they will learn about growing organic foods, healthy living and caring for the environment in addition to learning about plant life cycles, caring for the soil, and water conservation.
c. How will the program staff model a healthy lifestyle and maintain a healthy culture and environment?

Adult modeling of desired behaviors is crucial in gaining student trust and making learning relevant to the students. Therefore, all after school staff will:

* Make healthy food and drink choices while in the presence of students
* Try all H.E.P.A created foods (Excluding Allergies)
* Participate in all organized physical activities
* Practice good hygiene and food safety and sanitation

Modeling of above practices will heip to maintain healthy changes and build a culture of health and wellness throughout the after school program.

## 6 - Diversity, Access, and Equity

a. How will information about the program, including its address, be disseminated and made understandable and accessible to the community?

A description of the after school program will be presented at a regularly scheduled Board Meeting, DELAC, School Site Council, and the Shandon Community Advisory meeting. Information regarding location, hours of operation, the enrollment process, and contact information will be posted on the school marquee and community information board at the local post office. All information will be presented and posted in both English and Spanish.
b. How will information about the program be communicated to all students at the school site to encourage diverse participation?

All information about the after school program will be disseminated through Shandon Elementary School. A program description including location, operating days and hours, and enrollment forms will be provided to all families at the beginning of the school year and extra copies will be available in the school office. Program information will also be included in the student handbook. The parent all-call system will be utilized to announce the availability of enrollment forms and program sponsored student enrollment nights. All phone calls and written information will be available in the family's home language. Shandon Elementary office staff will be knowledge about after school programming and will be available to answer parent questions from 8:00 am to $4: 00 \mathrm{pm}$ Monday through Friday.

[^21]The after school program will be all inclusive and students will be enolled based on student need for after school arademic support and supervision.

* All national holidays will be studied with activities designed to increase students knowledge and understanding of the holiday and its importance.
* Students are invited to share and present on their families holiday and family traditions.
* Students will be taught about traditions and customs of people from around the world and discover how they are similar or different from their own celebrations.
* Exposing students to musical instruments and different genres of music is also used to promote acceptance among various cultures and customs.
* Tolerance and diversity is promoted through communication and art work.
d. How will the program reach out and provide support to students with disabilities, English learners (ELs), and other students who have potential barriers so they can participate in the program?

Shandon Elementary staff will collaborate with the after school program staff to ensure that student information vital to providing equitable access is communicated. Special Education teachers will work with parents and the after school program to share confidential student information that is relevant to the child's success in the after school program. Special education teachers will then work with after school program staff to provide accommodations to planned activities for students with special needs. The Shandon Elementary teaching staff will work with the after school staff to share integrated ELD instructional strategies such as SDAIE (Specially Designed Academic Instruction) so that all English Learners will have access to the core subjects. Staff from the after school program will be invited to participate in all school based staff development that incorporates best practices for special education and EL students.

## 7 - Quality Staff

a. What is the planned recruitment and hiring process for staff, and how will staff members' experience, knowledge, and interests be considered?

Hiring of staff will be facilitated by the Boy and Girls Club. Shandon Elementary principal may provide recommendations for the hiring of staff. Shandon Elementary can support the Boys and Girls Club by posting open positions on Edjoin.

Staff recruitment will be pursued at both the community college (which has an early childhood education program) and university, Cal Poly. Staffing opportunities will be posted on the Boys and Girls Clubs of America website which has national reach. Other traditional sources such as Craigslist, CareerBuilder and newspapers will also be utilized. Potential staff members will be required to submit an application and participate in the interview process. They must possess a current First Aid/CPR card and pass a TB health screening. A minimum of 2 references will be checked for each candidate.
b. If the program will use volunteers, how will recruitment of volunteers be conducted to ensure they are qualified persons? (Indicate if program(s) will not use volunteers.)

Shandon Joint unified School District and the Boys and Girls Club recognize the value and expertise that volunteers can contribute to the education of students. Volunteers will be sought
from the community and Shandon High School. Shandon Elementary will assist the after school program in connecting with Shandon High School to recruit high school volunteers to assist with homework and to run small group activities. High School students will receive community service hours to apply toward graduation requirements.

Community members with talents in things such as art and music are invaluable to the after school program. Recruitment of community members will be conducted through Back to School Night, Open House, and the Shandon Community Group. All volunteers will need to complete a volunteer packet including finger printing, Megan's Law review, and passage of a background screening before working with students.
c. What type of continuous professional development will be provided to staff, and what is the schedule?

Shandon Joint Unified and Boys and Girls Club recognize that staff development is a key to maintaining job satisfaction and retention. Prior to the first day of school, staff hired to serve in the after school program will participate in site orientation, training in child abuse prevention and reporting, blood born pathogens, safety procedures, and communication systems including discipline. Within the first 45 days, staff will be trained in Social Emotional Learning through Second Step, Thinking Maps targeted to support second language learners, and guided reading strategies utilizing Fountas and Pinnell intervention curriculum. Ongoing support will be provided through collaboration with elementary teaching staff on curriculum best practices and student engagement. Observations conducted by site administrator who will provide evaluation and feedback.

The Boys and Girls Club provides a minimum of two, in-house training sessions. The sessions include programs/curriculum, review polices \& procedures, outcome measurements, risk management, risk/crisis prevention, and mentoring skills. Unit directors will hold monthly staff meetings to discuss scheduling, field trips, special events, programmatic reporting and outcome measurements.

## 8 - Clear Vision, Mission, and Purpose

a. What are the needs of the students in the specific communities (by program site or groups of similar program sites), how were the needs identified (i.e., the methods and how effective they were), the resources available, and how will those needs be addressed, including the needs of working families? (Community needs could be assessed in terms of, including but not limited to percentage of ELs, dropout and absenteeism rates, academic performance, health-related factors, family-related stresses, and other community factors.)

Shandon Joint Unified School District encompasses roughly 600 square miles and has a total enrollment of 299 students in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 83, Shandon Elementary School for grades TK-8 with a current enrollment of 208, and Parkficld Filementary, a one room schoolhouse, for grades K-6 with a current enrollment of 8 .

The student population of the district is primarily Hispanic making up $73 \%$ of the student body. $18.94 \%$ of the students are Caucasian, $.88 \%$ are African American, $.88 \%$ are Pacific Islander, and $2.64 \%$ are multiple ethnicities or declined to state. In addition, $77 \%$ of our families are considered socioeconomically disadvantaged and qualify for the free and reduced lunch program; however, this number is underrepresented due to families failing to return the Free and Reduced-Price Meal Application or completing the form inaccurately. $49 \%$ of our students are learning English as their second language, and $23 \%$ receive special education services. Our homeless student population is $22 \%$ and $4 \%$ are unaccompanied minors.

Shandoin Elementary is located in the town of Shandon, ä small, rüral, agricultural community. Shandon resides in an unincorporated area of San Luis Obispo County with a population of approximately 1,295 according to the 2010 Census. A portion of Shandon Elementary staff live in Shandon and have students who attend Shandon Elementary and are active in school and community organizations. The needs assessment grows for the knowledge of the area that comes from being a key member of the community along with demographic data collected through parent surveys and state mandated compliance information collected at enrollment and the beginning of each school year.

The Shandon After School Program will be the only after-school-hours activity for elementary school children in Shandon. The community is in northeast San Luis Obispo County, 20 miles for the nearest population center. Farmers, ranchers, vineyard keepers, and farm laborers characterize the labor force for the jobs available in the surrounding agricultural lands. The town's service establishments are limited to two family owned convenience stores; therefore, residents must travel 20 miles to the nearest town to shop for food, clothing and fuel. There are no movie theaters or recreational sports programs. Two small churches have Sunday services and $4-\mathrm{H}$ sporadically has agriculture clubs. The small County Library is opened only 2 days a week for a total of 9 hours. There is no licensed child care center and only 2 home based providers. The school serves as a valuable resource for the community by providing access and information about state agencies, assistance programs, and counseling services.

The following information came from the American Community Survey (ACS) 20171 year estimates and provides some demographic features of the community.

Population Characteristics

* 53.5 \% Hispanic/Latino
* $46.5 \%$ Non Hispanic

Median Family Income

* $\$ 58,750$
\% of Families < $\$ 50,000$
* 67.1
\% of Families < $\$ 25,000$
* 32.5


## Unemployment Rate

* 5\%
\% Below Poverty
* 10.2\%

A large percentage of our students' parents struggle to support their students academically. $26 \%$ of Shandon parents did not graduate from high school and only $10 \%$ have a college degree. Therefore, many families are not equipped to assist their chllen meeting the demands of California's academic standards and school expectations. The effects of limited exposure to literature and early childhood education experiences can be seen throughout the district. $67 \%$ of $k-2$ students are reading below grade level and $42 \%$ are below grade level in math. CAASPP scores indicate that $61 \%$ of students in grades $3-8$ are performing below standard in ELA and $70 \%$ are below standard in Mathematics. Shandon Elementary is designated as school-wide title 1 and has a year 2 Program Improvement (PI) status.

Shandon Elementary School Demographics are as follows:

* $75.11 \%$ Hispanic/Latino
* 19.11\% White
*. $44 \%$ American Indian/Alaskan Native
*. $89 \%$ Black
* $44 \%$ Filipino
* .89\% Pacific Islander
* 50.00\% English Learners
* $81.00 \%$ Socio-Economically Disadvantaged
* $12.00 \%$ Special Education
* 78.00\% Free and Reduced Lunch

The truancy rate was $14.28 \%$ for 2017-2018. There were no violent or drug related suspensions and no expulsions. No juvenile crime rates are available for the Shandon area.
b. How has the program engaged or how will it engage stakeholders (i,e,, principal, instructional day teachers and other instructional day staff, famifies, students, program staff, community members, and other partners) in the creation of the program mission, vision, goals, and expected outcomes based on the needs of the specific community?

Boys and Girls Club Mission:

To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Boys and Girls Club Vision:

Provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

In order to achieve our mission statement and attain our vision everyone needs to be involved in the decision making process. The principal of the school plays a vital role within the program throughout the day. Communication lines are continuously left open for all questions, feedback, or situational events that may occur throughout the day. We will engage the instructional staff weekly and keep them abreast of what the after school club is doing, as well as, ask any pertinent questions on particular students who may be identified as struggling with day to day choices.

The community will be made aware of what the Vision and Mission is of the after school program so as to help be advocates within. Monthly newsletters informing teachers, staff, parents, and other family members will help everyone involved stay up to date on the plans of the club, assuring buy in from everyone, and helping us reach our needs throughout the community.
c. What strategies will be used to share the program's mission, vision, goals, and expected outcomes with stakeholders?

Multiple strategies will be utilized to keep all stakeholders informed of program results and progress.

1. Formal Presentations: Presentations will be conducted at Shandon Elementary staff meetings, Shandon Joint Unified School Board meetings, School Site Council, and Shandon Community Club meetings.
2. Ceremonies and Celebrations: The after school club will recognize student accomplishments and citizenship during school award ceremonies.
3. School Newsletters: Both electronic and printed newsletters for parents and students will feature program results and accomplishments. Newsletters will be in both English and Spanish. 4. Press Release: Press releases will be sent to all North County media sources to publicize accomplishments of the students and outline future plans.
4. Website: The school website will be utilized to post program results and activities in a timely fashion.
5. Community Nights: The after school program will be open during the school's yearly Back to School Night and Open House. Parents can use this time to visit the program, ask questions or get more information about the program.

## 9 - Collaborative Partnerships

a. What system will be in place to ensure a collaborative and complementary partnership with the instructional day staff?

Collaborative communication between the after school program and Shandon Elementary School is essential for programming alignment. The site director will participate with district curriculum planning and will participate as a member of the school's SUMS Initiative to develop multi tiered systems of support for academics and social emotional learning and School Site

Council. School personnel will be offered employment through the after school program to provide homework support, serve as enrichment leaders and curriculum consultants for the after school program curriculum planning.
b. Which federal, state, local programs, or community-based organization(s) will be key partners with the expanded learning program? For each key partnership, include:
a. The name of the partner(s).
b. How the partnership will benefit the program (resources and/or support received).
c. How often the program will meet with the partner(s) at the grant and site level.
d. Written agreements (these may be uploaded as separate attachments in FAAST).

Shandon's isolation from population centers makes it difficult to forge ongoing partnerships. It is 20 miles away from the nearest town and 45 miles away from the nearest city. $4-\mathrm{H}$ is the lone program for youth although generally only has agriculture clubs. $4-\mathrm{H}$ and Shandon Elementary have met with limited success. Club meetings are held at the Shandon Elementary campus which lends itself to partnering with the after school program for such things as oral presentations and enrichment activities like sewing or arts and crafts. 4-H leaders are long time community members and Shandon Elementary staff who have personal knowledge of the resources in the region as well as other professional colleagues who can bring expertise to the after school program.

The California Department of Forestry and Fire Protection (Cal Fire) has a station in Shandon. Every Halloween they open their offices and conduct a safety awareness session for both students and parents. They also host field trips to the station and work with staff on developing their safety plan.

The County Sheriff's Department conducts Gang Resistance Education and Training (GREAT) at the school, graduating the first class in San Luis Obispo. It was developed to counter the early recruitment of gang members. In addition, the Sheriff's Department organizes a safety day at Shandon Elementary where first responders gather on the school campus and teach the students about their roles in our community.

The proximity of Shandon Elementary and Shandon High School makes the high school a natural collaborator for the after school program. High school students can be utilized to teach drama class as an enrichment activity and work as homework tutors to earn community service hours.

Students attending the after school program can give back to community organizations by creating displays and advertising for planned events and celebrations.

The Boys and Girls Club of America is the most recent organization to join forces with Shandon Elementary. They have agreed to work with Shandon Elementary to support our efforts in implementing the 21st Century Grant through staffing and monitoring program offectiveness. We look forward to this partnership. The Memorandum of Understanding, is attached,

## C. What ongoing outreach efforts will take place with other potential public and private programs partaers in the community (rural and frontier programs might need to seek resources outside of their immediate communities)?

Ongoing outreach efforts will take place monthly with presentations and demonstrations put on by visitors from other organizations through the county. Every month a new presenter will be asked to visit our campus to deliver a presentation and give valuable information to our students that can be passed along to siblings and parents. San Luis Obispo County has a vast resource guide for after school partnerships and collaborations within its structure and we will be focusing on that resource guide and pulling presenters from that educational list. The list includes such organizations as the health department, which focuses on healthy eating and nutrition, as well as, bike safety and the importance of physical activity.

## đ. What culturally anclor lingulstically approprlate strategles wil be used to engage familles as advocates for Hhelr children's education and bealthy development?

Appropriate strategies regarding culture and/or linguistics will be delivered in a positive and constructive manner. Strategies will need to be put into place so at least one staff member will need to be hired to speak the most predominate second language, which is, Spanish in this community. Another strategy will be to translate all material used throughout the program. All communications will need to be in both Spanish and English so parents feel they can offer the most support to family members by knowing what is going on with the club and what to expect if any changes are to be made. Parents will be invited to all after school events and evening functions. With the help of a translator, parents can be the best advocates for their children in seeing them reach their full potential without language or cultural barriers.

## 10 - Continuous Quality Improvement

a. What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of acadernic enrichment opportunities? How are these measures coherent with the instructional day and the goals of the program?

Shandon Elementary School understands that multiple factors influence student performance and that setting measurable and attainable goals are critical to program growth and success. The after school program will serve as an extension of the school day and partner to support the district's LCAP goals.

The after school program will use attendance, standardized test results and surveys to measure program effectiveness.
District LCAP goal 1 (Increase attendance of all district students.) will be supported by the following after school program goal:
*Students will engage in healthy behaviors by participating in nutrition education and daily physical activity as measured by a daily attendance, pre-post student survey, and $80 \%$ of students passing a physical fitness test.

District LCAP goal 2 (Increase academic achievement for all students so that they are career and college ready.) will be supported by the following after school program goal:

* Students will increase their academic performance by participating in daily homework club and tutoring services as measured by a $10 \%$ increase in ELA and Math CAASPP score, and 1 years growth on the STAR Reading assessment.
District LCAP goal 3 (Create a positive school climate.) will be supported by the following after school program goal:
* students will engage in positive, low-risk behaviors as measured by $5 \%$ decrease in perceived disruptive and bullying behavior as indicated by the Shandon school Climate Survey.
In addition to the above measures, the following data will be tracked by Shandon Elementary
School:
* Daily school attendance
* STAR test results
* Homework completion rates
* CAASPP test scores
* Office referral rates
* Fountas and Pinnell running record scores
b. How (i.e., methods, tool, strategy, and frequency) will the program engage in a data-driven continuous quality improvement process (i.e., assess program quality, plan, improve program quality) based on the Quality Standards for Expanded Learning in California. Please visit the Quality Standards for Expanded Learning in Californla Web page [2MB].

What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program?

Please visit the CDE Guidelines for a Quality Improvement Process Web page.

Continual progress monitoring is integral to program improvement. A data-driven program quality improvement process will be utilized to make programming and support modifications in an effort to obtain desired results. At the beginning of each school year school and after school staff will review performance data from the previous school year including grades, running records, benchmark and state assessments to jointly identify student strengths and areas for improvement. These students will be guided towards activities that incorporate concepts they need to develop. During the course of the year student progress will be monitored at least monthly to determine if actions are beneficial to student progress. If performance is not impacted, staff will collaboratively develop strategies to refocus academic and enrichment activities.

Attendance monitoring will be conducted on a daily basis to identify possible systemic. problems in programming operations. As required, program attendance will be submitted to CDE on a semi-annual basis and school-day attendance will be submitted on an annual basis.
School and program staff will work bogether to analyze attendance data of unduplicated
student participation and identivpossible underlying biases that may alfect student involvement.

## 11 - Program Management

a. How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in EAAST)?

All expenditures will be used to hire staff and purchase supplies that support the vision and mission of the program. Investing in materials and supplies needed to complete curriculum and physical fitness activities will support the clubs goal of promoting healthy lifestyles and productive citizens. In addition, funding will be used to hire and train staff so that they are fully equipped to design and implement a program that promotes productivity and responsibility allowing students to reach their full potential as students. Budget Attached

## b. What is the program organizational structure and role of staf (e.g...Staff responsible for homework support for grade three and sclence activities for gradas three through five",", ines of supervision for each site or groups of sites, frequency of meetinds, and methods of communication?

Staff will be responsible for engaging all students grades K-8 grade with any and all homework help for the duration of 1 hour daily. Staff then will be split into different groups to assist in the rotation process so all students get homework help, physical activity, and enrichment classes. Staff will report to the director, who will then report to the supervisor and principal of the school. Director will attend all trainings and staff meetings. The after school staff will participate in monthly staff meetings. The agenda and staff meeting minutes will be forwarded to the supervisor of Boys and Girls Club and shared with the site principal.

Methods of communication will include verbal face to face, daily, conversations, as well as, a daily written log so all staff members know what is planned for the day. The program director will provide staff check lists of activities and responsibilities that are to be completed throughout the course of their shift. All matters and incidents are to be reported to the director. The director of the site will be responsible for speaking to parents regarding a students and his/her behavior.
6. What strategies will be used to create and maintain relationships and ensure communication with external stakeholders such as parents, subcontractors, and community partrers?

A plan of action to keep and maintain community relationships will consist of multiple modalities. Communication with stakeholders will take place throughout the year and will take the form of oral presentations, written, and electronic correspondence. A monthly email containing our future plans and current activities will be sent out to all shareholders and community action partners. Paper copies will also be mailed out on request and available for pickup in the after school program. The director will also provide a monthly newsletter in both paper and electronic forms. All written communication will be available in English and Spanish. In addition, the program director will be asked to make a presentation at School Site Council, DELAC and a school board meeting on curriculum being used at the after school program, of upcoming activities, and budget disclosure.

Directors and administrators will be continuously striving to further their education on the ideals of the $21^{\text {st }}$ Century Grant compliance as well as student safety standards by taking online courses through Redwoods and attending district trainings. Staff will be given time within their schedule to take courses required through the $21^{\text {st }}$ century professional development resource center, to insure that every avenue is explored within the walls of the classroom and on the playground. Personal and professional development conferences may be attended as well, if the budget permits.

## 12 - Sustainability

a. What sustainability plan is in place that will allow the program to continue when the grant ends?

Shandon Joint Unified will assume the responsibility of seeking additional sources to assure the sustainability of the after school program beyond the grant funding cycle. Those sources could include federal funding programs, private organizations and local businesses.

Facilities, printing and janitorial services are all cost expenditures that are provided as in kind contributions by Shandon Joint Unified School District and could continue in the future. Food Service for snack offerings are provided by the San Luis Food Bank and could easily continue after the grant cycle.

Professional development required of a successful program could be funded through Title I and Supplemental and Concentration Funds. Fundraising opportunities would need to be pursued to provide travel and admission for field trips.

Salaries and benefits for the site director and enrichment staff comprises the majority of the budget. Shandon parents have already indicated that they would be willing to pay a yearly fee up to $\$ 100$ per enrolled student off setting the cost of the program. In addition, Shandon Elementary and the Boys and Girls Club will work collaboratively to seek investors from local manufacturing and the industries.
> b. What are possible partnerships and funding sources, what is the schedufe for revisithg the sustainability plam and who is responsible for resource development?

> Possible funding sources for the Shandon Elementary after school program could include such organizations as PG\&E, First 5olar, Granit Construction, Westem Fencing and a varicty of local wineries within the community. Partnerships such as Questa Colloge, Action Community, and First Five are all possibilities to build and foster a parthership with.

A schedule for revisiting the sustainability plan would consist of guarterly budget meetings and expenditure review. A budget tracking template would be incorporated within the framework
of the budget to ensure we are on track and staying within the confines of our master budget and master plan.

Resource development would fall on the CEO of the Boys and Girls Club, while special fundraising efforts would be carried out on site through the Site Director with the help of educated staff members.

# Memorandum of Understanding 

between<br>Shandon Joint Unified School District<br>and<br>Boy and Girls Clubs of North SLO County

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Shandon Joint Unified School District and the Boys and Girls Clubs of North SLO County who are providing services and/or financial support to the $21^{\text {st }}$ CCLC program and is contingent upon funding.

School District: Shandon Joint Unified School District
Representative: Kristina Benson
Position: Superintendent
Address: 101 S. $1^{\text {st }}$ St. P.O. Box 79, Shandon CA 93461
Telephone: 805-238-0286
Fax: 805-238-0777
E-mail:Kbenson@shandonschools.org

Partner name: Boys \& Girls Clubs of North SLO County
Partner representative: Meghan Harris
Position: Director of Operations
Address: 2631 Spring Street, Paso Robles, CA 93446
Telephone: 805-239-3659
Fax: 805-239-3616
E-mail: meghan@bgcslocounty.org

## Purpose

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the $21^{\text {st }}$ CCLC program (including summer, before school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

## 21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the $21^{\text {st }}$ CCLC grant estimated at $\$ 81,000$ per school year if funded.

## Duties of Partles

In this section，the responsibilities and agreements of each party is described separately．
For the Boys \＆Girls Clubs of North SLO County，the responsibilities and agreements include：
Q Serve as the fiscal agent for the grant；
Provide needed support including office space，telephone use，and computer use for afterschool staff；
Provide classroom space and all other appropriate space to accommodate the afterschool program；
Provide custodial support，office support，and other appropriate support to ensure the program runs smoothly and that children are safe afterschool；
Q Be responsible for purchasing necessary materials／supplies for designated components in accordance with the 21st CCLC budget；
Qupport staff in trainings and professional development opportunities in areas related to afterschool programming and issues；
囚
Participate in the evaluation of the afterschool program at the local，state，and federal levels；
Complete paperwork related to any association with the program；
Provide access to assessment and other available data for the purposes of program evaluation；
Assist the program in developing，implementing，and making progress on its sustainability plan；
Recruit and refer students to the afterschool program；
Participate on the Advisory Team；and／or
Other：
For School Partner，Shandon Joint Unified School District，the following may apply：
Provide classroom space and all other appropriate space to accommodate the afterschool program；
Provide custodial support，office support，and other appropriate support to ensure the program runs smoothly and that children are safe afterschool；
Recruit and refer students to the afterschool program；
Communicate and collaborate with all partners；
Support the afterschool program by establishing clear linkages with the school day； Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program；
Complete paperwork related to and associated with the program；
Provide access to assessment and other available dato for the purposes of program evaluation；
Participate in the evaluation of the afterschool program at the local，state，and federal levels；
$\boxtimes$ Assist the program in developing，implementing，and making progress on its sustainability plan；

Other：

## Meetings

All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Advisory Team. The Advisory Team consists of Shandon Elementary Principal, the partner's Program Director, and any other community representatives mutually agreeable. Decisions will be reached by a group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year, or as needed, about key decisions and issues related to successful program implementation. The partner's Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program. If the Advisory Team cannot come to a mutual agreement, the LEA School District will have final decision-making authority.

## Funding

Clearly describe any grant funds, the amount and category (salaries, contracted services, materials and supplies, etc.) that will be provided to the School Disctrict(s): \$0

## Duration

The agreement is for a period consistent with approved $21^{\text {st }}$ CCLC grant funding will be automatically renewed based on consistent grant funding of the program.

## Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for noncompliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.


## Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

## Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

(Scbool District signtature)
Name: KRISIINA L.BENSON
Position: Superintendent
Shandon Joint Unified School District
Date: 10/26/18

(Partner signature)
Partner Printed Name: Meghan Harris
Position: Director of Operations
Organization: Boys \& Girls Clubs of North SLO
Date: 10/26/18

## Main Menu > Applícation Preview

## Application Preview

This is a preview of your application. Please review and confirm the information is accurate before submitting the application. FAAST will perform a check to verify whether required fields are completed and/or required atlachments are uploaded.
Once you have verified the information, please read the certification statement and enter your initials to submit the application to the State Water Board.
Note: To print the application, please use the "FILE -> PRINT" menu option on the browser.
PIN 42809 - Shandon After School Program - IN PROGRESS

## Application Preview

RFP Title: 21st CCLC or ASSETS After School Programs (Cohort 12 - Fiscal Year 2019/20)
Submitting Shandon Elementary
Organization: Submitting Organization Division:
Project Title:
Shandon After School Program
Project To provide a safe and engaging after school program for Shandon students in Kindergarten through Description: 8th grade. The program will assist students with homework support, provide physical activity, and enrichment opportunities to broaden the students interests in arts and healthy lifestyles.

## Water System ID:

## District Office:

APPLICANT DETAILS
Applicant Shandon Elementary
Organization:
Applicant
Organization
Division:
Applicant 301 s. First St P.O. Box 49 , SHANDON, CA -93461
Address:
PROJECT LOCATION

$$
\text { Latitude: } 35.649130 \quad \text { Longitude: }-120388150
$$

Watershed:
County: San Luis Obispo
Responsible
Regional Water


Applicants must download, complete, sign, and submit ASSIST-generated application forms to the CDE as well as upload their application narratives into FAAST prior to the application deadline. Please make sure you have added your ASSIST Grant Application Identification Number so that we may identify and match your application narrative.

## Applicant Agency Name

Answer: Shandon Joint Unified School District in partnership with Boy and Girls Club of America

> ASSIST Grant Application ID Number

Answer: 19-08-40-121-21st-35
FEIN/CD Number (from the ASSIST Cover Page)
Answer: 4068833

1-Safe and Supportive Environment
a If the program will be located off campus, how will students travel safely to and from the program site?
Answer: Program will be located on the Shandon Elementary School campus. Transportation is not needed.
b What initiatives and measures will be taken by the program to create safety procedures are aligned with the instructional day, including regular staff training and practice drills with students and staff?

Answer: Shandon Joint Unified and BGC recognize that planning and practicing for an emergency is the best preparation for an actual disastrous event. Prior to the first day of school, staff hired to serve in the after school program will be trained in child abuse prevention and reporting, blood born pathogens, and safety procedures. Shandon Joinl Unified School District will make yearly training in First Aid and CPR available to after school staff.

The after school program will follow the same safety procedures that have been implemented by the school site and are defined by the District Safety Plan. Evacuation and safety protocols will be reviewed at the start of each school year. Students and staff will practice safety drills (earthquake, fire, campus intruder) on a monthly basis. The program director will supervise the drilis and report to the site principal any evacuation needs such as first aid supplies. The site Principal will work with the after school program director to ensure proper safety protocols.
c How will the program provide a safe and supportive environment for the developmental, social emotional, and physical needs of students?

Answer: The after school program will be located on the Shandon Elementary school campus which meets the safety and physical accessibility standards required of public schools. Shandon Joint Unified School district will be responsible for security and facilily maintenance.

The social and emotional well being of the students is as important as their physical safely. Social emotional skills enable students to calm themselves, self regulate when angry, resolve conflicts respecifully, make lasting friendships and safe choices. Shandon Elementary has adopted Second Step Social Emotional and Anti Bullying curriculum. Lessons can be administered sequentially as a whole class to build social emotional intelligence or specifically to target areas of concern with individual or small groups of students. Practicing Positive Behavior Interventions and Supports in conjunction with restorative justice principles is the foundation of building a safe and respectful school climate and these practices will be reinforced through the after school program.

## 2 - Active and Engaged Learning

a In what ways are the planned program activities engaging and based on the school and community needs for an after-school, before-school, intersession, weekend, or summer program? (For After School Safety and Enrichment for Teens (ASSETs), provide examples for both secondary and workforce preparation.)

An applicant that offers summer/supplemental programming to complement existing ASSETs or 21 st Century Community Learning Centers funded after school programs is not required to be the same entity that operates the existing program, but must identify the grantee with whom it is coordinating for the purpose of providing year-round programming (Califorila Education Code Section 8484.8[e][3]).

Answen: Planned program activities within the after school strubure follow an eight wock curriculam based on the lime of year it is and what the students are stwdyin their bationtar chesses These Gurtioulurn's and entichment activiles are engaging be shidens hy incorporamg hands on development, public speaking, team work, as well fis gho work Work Shts and Lite Stills whthe





community

Our site currently does not offer summer or seasonal supplemental prograniming throughout the year. With the help of available funding we are hoping to incorporate additional prograrnming in the fulure which would help keep our students in a safe, educational, fun environment throughout the summer and help keep students on the path of making good choices.
b How are the program activities expected to contribute to the improvement of student academic achievement as well as overall student success?

Answer: Shandon Joint Unified School District and the Boys and Girls Club are committed to closing the achievement gap through focused academic programming responsive to the personal needs of the sludent. Homework club and tutoring will be designed to build student competencies in core academic standards. One credentialed classroom teacher will serve as the homework club leader and curriculum consultant, 4 hours per week. Through small group instruction he/she will mentor and share instructional strategies to strengthen skills in the core subjects. As curriculum consultant, he/she will align academics and enrichment with classroom instruction. Classroom teachers will advise the homework leader if a child needs particular attention or extra support on a specific skill. Currently we have three classroom teachers who provide after school homework support on their own time.

The after school program will have access to the Accelerated Reader and ALEKS (Assessment and Learning in Knowledge Spaces) Math Programs. Both of these online programs are utilized by classroom teachers on a daily basis. Baseline student performance data is gathered through each system and individualized math and reading goals are established to advance the learning of each sludent. Each program is equipped with diagnostic assessments and progress checks that can be administered to monitor student competency in grade level academics. These programs can be seamlessly implemented into the after school program to assist students in reaching math and reading benchmarks.

Fountas and Pinnell reading intervention and guided reading programs are used daily by kindergarten through 5th grade students and can be accessed by the after school program to improve student reading fluency and comprehension. Student progress can be tracked through running records by after school and classroom staff to monitor program effectiveness.
c. How will student feedback, assessments, evaluations, and integration with the instructional day be used to guide the development of training, curricula, and projects that will meet students' needs and interests?

Answer: Due to our small school population the after school program will have direct access to every teacher on campus. This accessibility and partnership allows for regular communication and flexibility between the school and after school staff. For instance, a teacher might come to the after school program and ask that a paricular student stay with them for more instruction after school, that can be accommodated. Likewise, leachers will be able to keep the after school staff informed of areas of support that students may need. The streamline of curriculum fits nalurally within the instructional day and guides the pace of training or enrichment for each individual student within the program. Group games such as Math Olympics, and Spelling Dominator are designed to keep students engaged and help them with a plethora of skills and coordination.

Feedback, assessments and evalualions are designed to evolve and adapt to district, student and state expectations. ALEKS, Accelerated Reader, and STAR programs have continuai performance monitoring built into their orline plafforms which are used to provide reedback on student progress. Hands on projects and presentations can also be used as a way for sludents to demonstrate underslanding of curriculum. School staft will be avalable to work with after scheol staff lo desigh alteinatives to assessment that still provide meaningtul feectback to students and guide instruclion.

## 3 - Skill Building

What 21st Century knowledge and/or skill(s) will students master when participating in projects, activities, and events based on the specific student needs at a site or groups of sites?

Please review the information about 21 st Century skills found at the California Departmenl of Education's (CDE's)Partnership for 21st Century Skills web page.

Answer: Students participating in after school enrichment activities will master the 4C's of the 21st century learning model. Critical thinking and communication will be practiced daily with projects, plays, and games. Collaboration and creativity is a must when working together during project completion, researching together on how a skit might work, or how the STEM hypothesis should be written. Working in heterogeneous groups establishes a sense of compromise and teamwork as students learn to develop tolerance and acceptance for others opinions, beliefs and ideas. The small group setting of the after school program provides a safe environment for students to practice public speaking skills and push them from their comfort zone to try something new.

## 4 - Youth Voice and Leadership

a What opportunities and physical meeting location/space are provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership?

Answer: The Boys and Girls Club has a long history of developing youth leadership through student involvement in all facets of program design and implementation. Leadership development empowers youth to support and influence their club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities. A student leadership team, selected by peers, will meet monthly with the after school program staff to discuss curriculum development and enrichment activities. They will also evaluate program effectiveness and plan events based on student feedback and community interests. Meetings will be held within the after school program room and will be student led with adult coaching. After school staff will work with the leadership team to incorporate ideas and improve upon their daily routines, practices and management of the program.
b How will students in lower grades be able to make choices when participating in program activities, and how will students in higher grades actively exercise their leadership skills in addressing real-world problems that they identify in their communities (e.g., service-learning)?

Answer: Building leadership opportunities will be implemented throughout the day by scaffolding activities for students in grades K-8 so all students will increase their pride and ownership in their school. community, and after school program. The level of engagement may depend upon age, maturity and activity:
"Youth initiated/lead * Adult ledi youth consulted/considered

* Youth/adult partnership * Adult led; youth involvement assigned

Younger students will be resporisible for distributing daily snacks, creating and displaying monthly decorations, amd supervising recycling procedures. These students will have choice in all lesson and project oulcomes including presentation and design of products. These opportunities build self-esteetr, while developing an understanding of how their actions and choces impact the environment.

[^22]Service Learning Projects include: organizing a community clean-up day, organizing recycling and composting within the school, and volunteering in the Children's Farmers Market

## 5 - Healthy Choices and Behaviors

a What types of healthy practices and program activities will be aligned with the school wellness plan?
Answer: The Governing Board of Shandon Joint Unified School District recognizes the link between student health and learnirg and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The district Wellness Policy is designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. The after school program will support this policy through the implementation of H.E.P.A (Healthy Living Physical Activity). H.E.P.A incorporates the principals of positive competition, leadership development, collaboration among grade levels, conflict resolution, and self-esteem skill building. Through H.E.P.A, students will learn about healthy food choices and cooking. Under staff supervision, students will prepare and cook a snack based on a vegetable or fruit of study. Students will be taught food and kitchen safely and sanitation of their work area. Sludents will also be educated in nutrition by comparing healthy and unhealthy food and drink choices, learn about beneficial fats, and what substitutions can be made to build a healthier meal. A Family Cooking Night can be the catalyst for parent involvement and an opportunity for students to showcase their learning of healthy living.

The after school program will collaborate with Shandon Elementary Food Service to provide daily, healthy snacks for students. Students will be able to identify the nutritional value of the daily snack and categorize the snack by food groups. Discussions will also be held to discuss what substitutions could be made to improve the nutritional value of after school snacks,
b How will the program incorporate healthy nutritional practices, and what types of daily developmentally appropriate and/or research-based physical activities will the program conduct? Include any collaborative partnerships with wellness organizations.

Answer: The Wellness Policy for Shandon Joint Unified School District also states that all students shall be provided opportunilies to be physically active on a regular basis. The after school program will support this directive through implementation of CATCH (Coordinated Approach to Child Health). CATCH is a research based program proven to decrease childhood obesity by $11 \%$. Lessons are designed to influence lifelong changes to a child's food choices and physical activity levels. As part of CATCH, students will learn new outside games every week where they will practice leam building, problem solving and communication skills, as well as, getting in an hour a day of physical fitness. The CATCH curriculum provides grade and developmentally appropriate physical filness activities for children of all ages. Activities range from large motor development to cardio aerobic exercise.

Shandon Elementary has already established partnerships with the Food Bank Coalition of San Luis Obispo and the Public Health Department to provide a Children's Farmers Markel and Nutritional Heallh Lessons for the students of Shandon. This collaboration will be expanded through the after school program. Students participating in the afler school program can attend/work at the Farmer's Markel where they will be able to learn about healthy food choices and obtain recipes that incorporate offered fruits and vegetables which can be used in the H.E.F.A food lessons and preparation. Students may also work in the school garden through a hands-on seed to plant program where they will learn about growing organic foods, healthy living and caring for the environment in addition to learning about plant life cycles, caring for the soil, and water conservalion.
c How will the program staff model a healthy lifestyle and maintain a healthy culture and environment?
Answer: Actult modeling of desired behaviors is crucial in gaining student irust and makng learnang retevant to the slucients Therefore, all afler school staff will:

* Make healthy food and dink choices while in the presence of students
* Try all H.E.P.A created foods (Excluding Allergies)
* Participate in all organized physical activities
* Practice good hygiene and food safely and sanitation

Modeling of above practices will help to maintain healthy changes and build a culture of health and wellness throughout the after school program.

## 6 - Diversity, Access, and Equity

a How will information about the program, including its address, be disseminated and made understandable and accessible to the community?

Answer: A description of the after school program will be presented at a regularly scheduled Board Meeling, DELAC, School Site Council and the Shandon Community Advisory meeting. Information regarding location, hours of operation, the enrollment process, and contact information will be posted on the school marquee and community information board at the local post office. All information will be presented and posted in both English and Spanish.
b How will information about the program be communicated to all students at the school site to encourage diverse participation?

Answer: All information about the after school program will be disseminated through Shandon Elementary School. A program description including location, operating days and hours, and enrollment forms will be provided to all families at the beginning of the school year and extra copies will be available in the school office. Program information will also be included in the student handbook. The parent all-call system will be utilized to announce the availability of enrollment forms and program sponsored student enrollment nights. All phone calls and written information will be available in the families home language. Shandon Elementary office staff will be knowledge about after school programming and will be available to answer parent questions from 8:00 am to 4:00 pm Monday through Friday.
c How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds?

Answer: The after school program will be all inclusive and students will be enrolled based on student need for after school academic support and supervision.

* All national holidays will be studied with activities designed to increase students knowledge and understanding of the holiday and its importance. * Students are invited to share and present on their families holiday and family traditions.
* Students will be taught about traditions and customs of people from around the world and discover how they are similar or different from their own celebrations.
* Exposing students to musical instruments and different genres of music is also used to promote acceptance among various cullures and customs.
* Tolerance and diversity is promoted through communication and art work.
d How will the program reach out and provide stipport to students with disabilities, English learners (ELs), and other students who have potential barriers so they can participate in the program?

Answer: Shandon Elementary staff will colaborale with the ater school program staff to ensure that student information vital to providing equitable access is communicated. Special Education teachers will work with parents and the after sonopi grogrem to share confidential student information that is relevant to the chid's success in the after school program. Special education teachers will then work with after schoof progfan shaf to movise acommonations to planned activities for students witls special needs. The Shandon Ekmemayleaching staff will work wilh the after school staff io





## 7 - Quality Staff

a What is the planned recruitment and hiring process for staff, and how will staff members' experience, knowledge, and interests be considered?

Answer: Hiring of staff will be facilitated by the Boy and Girls Club. Shandon Elementary principal may provide recommendations for the hiring of staff. Shandon Elementary can support the Boys and Girls Club by posting open positions on Edjoin.

Staff recruitment will be pursued at both the community coilege (which has an early childhood education program) and university, Cal Poly. Staffing opportunities will be posted on the Boys and Girls Clubs of America website which has nalional reach. Other traditional sources such as Craigslist, CareerBuilder and newspapers will also be utilized. Potential staff members will be required to submit an application and participate in the interview process. They must possess a current First Aid/CPR card and pass a TB health screening. A minimum of 2 references will be checked for each candidate.
b If the program will use volunteers, how will recruitment of volunteers be conducted to ensure they are qualified persons? (Indicate if program(s) will not use volunteers.)

Answer: Shandon Joint Unified School District and the Boys and Girls Club recognize the value and expertise that volunteers can contribute to the education of students. Volunteers will be sought from the community and Shandon High School. Shandon Elementary will assist the after school program in connecting with Shandon High School to recruit high school volunteers to assist with homework and to run small group activities. High School students will receive community service hours to apply toward graduation requirements.

Community members with talents in things such as art and music are invaluable to the after school program. Recruitment of community members will be conducted through Back to School Night, Open House, and the Shandon Community Group. All volunteers will need to complete a volunteer packet including finger printing. Megan's Law review, and passage of a background screening before working with students.
c What type of continuous professional development will be provided to staff, and what is the schedule?
Answer: Shandon Joint Unified and Boys and Girls Club recognize that staff development is a key to maintaining job satisfaction and retention. Prior to the first day of school, staff hired to serve in the after school program will participate in site orientation, training in child abuse prevention and reporting, blood born pathogens, safely procedures, and communication systems including discipline. Within the first 45 days, staff will be trained in Social Emotional Learning through Second Step, Thinking Maps targeted to support second language learners, and guided reading strategies utilizing Fountas and Pinnell intervention curriculum. Ongoing support will be provided through collaboration with elementary teaching staff on curriculum best practices and student engagement. Observations conducted by site administrator who will provide evaluation and feedback.

The Boys and Girls Club provides a minimum of Iwo, in-house training sessions. The sessions include programs/curriculum, review polices \& procedures, outcome measurements, risk management, risk/crisis prevention, and mentoring skills. Unit directors will hold monthly staff meetings to discuss scheduling, field trips, special events, programmatic reporting and oulcome measurements

8 - Clear Vision, Mission, and Purpose
d What are the needs of the students in the specific communities (by program site or groups of similar program sites), how were the needs identified (i.e., the methods and how effective they were), the resources available, and how will those needs be addressed, including the needs of working families? (Community needs could be assessed in terms of, including but not limited to percentage of ELs,
dropout and absenteeîsm rates, academic performance, health-related factors, family-related stresses, and other community factors.)

Answer: Shandon Joint Unified School District encompasses roughly 600 square mites and has a total enrollment of 321 students in grades TK.12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 83 , Shandon Elementary School for grades TK-8 with a current enrollment of 208, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 8 .

The student population of the district is primarily Hispanic making up $75 \%$ of the student body. $20.25 \%$ of the students are Caucasian, $.62 \%$ are African American, $.62 \%$ are Pacific Islander, and $2.18 \%$ are multiple ethnicities or declined to state. In addition, $80 \%$ of our families are considered socioeconomically disadvantaged and qualify for the free and reduced lunch program; however, this number is underrepresented due to families failing to return the Free and Reduced-Frice Meal Application or completing the form inaccurately. 46\% of our stucents are learning English as their second language, and $15 \%$ receive special education services. Our homeless student population is $22 \%$ and $4 \%$ are unaccompanied minors.

Shandon Elementary is located in the town of Shandon, a small, rural, agricuitural community. Shandon resides in an unincorporated area of San Luis Obispo County with a population of approximately 1,295 according to the 2010 Census. A portion of Shandon Elementary staff live in Shandon and have students who attend Shandon Elementary and are active in school and community organizations. The needs assessment grows for the knowledge of the area that comes from being a key member of the community along with demographic data collected through parent surveys and state mandated compliance information collected at enrollment and the beginning of each school year.

The Shandon After School Program will be the only after-school-hours activity for elementary school children in Shandon. The community is in northeast San Luis Obispo County, 20 miles for the nearest population center. Farmers, ranchers, vineyard keepers, and farm laborers characterize the labor force for the jobs available in the surrounding agricultural lands. The town's service establishments are limited to two family owned convenience stores; therefore, residents must travel 20 miles to the nearest town to shop for food, clothing and fuel. There are no movie theaters or recreational sports programs. Two small churches have Sunday services and 4-H sporadically has agriculture clubs. The small County Library is opened only 2 days a week for a total of 9 hours. There is no licensed child care center and only 2 home based providers. The school serves as a valuable resource for the community by providing access and information about state agencies, assistance programs, and counseling services.

```
The following information came from the American Communty Survey (ACS) 20171 year
estimates and provides some demographic features of the community.
Population Characteristics
* \(53.5 \%\) HispaniciLatino
* \(46.5 \%\) Non Hispanic
Median Family Income
* \(\$ 58,750\)
\% of Families \(\$ 50,000\)
- 67.1
\% of Families < \(\$ 25,000\)
- 325
Unemploymert Rate
* \(5 \%\)
\% Belfw Poverty
- 10 ? \(\%\)
```

A large percentage of our students' parents struggle to support their students academically. $26 \%$ of Shandon parents did not gradiate from high school and only $10 \%$ have a college degree.
Therefore, many families are not equipped to assist their children in meeting the demands of California's academic standards and school expectations. The effects of limited exposure to literature and early childhood education experiences can be seen throughout the district. $67 \%$ of $k$ 2 students are reading below grade level and $42 \%$ are below grade level in math. CAASPP scores indicate thal $57 \%$ of students in grades 3-8 are performing below standard in ELA and 70\% are below standard in Mathematics. Shandon Elementary is designated as school-wide title I and has a year 2 Program Improvement (PI) status.

## Question 8a continued:

Answer: Shandon Elementary School Demographics are as follows:

* 75.11\% Hispanic/Latino
* $19.11 \%$ White
* .44\% American Indian/Alaskan Native
* . $89 \%$ Black
*.44\% Filipino
*. $89 \%$ Pacific Islander
* 50.00\% English Learners
* $81.00 \%$ Socio-Economically Disadvantaged
* 12.00\% Special Education
* 78.00\% Free and Reduced Lunch

The truancy rate was $14.28 \%$ for 2017-2018. There were no violent or drug related suspensions and no expulsions. No juvenile crime rates are available for the Shandon area.
b How has the program engaged or how will it engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other partners) in the creation of the program mission, vision, goals, and expected outcomes based on the needs of the specific community?

Answer: Boys and Girls Club Mission:
To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Boys and Girls Club Vision:
Provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.

In order to achieve our mission statement and attain our vision everyone needs to be involved in the decision making process. The principal of the school plays a vital role within the program throughout the day. Communicalion lines are continuously left open for all questions, feedback, or situational events that may occur throughout the day. We will engage the instructional staff weckly and keep them abreast of what the after school club is doing, as well as, ask any pertinent questions on particular students who may be identified as struggling with day to day choices.

The community will be made aware of what the Vision and Mission is of the after school program so as to help be advocates wilhin. Monthly newsletters informing teachers, staff, parents, and other family members will help everyone involved stay up to date on the plans of the club, assuring buy in from everyone, and helping us reach our needs throughout the comrnunity

What strategies will be used to share the program's mission, vision, goals, and expected outcomes with stakcholders?

Answer: Multiple strategies will be utilized to keep ati stakeholders informed of progran results and progress.

1. Formal Presentations: Presentations will be conductod ak Shandon Elementary staff meetings, Shandon Joint Unified School Board meetings, School Site Council, and Shandon Community Club meetings.
2. Ceremonies and Celebrations: The after school club will recognize sludent accomplishments and citizenship during school award ceremonies.
3. School Newslelters; Both electronic and printed newsletters for parents and students will fealure program results and accomplishments. Newsletters will be in both English and Spanish.
4. Press Release: Press releases will be sent to all North County media sources to publicize accomplishments of the sludents and outline future plans.
5. Website: The school website will be utilized to post program results and acdivities in a timely fashion.
6. Community Nights: The after school program will be open during the school's yearly Back to School Night and Open House. Parents can use this time to visit the program, ask questions or get more information about the program.

## 9-Collaborative Partnerships

a What system will be in place to ensure a collaborative and complementary partnership with the instructional day staff?

Answer: Collaborative communication between the after school program and Shandon Elementary School is essential for programming alignment. The site director will participate with district curriculum planning and will participate as a member of the school's SUMS Initiative to develop mulli liered systems of support for academics and social emotional learning and School Site Council. School personnel will be offered employment through the after school program to provide homework support, serve as enrichment leaders and curriculum consultants for the after school program curriculum planning.
b
Which federal, state, local programs, or community-based organization(s) will be key partners with the expanded learning program? For each key partnership, include:
a. The name of the partner(s).
b. How the partnership will benefit the program (resources and/or support received).
c. How often the program will meet with the partner(s) at the grant and site level.
d. Written agreements (these may be uploaded as separate attachments in FAAST).

Answer: Shandon's isolation from population centers makes it difficult to forge ongoing partherships. It is 20 miles away from the nearest town and 45 miles away from the nearest cily. $4-\mathrm{H}$ is the lone program for youth although generally only has agriculture clubs, 4-H and Shandon Elementary have met with limited success. Club meetings are held at the Shandon Elementary campus which lends itself to parrnering with the after school program for such things as oral presentations and enrichment activities like sewing or arts and crafts. 4-H leaders are long time community members and Shandon Elementary staff who have personal knowledge of the resources in the region as well as other professional colleagues who can bring expertise to the after school progrant.

The Calforna Deparment of Forestry and Fire Protection (Cat ire) has a station in Shardon. Fvery Helloween hey open their oftices and condact a maty awareress session for both stumbs and parents They ago host field trips to the staton and work with staf on develeping then safy がm
The County Slientr Deperment conchots Gang Resistane Edughon and Tranimg GREATH


 about heir rotes a oun commanty

The proximity of Shandon Elementary and Shandon High School makes the high school a natural collaborator for the after school program. High school students can be utilized to teach drama class as an enrichment activity and work as homework tutors to earn community service hours.

Students altending the after school program can give back to community organizations by creating displays and advertising for planned events and celebrations.

The Boys and Girls Club of America is the most recent organization to join forces with Shandon Elementary. They have agreed to work with Shandon Elementary lo support our efforts in implementing the 21 st Century Grant through staffing and monitoring program effectiveness. We look forward to this partnership. The Memorandum of Understanding is attached.

## Question 9b continued:

Answer:

## Question 9b continued:

Answer:
c What ongoing outreach efforts will take place with other potential public and private programs partners in the community (rural and frontier programs might need to seek resources outside of their immediate communities)?

Answer: Ongoing outreach elforts will take place monthly with presentations and demonstrations put on by visitors from other organizations through the county. Every month a new presenter will be asked to visit our campus to deliver a presentation and give valuable information to our students that can be passed along to siblings and parents. San Luis Obispo County has a vast rescurce guide for after school partnerships and collaborations within its structure and we will be facusing on that resource guide and pulling presenters from that educational list. The list includes such organizations as the health department, which focuses on healthy eating and nutrition, as well as, bike safety and the importance of physical activity.
d What culturally and/or linguistically appropriate strategies will be used to engage families as advocates for their children's education and healthy development?

Answer: Appropriate strategies regarding culture and/or linguistics will be delivered in a positive and constructive manner. Strategies will need to be put into place so at least one staff member will need to be hired to speak the most predominate second language, which is, Spanish in this community. Another strategy will be to Iranslate all material used throughout the program. All communications will need to be in both Spanish and English so parents feel they can offer the most support to family members by knowing what is going on with the club and what to expect if any changes are to be made. Parents will be invited to all after school events and evening functions. With the help of a translator, parents can be the best advocates for their children in seeing them reach their full potential without language or cultural barriers.

## 10-Continuous Quality Improvement

A What measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities? How are these measures coherent with the instructional day and the goals of the program?

Answer: Shandon Elementary School understands that mulliple factors influence student performance and that selting measurable and atlainable goals are critical to program growth and siJccess. The after school program will serve as an extension of the school day and partner to support the district's LCAP goals.

The ater school program will use atiendance, shandartizen test results and sirveys to metasure program effectivoness.

District LCAP goal 1 (Increase atlendance of all district students.) will be supported by the following after school program goal:
*Students will engage in heallhy behaviors by parlicipating in nutrition education and daily physical activity as measured by a daily attendance, pre-post student survey, and $80 \%$ of stucients passing a physical fitness tesl.

District LCAP goal 2 (Increase academic achievement for all students so that they are career and college ready.) will be supported by the following after school program goal:
*Students will increase their academic performance by parlicipating in daily homework club and tutoring services as measured by a $10 \%$ increase in ELA and Math CAASPP score, and 1 years growth on the STAR Reading assessment.
District LCAP goal 3 (Create a positive school climate.) will be supported by the following after school program goal:

* students will engage in positive, low-risk behaviors as measured by $5 \%$ decrease in perceived disruptive and bullying behavior as indicated by the Shandon school Climate Survey. In addition to the above measures, the following data will be tracked by Shandon Elementary School:
* Daily school altendance
* STAR test results
* Homework completion rates
* CAASPP test scores
* Office referral rates
* Fountas and Pinnell running record scores
b How (i.e., methods, tool, strategy, and frequency) will the program engage in a data-driven continuous quality improvement process (i.e., assess program quality, plan, improve program quality) based on the Quality Standard's for Expanded Learning in California. Please visit the Quality Standards for Expanded Learning in California Web page [2MB].

What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, Improve, and strengthen the quality of the program?

## Please visit the CDE Guidelines for a Quality Improvement Process Web page.

Answer: Continual progress monitoring is integral to program improvement, A data-driven program quality improvement process will be utilized to make programming and support modifications in an effort to obtain desired results. At the beginning of each school year school and after school staff will review performance data from the previous school year including grades, running records, benchmark and state assessments to jointly identify student strengths and areas for improvement. These students will be guided towards activities that incorporate cancepts they need to develop. During the course of the year student progress will be monitored at least monthly to determine if actions are beneficial to student progress. If performance is not impacted, staff will collaboratively develop strategies to refocus academic and enrichment activities.

Allendarve monitoring wall be conducted on a daily basis to identily possible systemic probiems in programming operations As required, program atlendance will bo submilted to CDE on a semiannual basis and schootiay atermane wh be submitted on an anmal basis. Schoul and progam staf whll wok together 10 analyze attendance data of unduplicated student paricipation and identify possible underveg babes that may affer student invovement.
Question 10 b continued;
Ancemer

11 - Program Management
a How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in FAAST)?

Answer: All expenditures will be used to hire staff and purchase supplies that support the vision and mission of the program, Investing in materials and supplies needed to complete curriculum and physical fitness activities will support the clubs goal of promoting healthy lifestyles and productive citizens. In addition, funding will be used to hire and train staff so that they are fully equipped to design and implement a program that promotes productivity and responsibility allowing students to reach their full potential as students. Budget Attached
b What is the program organizational structure and role of staff (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication?

Answer: Staff will be responsible for engaging all students grades K-8 grade with any and all homework help for the duration of 1 hour daily. Staff then will be split into different groups to assist in the rotation process so all students get homework help, physical activity, and enrichment classes. Staff will report to the director, who will then report to the supervisor and principal of the school. Director will attend all trainings and staff meetings. The after school staff will participate in monthly staff meetings. The agenda and staff meeting minutes will be forwarded to the supervisor of Boys and Girls Club and shared with the site principal.

Methods of communication will include verbal face to face, daily, conversations, as well as, a daily written log so all staff members know what is planned for the day. The program director will provide staff check lists of activities and responsibilities that are to be completed throughout the course of their shift. All matters and incidents are to be reported to the director. The director of the site will be responsible for speaking to parents regarding a students and his/her behavior.

## Question 11b continued:

Answer:
c What strategies will be used to create and maintain relationships and ensure communication with external stakeholders such as parents, subcontractors, and community partners?

Answer: A plan of action to keep and maintain community relationships will consist of multiple modalities, Communication with stakeholders will take place throughout the year and will take the form of oral presentations, written, and electronic correspondence. A monthly email containing our future plans and current aclivities will be sent out to all shareholders and community action partners. Paper copies will also be mailed out on request and available for pickup in the after school program. The director will also provide a monthly newsletter in both paper and electronic forms. All written communication will be available in English and Spanish. In addition, the program director will be asked to make a presentation at School Site Council, DELAC and a school board meeting on curriculum being used at the after school program, of upcoming activities, and budget disclosure.
d How will managers at all levels develop their leadership skills and stay apprlsed of research and best practices in the field of expanded learning?

Answer: Directors and administrators will be continuously striving to further their education on the ideals of the 21st Century Grant compliance as well as student safety standards by taking online courses through Redwoods and attending district trainings. Staff will be given time within their schedule to take courses required through the 21 st century professional development resource center, to insure that every avenue is explored within the walls of the classroom and on the playground. Personal and professional development conferences may be attended as well, if the budget permits.

## 12-Sustainability

a What sustainability plan is in place that will allow the program to continue when the grant ends?
Answer Shandon Joinl Unified will assume the responsibility of seeking additional sources to assure the
sustainability of the after school program beyond the grant funding cycle. Those sources could include federal funding programs, private organizations and local businesses.

Facilities, printing and janitorial services are all cost expenditures that are provided as in kind contributions by Shandon Joint Unified School District and could continue in the future, Food Service for snack offerings are provided by the San Luis Food Bank and could easily continue after the grant cycle.

Professional development required of a successful program could be funded through Title I and Supplemental and Concentration Funds. Fundraising opportunities would need to be pursued to provide travel and admission for field trips.

Salaries and benefits for the site director and enrichment staff comprises the majority of the budget. Shandon parents have already indicated that they would be willing to pay a yearly fee up to $\$ 100$ per enrolled student off setting the cost of the program. In addition, Shandon Elementary and the Boys and Girls Club will work collaboratively to seek investors from local manufacturing and the industries.
b What are possible partnerships and funding sources, what is the schedule for revisiting the sustainability plan, and who is responsible for resource development?

Answer: Possible funding sources for the Shandon Elementary after school program could include such organizations as PG\&E, First Solar, Granit Construction, Western Fencing and a variely of local wineries within the community. Partnerships such as Questa College, Action Community, and First Five are all possibilities to build and foster a partnership with.

A schedule for revisiting the sustainabiiity plan would consist of quarterly budget meetings and expenditure review. A budget tracking template would be incorporated within the framework of the budget to ensure we are on track and staying within the confines of our master budget and master plan.

Resource development would fall on the CEO of the Boys and Girls Club, while special fundraising efforts would be carried out on site through the Site Director with the help of educated slaff members.

## 21st CCLC Elementary and Middle School Equitable Access Application Questions

The following questions are for applicants applying for Equitable Access (EA) funds to supplement their after school programs by providing access to 21st CCLC programs and participating in community learning center programs according to the needs determined by the local community. Only those eligible sites funded with a 21 st CCLC after school grant through this RFA process will be considered for this funding.
The following questions are for applicants applying for Equitable Access (EA) funds to supplement their after school programs by providing access to 21st Century ASSETs programs and participating in community learning center programs according to the needs determined by the local community. Only those eligible sites funded with a 21 st Century ASSETs after school grant through this RFA process will be considered for this funding.
4How were the transportation needs and access to the program(s) assessed?
Answer
b Whet are the transportation and access issues for the program site (s) (e.g., programs located in rurat areas, programs located off the school site, high crime neighborhoodsl?

Answer:
c How many students in the 21 st Century program are likely to be affected by a lack of access to programs, such as students receiving special education services or English learners?

Answer:

## 2 - Meeting Program Access Needs

a How does the plan provide for increased and Equitable Access to the 21st Century program participants (i.e., how the Equitable Access funds will improve or mitigate the access issues among students), including any current or potential collaborative partners?

Answer:

Back to Application Application Completion Check

# Memorandum of Understanding 

between<br>Shandon Joint Unified School District<br>and<br>Boy and Girls Clubs of North SLO County

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Shandon Joint Unified School District and the Boys and Girls Clubs of North SLO County who are providing services and/or financial support to the $21^{\text {st }}$ CCLC program and is contingent upon funding.

School District: Shandon Joint Unified School District
Representative: Kristina Benson
Position: Superintendent
Address: 101 S. $1^{\text {st }}$ St. P.O. Box 79, Shandon CA 93461
Telephone: 805-238-0286
Fax: 805-238-0777
E-mail: Kbenson@shandonschools.org

Partner name: Boys \& Girls Clubs of North SLO County
Partner representative: Meghan Harris
Position: Director of Operations
Address: 2631 Spring Street, Paso Robles, CA 93446
Telephone: 805-239-3659
Fax: 805-239-3616
E-mail: meghan@bgcslocounty.org

## Purpose

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the $21^{\text {st }}$ CCLC program (including summer, before school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

21st Century Community Learning Centers Vision and Overview
Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the $21^{\text {st }}$ CCLC grant estimated at $\$ 81,000$ per school year if funded.

## Duties of Parties

In this section，the responsibilities and agreements of each party is described separately．
For the Boys \＆Girls Clubs of North SLO County，the responsibilities and agreements include：
$\triangle$ Serve as the fiscal agent for the grant；
Provide needed support including office space，telephone use，and computer use for afterschool staff；
$\square$ Provide classroom space and all other appropriate space to accommodate the afterschool program；
$\square$ Provide custodial support，office support，and other appropriate support to ensure the program runs smoothly and that children are safe afterschool；
Q Be responsible for purchasing necessary materials／supplies for designated components in accordance with the 21st CCLC budget；
Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues；
Q Participate in the evaluation of the afterschool program at the local，state，and federal levels；
囚 Complete paperwork related to any association with the program； Provide access to assessment and other available data for the purposes of program evaluation；
Assist the program in developing，implementing，and making progress on its sustainability plan；
区
$\square$ Recruit and refer students to the afterschool program；
Participate on the Advisory Team；and／or
Other：
For School Partner，Shandon Joint Unified School District，the following may apply：
Provide classroom space and all other appropriate space to accommodate the afterschool program；
X Provide custodial support，office support，and other appropriate support to ensure the program runs smoothly and that children are safe afterschool； Recruit and refer students to the afterschool program； Communicate and collaborate with all partners； Support the afterschool program by establishing clear linkages with the school day； Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program；
Q Complete paperwork related to and associated with the program；
$\boxtimes$ Provide access to assessment and other available data for the purposes of program evaluation；
Participate in the evaluation of the afterschool program at the local，state，and federal levels；
Assist the program in developing，implementing，and making progress on its sustainability plan；

Other：

## Meetings

All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Advisory Team. The Advisory Team consists of Shandon Elementary Principal, the partner's Program Director, and any other community representatives mutually agreeable. Decisions will be reached by a group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year, or as needed, about key decisions and issues related to successful program implementation. The partner's Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program. If the Advisory Team cannot come to a mutual agreement, the LEA School District will have final decision-making authority.

## Funding

Clearly describe any grant funds, the amount and category (salaries, contracted services, materials and supplies, etc.) that will be provided to the School Disctrict(s): \$0

## Duration

The agreement is for a period consistent with approved $21^{\text {st }}$ CCLC grant funding will be automatically renewed based on consistent grant funding of the program.

## Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for noncompliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.


## Severance Clause

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

## Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.


Position: Superintendent
Shandon Joint Unified School District
Date: 10/26/18

(Partner signature)
Partner Printed Name: Meghan Harris
Position: Director of Operations
Organization: Boys \& Girls Clubs of North SLO Date: 10/26/18

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Regular Meeting of the Board of Trustees
MEETING DATE: December 11, 2018

## AGENDA ITEM TITLE:

Special Day Class for grades 6-12

## PREPARED BY:

Kristina Benson

## AGENDA SECTION:

__ Reports ___ Consent $\quad \mathrm{X}$ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Shandon Joint Unified School District currently has two fifth grade students enrolled in the Special Day Class at Shandon Elementary. We do not have a similar class for grades sixth through twelve.

As these student matriculate through our system, we need to plan how to best meet their needs.
Option 1: Hire a Special Day Class Instructor and Paraeducator for grades six through twelve.
Cost: Instructor: $\$ 86,229$ (salary and statutory benefits)
Paraeducator: $\$ 40,000$ (salary and statutory benefits)
Room: Space Available?
Option 2: Transport eligible student(s) to Paso Robles School District daily.
Cost: Transportation (Already transporting to Paso at a cost of $\$ 65$ per day)
Instructor per Paso Robles Joint Unified: $\$ 7,500-\$ 8,000$ per student for a modified, non regional class. Related services (OT, Speech, etc) would increase the cost. Class size 12-15; switching classes.
Instructor per Paso Robles Joint Unified: \$28,185 for regional program (self contained, adaptive learning center for moderate disabilities)

Note: Visit is highly recommended and IEP review would be necessary to determine the most appropriate placement at Paso Robles Joint Unified.

Respectfully submitted.

AGENDA ITEM TITLE:<br>Approval of the Carl D. Perkins Program Waiver

## PREPARED BY:

Jon Fuller

## AGENDA SECTION:

__ Reports ___ Consent X__ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Every four years, the District is required to complete a Federal Waiver Request for the Carl D. Perkins Grant. The Carl D. Perkins Grant is a grant that was first authorized by the federal government in 1984 and reauthorized in 1998. The grant is named for Carl D. Perkins and its purpose is to increase the quality of technical education within the United States.

In 2006, President George W. Bush signed into law the reauthorization of the Act of 1998. The new law the Carl D. Perkins Career Technical Education Improvement Act of 2006 was passed almost unanimously by Congress in late July 2006.

The grant requires that any district receiving less than $\$ 15,000$ join a consortium with other agencies in order to meet the $\$ 15,000$ minimum grant requirement. The waiver before you waives the requirement and allows Shandon Joint Unified School District to receive their grant award and use the allocation for the purpose that will most benefit our technical education department.

# Waiver Request System 

## Submission

## Instructions:

- Fields marked with an asterisk (*) are required.
- The format for all dates is $\mathrm{mm} / \mathrm{dd} / \mathrm{yyyy}$.
- Use the 'Attachments' section below to attach all supporting documents if required.
n 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.
- Local board approval date must be a valid date and must have already taken place (no future date).


## District Information

*County: San Luis Obispo
*District: Shandon Joint Unified v
*Address: 101 South First St. / P.O. Box 79
*City: Shandon
*State: Ca
*Zip code: 93461

Fax:
Waiver Information
*Period of request start date: 07/01/2018
*Period of request end date: 06/30/2022
*Is this waiver a renewal? No © Yes
*Previous waiver number: Fed-6-2014-W-01
*Previous SBE approval date: 09/03/2014
*Waiver topic: Federal Program Waiver $\quad$ V
*Ed Code title: Carl D. Perkins Voc and Tech Ed Act
*Ed Code section: PL 109-270 Section 131 (c)(1)
*Ed Code authority: PL 109-270 Section 131(c)(2)
*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).
Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270
Section 131 (c)(1), that requires local agencies whose allocations are less than \$15,000 to enter into a consortium with other agencies for the purpose of meeting the $\$ 15,000$ minimum grant requirement.
*Student population 81
*Located in a(n) Rural $\quad$ | city
*What is the NCES locale code for your school? 42
*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.
Shandon Unified School District is located in a rural, sparsely populated area, and is unable to enter into a consortium to participate in Carl Perkins Grant Funding.

## Approvals/Review

*Local board approval date: 12/11/2018

## Attachments

If needed, upload additional file(s) here (must be Word, Excel, or PDF format)
Choose File No file chosen

## Contact Information

*Title: Mr.
*First name: Jonathan
*Last name: Fuller
*Position: Agriculture Instructor
*E-mail: jfuller@shandonschools.org
*Area code: 805
*Telephone: 238-0286

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

California Department of Education
1430 N Street
Sacramento, CA 95814

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Regular Meeting of the Board of Trustees
MEETING DATE: December 11, 2018

AGENDA ITEM TITLE:
Approval of Funds for the Drone Project
PREPARED BY:
Steve Martin

## AGENDA SECTION:

$\qquad$ Reports $\qquad$ Consent X Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

## SUMMARY:

Provided for your approval of funds for the drone project.

## INVENTORY:

1 DJI SPARK (\$1,200)
1 PHANTOM 4 PRO $(\$ 1,700)$
2 PHANTOM 3 ADVANCE $(\$ 1,400)$
6 DJI TELLO (\$1,100)
2 UPS AIR (\$500)
1 INSPIRE (LOAN)
Funding needed for 2018, 2019, 2020
Plan A
1-INSPIRE
1-X5S VISUAL SENSOR
1-XSS 3 BAND SENSOR
SOFTWARE LICENSE
\$2,999
\$1,899
\$3,000
\$3,100 (PER YEAR)
\$10,998

PLAN B SPECIAL AG LICENSE PACKAGE $\$ 8,300$
ALL OF THE ABOVE WITH 1 YEAR SOFTWARE LICENSE
ALL SUBJECT TO 10\% EDUCATIONAL DISCOUNT

## AGENDA ITEM TITLE:

Approval of Sale of Surplus Items

## PREPARED BY:

Kristina Benson

## AGENDA SECTION:

__ Reports ___ Consent _X_Action__ First Reading ___ Information ___ Resolution

## SUMMARY:

The District has placed a number of items on the County Surplus web page in an attempt to properly dispose of many desks, cabinets, book shelves, tables, computer tables, tv stands (rolling) and other miscellaneous school furniture pieces. At this point many items remain, from the initial sale. The District would like to hold a Friday and Saturday "Yard Sale" and open the sale up to the community to purchase the remaining surplus items. It is proposed that the sale be done in January or February, weather permitting.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

## AGENDA ITEM TITLE:

Approval of Bid and Additional Work for Shade Structure

## PREPARED BY:

Kristina Benson

## AGENDA SECTION:

$\qquad$ Reports $\qquad$ Consent $\quad \mathrm{X}$ Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

## SUMMARY:

The District was informed on November 26,2018, that the head DSA inspector, Pete Fisher, is now pressuring for the Shade Structure project to be 'closed' without certification. What that means is that If we don't have it complete by the time he decides to act on the project closing it means that the project gets closed without certification. When you want to do another DSA project at the school you would then have to resubmit the drawings for the Shade structure, reopen the project, pay more fees to the architect and to DSA; in other words, expensive.

The Board is being asked to push ahead and complete and certify the Shade Structure. As you know, there were outstanding Path of Travel and gate items to be completed with this project. We have received bids for this project and the cost is approximately $\$ 23,000$.

Laura Joines with our architecture firm (Nineteen 6) recently spoke with Pete Fisher and Doug Walters from DSA and convinced them to not close the project yet but to wait until Jan 1, 2019. That might gives us time to complete the items at best or at worst, show that we have begun the work.

Respectfully submitted.

## Shade Cover Path of Travel

Karen Sawdey [ksawdey@shandonschools.org](mailto:ksawdey@shandonschools.org)
To: Kristina Benson [kbenson@shandonschools.org](mailto:kbenson@shandonschools.org)
Kristina,
Following are the quotes that I have for the Shade Structure Path of Travel:
Mitch Fredrick Paving - Handicap parking space to grade - $\$ 5,865.00$
Central Coast Fence - Fencing, pedestrian gate to include panic hardware and fire gates - $\$ 5,420.00$
Atkinson Concrete Const. - demo \& replace 198 Sq. Ft. of sidewalk - \$11,700.00
Quincon - Concrete demo \& replace - $\$ 11,499.00$
Quincon - Fencing demo \& replace - $\$ 8,111.00$
Karen
[Quoted text hidden]


# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

AGENDA ITEM TITLE:
Approval of Interdistrict Transfer Student 2018-19-24
PREPARED BY:
Kristina Benson
AGENDA SECTION:
$\ldots$ Reports Consent $\quad \mathrm{X}$ ___ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Provided for your consideration is Interdistrict Transfer Student 2018-19-24.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

## Regular Meeting of the Board of Trustees

MEETING DATE: December 11, 2018

AGENDA ITEM TITLE:
Approval of Interdistrict Transfer Student 2018-19-25

## PREPARED BY:

Kristina Benson

## AGENDA SECTION:

$\ldots$ Reports ___ Consent $\quad \mathrm{X}$ Action___ First Reading ___ Information ___ Resolution

SUMMARY:
Provided for your consideration is Interdistrict Transfer Student 2018-19-25.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

AGENDA ITEM TITLE:
Approval of the First Reading AR 1321 Solicitation Of Funds From And By Students
PREPARED BY:
Gabriela Gavilanes

## AGENDA SECTION:

__ Reports ___ Action___ First Reading ___ Information ___ Resolution

## SUMMARY:

Provided for your approval is AR 1321 Solicitation Of Funds From And By Students. This Administrative Regulation is new to Shandon Joint Unified School District.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Administrative Regulation
Solicitation Of Funds From And By Students
AR 1321
Community Relations
***Note: The following regulation is optional and should be revised to reflect district practice. ***

The Superintendent or designee shall approve all fund-raising activities at least 15 days before the activity. If the event involves a contract with a commercial vendor, the Superintendent or designee shall review the contract.

In order to minimize interruptions to the educational program, staff shall limit fund-raising activities to appropriate time periods designated by the principal.

## (cf. 6116 - Classroom Interruptions)

No student shall be required to raise a specified amount of money in order to participate in an activity sponsored by a school-related organization.

## (cf. 1230 - School-Connected Organizations)

Students engaged in fund-raising activities on behalf of the school or for school-related projects are expected to be courteous and respectful towards all individuals and businesses.

## Door-to-Door Sales

***Note: The following section is optional and should be deleted by districts that do not allow students to engage in door-to-door sales. Items \#1-4 below detail the requirements for students participating in such sales as specified in 8 CCR 11706.***

Students under 16 years old may engage in door-to-door sales of newspaper or magazine subscriptions, candy, cookies, flowers or other merchandise only under the following conditions:

1. The students shall work in pairs, as a team, on the same or opposite side of the street. ( 8 CCR 11706)
2. The students shall be supervised by an adult, with one adult for every crew of 10 or fewer students. (8 CCR 11706)
3. The students must be within the sight or sound of their adult supervisor at least once
every 15 minutes. (8 CCR 11706)
4. The students shall be returned to their respective homes or meeting places after each day's work. (8 CCR 11706)
***Note: Optional items \#5-7 below should be revised to reflect district practice. ***
5. The students shall not engage in door-to-door sales after dark.
6. The students shall not work outside of their immediate neighborhood.
7. Students in grades $\qquad$ shall not be involved in any door-to-door sales or solicitations.
(9/87 9/90) 7/03
No Current Policy



|  | 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 |  |  |  |  |  |
|  | 11/14/2018 | AP-111418 |  | 21-0000-0-9110-0000-0000-000-0000-0000 | 0.00 | 8,426.00 |
|  |  | ACCOUNTS PAYABLE 11/14/2018 |  |  |  |  |
|  | 11/28/2018 | AP-11281日 |  | 21-0000-0-9110-0000-0000-000-0000-0000 | 0.00 | 2,297.50 |
|  |  | ACCOUNTS PAYABLE 11/28/2018 |  |  |  |  |
|  | TOTAL ACTIVITY |  |  |  | 1,303,752.19 | .1,034,217.01 |
|  | ENDING BALANCE 06/30/2019 |  |  |  | 269,535.18 |  |
| 9510 | ACCOUNTS PAYABLE (CURRENT LIAB) |  |  |  |  |  |
|  | BALANCE FORWARD 07/01/2018 |  |  | 21-0000-0-9510-0000-0000-000-0000-0000 | 0.00 | 0.00 |
|  | 07/01/2018 | BB-000000 |  |  | 0.00 | $263,487.64$ |
|  |  | BEGINNING BALANCE |  |  |  |  |
|  | 07/09/2018 | CL-180024 293 | 4241728 | 21-0000-0-4300-0000-8500-050-0000-0000 | 26.39 | 0.00 |
|  |  | BLAKE'S INC |  | PO- INV\#1224792,MOVING S |  |  |
|  | 07/09/2018 | CL-180012 3557 | 4241731 | 21-0000-0-6220-0000-8500-050-0000-0000 | 2,019.50 | -6. ${ }_{\text {W }}$ |
|  |  | DWK Attorneys at lid |  | PO- CLINT\#7515, CAFE CONS |  |  |
|  | 07/09/2018 | CL-180009 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 887.40 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018457,ELEM RM\# |  |  |
|  | 07/09/2018 | CL-180007 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 4.379.40 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018455, ELEM RM\# |  |  |
|  | 07/09/2018 | CL-180005 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 4,379.40 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018453,ELEM RM\# |  |  |
|  | 07/09/2018 | CL-180006 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 4,379.40 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018545, ELEM RM\# |  |  |
|  | 07/09/2018 | CL-180008 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 1,175.40 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018456, ELEM POD |  |  |
|  | 07/09/2018 | CL-180011 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 1,471.50 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018459, ELEM NUR |  |  |
|  | 07/09/2018 | CL-180010 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 887.40 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018458,ELEM RM\# |  |  |
|  | 07/09/2018 | CL-180019 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 8,096.60 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018469,ELEM LIB |  |  |
|  | 07/09/2018 | CL-180021 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 7,182.00 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018471, ELEM OFF |  |  |
|  | 07/09/2018 | CL-180020 3437 | 4241733 | 21-0000-0-6200-0000-8500-050-0000-5600 | 4,848.30 | 0.00 |
|  |  | FLOOR CONNECTION |  | PO- INV\#2018470,ELEM STA |  |  |
|  | 07/09/2018 | CL-180028 3268 | 4241735 | 21-0000-0-4300-0000-8500-050-0000-0000 | 271.20 | 0.00 |
|  |  | LOWE'S BUSINESS ACC | CT/GEMB | PO- ACC\#6675, BOND SUPPLI |  |  |
|  | 07/09/2018 | CL-180014 3342 | 4241739 | 21-0000-0-6220-0000-8500-050-0000-0000 | 1,747.40 | 0.00 |
|  |  | PMSM ARCHITECTS |  | PO- INV\#6,NOV. 2018 BOND |  |  |
|  | 07/09/2018 | CL-180018 3006 | 4241740 | 21-0000-0-6200-0000-8500-050-0000-5600 | 6,650.00 | 0.00 |
|  |  | PORTNEY ENVIRONMENT | TAL \& | PO- INV\#18-119, PRKFLD AS |  |  |
|  | 07/10/2018 | PX-071018 |  | 21-0000-0-9510-0000-0000-000-0000-0000 | 122.19 | 0.00 |
|  |  | $\begin{array}{ll}\text { BX-LIAB } \\ \text { PY-071018 } & 07 / 10 / 2018\end{array}$ | 18 (LB) |  |  | 0.00 |
|  | 07/10/2018 | $\begin{array}{ll}\text { PY-071018 } \\ \text { PY-LIAB } & 07 / 10 / 201\end{array}$ | 18 (LB) | 21-0000-0-9510-0000-0000-000-0000-0000 | 1,201.50 | 0.00 |











BUILDING FUND - BOND PROCEEDS



Shandon Joint Unified School District Monthly Enrollment 2018-19 SCHOOL YEAR

| School | Grade of Class | Female | Male | November Enrollment 2018 | Oct Enroll 2018 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Parkfield | Kdgn | 1 | 1 | 2 | 2 |
|  | 1st | 0 | 0 | 0 | 0 |
|  | 2nd | 0 | 0 | 0 | 0 |
|  | 3rd | 1 | 1 | 2 | 2 |
|  | 4th | 0 | 0 | 0 | 0 |
|  | 5th | 2 | 0 | 2 | 2 |
|  | 6th | 1 | 1 | 2 | 2 |
| Parkfield Totals | 8 | 5 | 3 | 8 | 8 |
|  |  |  |  |  |  |
| Shandon Elem. | Transitional K | 6 | 3 | 9 | 9 |
|  | Kdgn | 12 | 8 | 20 | 20 |
|  | 1st | 7 | 14 | 21 | 21 |
|  | 2nd | 13 | 14 | 27 | 27 |
|  | 3rd | 9 | 9 | 18 | 18 |
|  | 4th | 15 | 17 | 32 | 32 |
|  | 5th | 12 | 16 | 28 | 28 |
|  | 6th | 5 | 10 | 15 | 16 |
|  | 7th | 9 | 7 | 16 | 16 |
|  | 8th | 14 | 8 | 22 | 22 |
| SES Total | 208 | 102 | 106 | 208 | 209 |
|  |  |  |  |  |  |
| Shandon High School | 9th | 12 | 9 | 21 | 22 |
|  | 10th | 6 | 12 | 18 | 18 |
|  | 11th | 7 | 14 | 21 | 21 |
|  | 12th | 8 | 10 | 18 | 18 |
| SHS Total | 78 | 33 | 45 | 78 | 79 |
|  |  |  |  |  |  |
| Ind. Study |  | 3 | 0 | 3 | 3 |
| Home Hospital |  | 0 | 0 | 0 | 0 |
| NPS Students | 1 | 0 | 1 | 1 | 1 |
| Total Miscellaneous |  | 3 | 1 | 4 | 4 |
|  |  |  |  |  |  |
| TOTAL ENROLLMENT |  | 143 | 155 | 298 | 300 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |


| Tue <br> Dec 11 | $3-4 \mathrm{pm}$ |
| :--- | :--- |
|  | $3: 30-5: 30 \mathrm{pm}$ |
|  | $3: 30-4: 30 \mathrm{pm}$ |
|  | $5: 30-8 \mathrm{pm}$ |
|  | $7-9 \mathrm{pm}$ |


| Wed Dec 12 | - All day |
| :---: | :---: |
|  | - 9am-1pm |
|  | - 1:30-2:30pm |
|  | - 1:30-2:30pm |
|  | - 1:30-2:30pm |
|  | - 1:30-2:30pm |
|  | - 3-4pm |
|  | - 3:30-5:30pm |
|  | - 6-7:30pm |
| Thu Dec 13 | - All day |
|  | - 3:30-5:30pm |
|  | - 5:30-8pm |
|  | - 6-7pm |

- All day
- 11:30am - 12pm
- $3: 30-5: 30 \mathrm{pm}$
- $4-6 \mathrm{pm}$
- 5:30-9pm
- 5:30-8pm

Mon
Dec 17

- All day
- All day

9-9:30am

White Day (1-4)

## MOT Safety Meeting SHS Room \#10

SHS Girl Basketball Practice SHS Gym
Shandon-San Juan Water District Meeting
SHS Boys Basketball Practice
Board Meeting

Blue Day (5-8) Minimum Day
*Holidays Around The World
Front Office Nurse Training
SHS Cocoa and Cram
SHS Girl Basketball Practice
SHS Staff Meeting
School Site/ DELAC Meeting
SHS Boys Practice
FFA Monthly Chapter Meeting Shandon Agriculture Departme...

White Day (1-4)
SHS Girl Basketball Practice SHS Gym
SHS Boys Basketball Practice
*SES Holiday Showcase

Blue Day (5-8)
*SHS FNL Lunch Mtgs.
SHS Girl Basketball Practice SHS Gym
Outlaw Gaming Club
SLO Section CATA Holiday Social Anna Bates Home or Jodi E...
SHS Boys Basketball Practice

South Coast Region Road Show California Polytechnic State ...
White Day (1-4)
SHS Office Staff Meeting

| Tue Dec 18 | - All day | Blue Day (5-8) |
| :---: | :---: | :---: |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
|  | - 6-7:30pm | *Parkfield Holiday Play |
| Wed <br> Dec 19 | - All day | White Day (1-4) Minimum Day |
|  | - 1:30-2:30pm | SHS Girl Basketball Practice |
|  | - 3:30-5:30pm | SHS Boys Practice |
| Thu Dec 20 | - All day | *SHS Candy Grams Sell |
|  | - All day | Blue Day (5-8) Minimum Day |
|  | - All day | End of 1st Semester (High School) |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| $\begin{aligned} & \text { Fri } \\ & \text { Dec } 21 \end{aligned}$ | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
|  | - 11:30am - 12pm | *SHS FNL Lunch Mtgs. |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| Sat Dec 22 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
| Sun <br> Dec 23 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
| Mon Dec 24 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
|  | - All day | Local Holiday |
|  | - 9-9:30am | SHS Office Staff Meeting |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |


| $\begin{aligned} & \text { Tue } \\ & \text { Dec 25, } 2018 \end{aligned}$ | - All day | Winter Break |
| :---: | :---: | :---: |
|  | - All day | GYM CLOSED - FLOORS |
|  | - All day | Christmas Day Observed (Holiday) |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| Wed <br> Dec 26, 2018 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
|  | - 1:30-2:30pm | SHS Girl Basketball Practice |
|  | - 3:30-5:30pm | SHS Boys Practice |
| Thu Dec 27, 2018 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| $\begin{aligned} & \text { Fri } \\ & \text { Dec 28, } 2018 \end{aligned}$ | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
|  | - 11:30am-12pm | *SHS FNL Lunch Mtgs. |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| Sat Dec 29, 2018 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
| Sun Dec 30, 2018 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
| Mon <br> Dec 31, 2018 | - All day | Winter Break |
|  | - All day | GYM CLOSED - FLOORS |
|  | - All day | Local Holiday |
|  | - 9-9:30am | SHS Office Staff Meeting |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |

Tue
Jan 1, 2019

| All day | Winter Break |
| :--- | :--- |
| All day | GYM CLOSED - FLOORS |
| All day | New Years Day Observed (Holiday) |
| 11:30am -12pm | *SHS ASB Meetings |
| 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
| 5:30-8pm | SHS Boys Basketball Practice |

Wed
Jan 2, 2019
All day
All day
$1: 30-2: 30 p m$
$3: 30-5: 30 p m$
$6-7 p m$
$7-8 p m$

Thu
Jan 3, 2019
All day
$3: 30-5: 30 \mathrm{pm}$
$4: 30-6 p m$
$5: 30-8 p m$

Fri
Jan 4, 2019

Sat
Jan 5, 2019
Mon
Jan 7, 2019
All day
All day
11:30am - 12pm
$3: 30-5: 30 p m$
$5: 30-8 p m$

- All day
- All day
- All day
- 9-9:30am
- 3:30-5:30pm
- 5:30-8pm


## Winter Break

GYM CLOSED - FLOORS
SHS Girl Basketball Practice
SHS Boys Practice
*Shandon 4-H SES Cafeteria
Shandon Community Advisory Meeting

## Winter Break

SHS Girl Basketball Practice SHS Gym
Neighborhood Food Distribution SHS Parking Lot
SHS Boys Basketball Practice

## Winter Break

Student/Master Teacher Conclave TBA Maybe Modesto or S...
*SHS FNL Lunch Mtgs.
SHS Girl Basketball Practice SHS Gym
SHS Boys Basketball Practice

Student/Master Teacher Conclave TBA Maybe Modesto or S...

School Resumes- Students Report
White Day (1-4)
SHS Office Staff Meeting
SHS Girl Basketball Practice SHS Gym
SHS Boys Basketball Practice

| Tue Jan 8, 2019 | - All day | Blue Day (5-8) |
| :---: | :---: | :---: |
|  | - 3-4pm | MOT Safety Meeting SES Room \#11 |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| $\begin{aligned} & \text { Wed } \\ & \text { Jan 9, } 2019 \end{aligned}$ | - All day | White Day (1-4) Minimum Day |
|  | - 1:30-2:30pm | SHS Girl Basketball Practice |
|  | - 1:30-2:30pm | SHS Re-Connect with the Dots |
|  | - 3-4pm | School Site/ DELAC Meeting |
|  | - 3:30-5:30pm | SHS Boys Practice |
| $\begin{aligned} & \text { Thu } \\ & \text { Jan 10, } 2019 \end{aligned}$ | - All day | Blue Day (5-8) |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| $\begin{aligned} & \text { Fri } \\ & \text { Jan 11, } 2019 \end{aligned}$ | - All day | White Day (1-4) |
|  | - 11:30am - 12pm | *SHS FNL Lunch Mtgs. |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - $4-6 \mathrm{pm}$ | Outlaw Gaming Club |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| $\begin{aligned} & \text { Mon } \\ & \text { Jan 14, } 2019 \end{aligned}$ | - All day | Blue Day (5-8) |
|  | - All day | State FFA Degree Apps \& Job Interview \& Manuscripts Due ... |
|  | - 9-9:30am | SHS Office Staff Meeting |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
|  | - 7-8pm | Bond Oversight Committee Meeting |
| Tue <br> Jan 15, 2019 | - All day | White Day (1-4) |
|  | - 3:30-5:30pm | SHS Girl Basketball Practice SHS Gym |
|  | - 5:30-8pm | SHS Boys Basketball Practice |
| Wed <br> Jan 16, 2019 | - All day | Blue Day (5-8) Minimum Day > |

## Report to School Board of Shandon Joint Unified School District Special Education Department December, 2018

Current students receiving special education services: $48+2$ served in Regional/private programs

- PK - 8th grade: 35 IEPs + 2504 Plans
- 9th - 12 th grade: 13 IEPs + 9504 Plans

Students receiving only speech therapy service: $10+1$ pending
Students of residence being served outside of Shandon School
District: 2
Staff Credentialed special education teachers: 3

- 6-12th grade - Jeannie Thornton
- SDC Classroom - Monica Carr
- TK-5th grade - Danya Pratt

Classified Paraeducators supporting special education: 7

- 6-12th grades: Cassandra Uzeta, Enrique Ramirez, Maria Sendejas (a.m.),
- Carolina Gutierrez (p.m.) (put in for retirement beginning on December 22nd)
- TK -5th grades: Jenni Valdez, Martha Soto, Sunshine Wright, Maria Sendejas (p.m.)
- Substitutes: Sheryl Easterbrook, Michelle Fielder, Alyssa Moe, Cassidy Brimer

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 6 students
- Speech Pathologist: Tracy White (3 days/week) - serves 30 students
- School Psychologist: Andy Needles (4 days/week) - serves District through student assessment, individual counseling and facilitating most IEP meetings.
- Casemis Operator: Jean DeClue, Templeton USD

Prepared and Submitted by:
Danya Pratt, Special Education Coordinator

# Regular Meeting of the Board of Trustees <br> MEETING DATE: December 11, 2018 

## AGENDA ITEM TITLE:

Healthy Kids Survey
PREPARED BY:
Kristina Benson

## AGENDA SECTION:

$\qquad$

## SUMMARY:

Every other year the County of San Luis Obispo offers schools the opportunity to take the California Healthy Kids Survey to help determine where to provide data to assist schools in 1) Fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; 2) preventing youth health-risk behaviors and other barriers to academic achievement; and 3) promoting positive youth development, resilience, and well being.

This survey represents a data collection system that we can customize to meet our needs and interests. Information gathered on this survey can help in determining the need for counseling and other resources and it can show us where our kids line up with other students in the county and even the state if we want to look that far.

This presentation is respectfully submitted for information only and does not require an action.

Administration of CHKS
Surveys Completed in Spring 2018

10 Districts


| $\begin{aligned} & \text { School } \\ & \text { Conneetedness } \\ & \text { Reported as } \\ & \text { "High" } \end{aligned}$ | 7th | 9th | 11th |
| :---: | :---: | :---: | :---: |
| 2018 - Current <br> (Countywide) | 26\% | 20\% | 16\% |
| 2018 - SJUSD | 11\% | 9\% |  |





|  | 7th | (Ever) |  | 9th | (Ever) |  | 11th (Ever) <br> $4 \%$ $7 \%$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Cigarettes - Any | 1\% | 0 |  | 3\% | 0 |  |  |  |  |
| Smokeless Tobacco | 0 | 0 |  | 2\% | 11\% |  | 4\% | 0 |  |
| Electronic Cigarettes / Other Vaping Devices | 3\% | 6\% | 6\% | 11\% | 11\% | 28\% | 22\% | 13\% | 43\% |

Tobacco, Vaping and Marijuana: A Parents Guide to a New Epidemic

Perception of Harm
$30 \%$ (33\%) of 11th graders report slight to NO harm smoking cigarettes
$40 \%(60 \%)$ of 11th graders report slight to NO harm using e-cigarettes/vaping device
Perception of Difficulty in Obtaining
$59 \%$ (53\%) of 11th graders report "Fairly to Very Easy to Obtain Cigarettes
72\% (74\%) of 11 graders report "Fairly to Very Easy" to obtain e-cig/vaping devices



| (In order of <br> Preference) | 7 th |  | 9 th |  | 11 th |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Alcohol | $3 \%$ | 0 | $11 \%$ | $28 \%$ | $23 \%$ | $20 \%$ |
| Marijuana <br> (Smoke, Vape, Eat) | $2 \%$ | $6 \%$ | $11 \%$ | $28 \%$ | $21 \%$ | $27 \%$ |
| Rx Drugs <br> (To get "high" or for <br> reasons other than <br> prescribed) | Not Asked | $3 \%$ | $6 \%$ | $3 \%$ | $13 \%$ |  |


Counseling on Campus
FNL On Campus
Mental Health Staff Training
Trauma Informed School Training

## 2. Summary of Key Indicators

Table A2.1
Key Indicators of School Climate and Student Well-Being

|  | Grade 5 <br> $\%$ | Table |
| :--- | :---: | :---: |
| School Engagement and Supports <br> School connectedness $^{\dagger}$ | 22 |  |
| Academic motivation $^{\dagger}$ | 33 | A4.4 |
| Caring adult relationships $^{\dagger}$ | 44 | A4.4 |
| High expectations $^{\dagger}$ | 47 | A4.3 |
| Meaningful participation $^{\dagger}$ | 12 | A4.3 |
| School Safety <br> Feel safe at school $^{\ddagger}$ | 53 | A4.3 |
| Been hit or pushed | 65 | A7.1 |
| Mean rumors spread about you | 94 | A7.2 |
| Been called bad names or mean jokes made about you | 76 | A7.2 |
| Saw a weapon at school ${ }^{\S}$ | 12 | A7.2 |
| Disciplinary Environment |  |  |
| Students well-behaved ${ }^{\ddagger}$ | 24 | A7.4 |
| Students treated fairly when break school rules ${ }^{\ddagger}$ | 29 | A6.2 |
| Students treated with respect ${ }^{\ddagger}$ | 53 | A6.1 |
| Lifetime Substance Use | 18 | A6.1 |
| Alcohol or drug use | 6 | A9.1 |
| Cigarette smoking | 6 | A10.1 |
| E-cigarette | A10.1 |  |

Notes: Cells are empty if there are less than 10 respondents.
${ }^{\dagger}$ Average percent of respondents reporting "Yes, all of the time."
$\ddagger$ Combines "Most of the time" and "All of the time."
${ }^{\text {§ Past }} 12$ months.

## 2. Summary of Key Indicators

Table A2.1
Key Indicators of School Climate and Student Well-Being

|  | $\begin{gathered} \text { Grade } 7 \\ \% \end{gathered}$ | $\begin{gathered} \text { Grade } 9 \\ \% \\ \hline \end{gathered}$ | $\begin{gathered} \text { Grade } 11 \\ \% \\ \hline \end{gathered}$ | $\begin{gathered} \text { NT } \\ \% \\ \hline \end{gathered}$ | Table |
| :---: | :---: | :---: | :---: | :---: | :---: |
| School Engagement and Supports |  |  |  |  |  |
| School connectedness ${ }^{\dagger}$ | 11 | 9 | 19 | - | A4.6 |
| Academic motivation ${ }^{\dagger}$ | 28 | 19 | 39 | - | A4.6 |
| Chronic truancy (twice a month or more often) ${ }^{\text {§ }}$ | 6 | 11 | 0 | - | A4. 2 |
| Caring adult relationships ${ }^{\ddagger}$ | 27 | 13 | 33 | - | A4.5 |
| High expectations ${ }^{\ddagger}$ | 26 | 22 | 40 | - | A4.5 |
| Meaningful participation ${ }^{\ddagger}$ | 9 | 9 | 15 | - | A4. 5 |
| Facilities upkeep | 17 | 6 | 13 | - | A4.13 |
| School Safety and Substance Use |  |  |  |  |  |
| School perceived as very safe or safe | 33 | 50 | 56 | - | A5. 1 |
| Experienced any harassment or bullying ${ }^{\S}$ | 50 | 28 | 19 | - | A5. 2 |
| Had mean rumors or lies spread about you ${ }^{\S}$ | 53 | 39 | 25 | - | A5. 3 |
| Been afraid of being beaten up ${ }^{\text {§ }}$ | 11 | 11 | 6 | - | A5.4 |
| Been in a physical fight ${ }^{\S}$ | 33 | 6 | 6 | - | A5. 4 |
| Seen a weapon on campus ${ }^{\S}$ | 24 | 6 | 6 | - | A5.6 |
| Been drunk or "high" on drugs at school, ever | 0 | 11 | 13 | - | A6.9 |
| Mental and Physical Health |  |  |  |  |  |
| Current alcohol or drug use ${ }^{\text {I }}$ | 6 | 39 | 33 | - | A6.5 |
| Current binge drinking | 0 | 11 | 20 | - | A6.5 |
| Very drunk or "high" 7 or more times | 0 | 11 | 25 | - | A6.7 |
| Current cigarette smoking ${ }^{\text {d }}$ | 0 | 17 | 20 | - | A7.3 |
| Current electronic cigarette use ${ }^{\text {® }}$ | 6 | 28 | 43 | - | A7.3 |
| Experienced chronic sadness/hopelessness ${ }^{\text {® }}$ | 44 | 28 | 25 | - | A8.4 |
| Considered suicide ${ }^{\S}$ | na | 11 | 19 | - | A8. 5 |

Notes: Cells are empty if there are less than 10 respondents.
${ }^{\dagger}$ Average percent of respondents reporting "Strongly agree."
$\ddagger$ Average percent of respondents reporting "Very much true."
${ }^{\S}$ Past 12 months.
${ }^{4}$ Past 30 days.
na-Not asked of middle school students.

Page 3

# Board Report for December 2018 Shandon Elementary 

## Fundraising

See's Candy fundraiser results are as follows:
Parkfield Elementary ASB earned \$342
Shandon Elementary ASB earned \$ 1,647
Cow Patty Bingo: \$1,705.00
8th Grade Tacos: \$295

The $8^{\text {th }}$ grade class is selling Opportunity Tickets for a 55" Element Smart TV. Tickets are $\$ 5.00$ each and the drawing will be held during our Winter Event on December $13^{\text {th }}$. Proceeds will go to help fund the $8^{\text {th }}$ grade end of the year trip and promotion ceremony.

## Holiday Events

On December $12^{\text {th }}$ Shandon Elementary will be presenting Holidays Around the World. Students will be learning and presenting about the cultures and traditions of Germany, Russia, Mexico, Italy, China, Philippines, Kwanzaa and Hanukkah. Tours will begin at 9:00am. Families and Board Members are invited to attend.

On December $13^{\text {th }}$ Shandon Elementary and Middle School students will be performing a song, dance or skit built around information that they learned during their study of Holidays Around the World. This event will begin at 6:00pm and will be held in the SHS gym.

On December $18^{\text {th }}$ Parkfield Elementary will host their annual Dinner Theater in the Parkfield Community Hall starting at 6:00pm. This year's play will be based on the book titled: Too Many Tamales by Gary Soto. Parkfield School will be providing the tamales.

## Student Progress

Please see attached student profile sheets. At this time, students should be reading at the following levels to be considered at grade level:

| Grade | F\&P Reading Level for December |
| :---: | :---: |
| Kindergarten | B |
| $1^{\text {st }}$ | F |
| $2^{\text {td }}$ | K |
| $3^{\text {rd }}$ | N |
| $4^{\text {th }}$ | Q |
| $5^{\text {th }}$ | T |
| $6^{\text {th }}$ | W |
| $7^{\text {th }}$ | Y |
| $8^{\text {th }}$ | Z |

## Prepared and Submitted by Shannon Kepins

Kindergarten ELA
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

Kindergarten Grade MATH SHANDON ELEMENTARY SCHOOL STUDENT/CLASS PROFILE
SY: 2017-2018

1st Grade ELA
SHANDON ELEMENTARY SC
STUDENT/CLASS PROFILE

| Teacher: Stanley |  |  |  |  |  |  |  |  | SY: |  | 2018 | 201 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Name | ELL |  | RR |  |  | AR |  |  | Vritin |  | AR | Ooin |  |  | t W | ords | Comments |
|  | CELDT | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 |  |
|  |  | D |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 102 | Exited Reading Group |
|  |  | B |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 62 | Reading Intervention |
|  |  | B |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 35 | Reading Intervention |
|  |  | E |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 78 |  |
|  |  | D |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 145 |  |
|  |  | D |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 69 |  |
|  |  | , |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 193 |  |
|  |  | C |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 49 | Reading Intervention |
|  |  | E |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 100 |  |
|  |  | 1 |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 194 |  |
|  |  | D |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 48 |  |
|  |  | $\triangle$ A |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 12 | SST Referal |
|  |  | B |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 30 | Reading Intervention |
|  |  | A |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 31 | Counseling Services |
|  |  | A |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 40 |  |
|  |  | G |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 191 |  |
|  |  | C |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 50 | Speech Referral |
|  |  | D |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 51 |  |
|  |  | F |  |  |  |  |  | 2 |  |  |  |  |  |  |  | 89 |  |
|  |  | $J$ |  |  |  |  |  | 3 |  |  |  |  |  |  |  | 177 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1st Grade MATH
SHANDON ELEMENTARY SCHOOL


2nd Grade MATH
SHANDON ELEMENTARY SC
SHANDON ELEMENTARY SCHOOL

3rd Grade ELA
SHANDON ELEMENTARY SCHOOL
SY
2018-2019

3rd Grade MATH
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE
SY: $\quad 2018$-2019

4th Grade ELA
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

4th Grade MATH
SHANDON ELEMENTARY SCHOOL STUDENT/CLASS PROFILE

5th Grade ELA
SHANDON ELEMENTARY SCHOOL STUDENT/CLASS PROFILE



5th Grade MATH
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE



6th Grade ELA
SHANDON ELEMENTARY SCHOOL STUDENT/CLASS PROFILE

6th Grade MATH
SHANDON ELEMENTARY SCHOOL

7th Grade ELA
SHANDON ELEMENTARY SCHOOL
STUDENT／CLASS PROFILE
SY：2018－2019

| $\stackrel{2}{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\cdots$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\left\|\frac{2}{\frac{2}{2}}\right\|=$ |  | $\dot{c}$ |  | へ |  | $\stackrel{\sim}{\stackrel{\sim}{\sim}}$ |  |  | $\stackrel{\sim}{\square}$ | $\stackrel{0}{6}$ | $\stackrel{\square}{\circ}$ | 寸 |  | \％ | $\stackrel{\sim}{\text { N }}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| $\stackrel{3}{2}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 단 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 E | N | F |  | \＃ | $\sigma$ | $\stackrel{m}{2}$ | $\stackrel{\sim}{\square}$ | $\bigcirc$ | $\stackrel{\sim}{2}$ | $\sim$ | $\sim$ | $\stackrel{\sim}{-}$ | $\bigcirc$ | \％ | $\pm \infty$ | $\cdots$ | $=$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 山il ${ }^{\circ}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\bigcirc$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | － | $\sim$ |  | m |  |  | N |  |  | 0 | $\infty$ | $\infty$ | － 7 |  |  |  |  |  |  |  |  |  |  |  |  |
| （5） | － |  | ผ่ | เ | $\infty$ | ； |  | －$\cdot$ | ¢ |  |  | $\bigcirc$ |  |  |  |  | S |  |  |  |  |  |  |  |  |  |  |
| $\stackrel{\square}{\square}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ¢ ${ }_{\sim}^{1}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\cdots$ |  | $\cdots$ | $\cdots$ | ？ | $\cdots$ |  | $\cdots \cdots$ | $\bigcirc$ |  | 30 | $\bigcirc$ | $\cdots$ | $\cdots$ | $\cdots$ |  |  |  |  |  |  |  |  |  |  |  |  |
| $\stackrel{\rightharpoonup}{-}$ | － | － | $\odot$ | $\cdots$ | $\cdots$ | － |  | －${ }^{\circ}$ | － | c | － 0 | $\stackrel{\sim}{1}$ | $\bigcirc$ | － | ＋$\stackrel{-}{\circ}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| $\left\|\begin{array}{l} \dot{c} \\ \dot{c} \end{array}\right\|$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 出 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 㐌 F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\stackrel{r}{n}$ | $\stackrel{\substack{\infty \\ \underset{\sim}{c} \\ \hline}}{ }$ |  |  | $\left\|\begin{array}{c} \frac{0}{0} \\ \stackrel{N}{N} \end{array}\right\|$ | $\underset{\sim}{9} \underset{\sim}{N}$ |  | $\stackrel{2}{2}$ | $\stackrel{y}{2}$ |  |  | $\stackrel{8}{N}$ |  |  |  | N | $\stackrel{\sim}{\hat{N}}$ |  |  |  |  |  |  |  |  |  |  |
| 耑 | $\geqslant \sim$ |  |  |  | m | m | － | ＋ | m |  | 0 | N |  |  | N － | －m | m |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | $\begin{gathered} 4 \\ \stackrel{y}{c} \\ \hline 0 \\ \hline 0 \\ \sim \end{gathered}$ | $\stackrel{N}{N}$ | $3$ |  | \|⿳⺈⿴囗㐅㐅 |  |  | $\stackrel{2}{N}$ |  |  |  |  |  |  | $\underset{\sim}{\underset{\sim}{\sim}} \underset{\sim}{N}$ |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | m |  |  | ＋ |  |  | $\cdots \square$ |  |  | $\cdots \cdots$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $3{ }^{-5}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

7th Grade MATH
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

8th Grade ELA
SHANDON ELEMENTARY SC
SY:
2018-2019
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE



Kindergarten Grade MATH
PARKFIELD ELEMENTARY SCHOO
STUDENT/CLASS PROFILE

3rd Grade ELA
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

3rd Grade MATH
SHANDON ELEMENTARY SCHOOL STUDENT/CLASS PROFILE

5th Grade ELA
PARKFIELD ELEMENTARY SC
RKFIELD ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

| Suden Neme | Telst |  |  |  |  |  | emm |  | ${ }^{\text {STALAGE }}$ |  |  | Commens |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Anomord |  | ${ }_{8875}$ | Seed | 为 | (31 | - | $\stackrel{\square}{2}$ | ${ }_{7,1}^{29}$ | ${ }_{3}^{2}$ | ${ }^{13}$ |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | - |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | - |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | - | - | , |  |  |
|  |  |  |  |  |  |  |  |  |  | , |  |  |
|  |  |  |  |  |  |  |  | - | - | - |  |  |
|  |  |  |  |  |  |  |  |  | - | - |  |  |
|  |  |  |  |  |  |  |  | - | - | - |  |  |
|  |  |  |  |  |  |  |  | - | - |  |  |  |
|  |  |  |  |  |  |  | - |  | , | , |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

5th Grade MATH
SHANDON ELEMENTARY S
SHANDUNENT/CLASS PROFILE

6th Grade MATH
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE



[^0]:    7.0 ANNUAL ORGANIZATIONAL MEETING OF THE GOVERNING BOARD
    7.1 Administration of Oaths of Office

    - Robert Van Parlet
    - Nataly Ramirez
    - Jennifer Moe

[^1]:    Target for LCFF is projected to be achued in the 2018-19 「iscal year, therefore, any growth in LCFF revenues in future years will be attributable to applicalion of the C.OLA to the base gram
    ${ }^{2}$ Theludes statutory COLA of $2.71 \%$ plus an augmenturion 010 $99 \%$ represented by an additional $\$ 570$ milliun for school districts and charter schools. County offices of education ieceive only the statuloty COI. A.
    ${ }^{3}$ Ineludes Spuenal Edecation, Chikl Nuthtion, Foster Youth. Amenican Indian Education Centers/American Indian Early Childhood Educalion, and Mandate Block Grant
    ${ }^{4}$ Rate is tinal for 2017-18 and 2018-19 liscal yeats

[^2]:    California Dept of Education
    SACS FInancial Reporting Software • 2018.2.0
    File: fundl-a (Rev 06/07/2018)

[^3]:    Callfornia Dept of Educatlon

[^4]:    Callfornia Dept of Education
    SACS Financial Reporting Software - 2018.2.0

[^5]:    Callfornla Dept of Educatlon
    SACS Financial Reporting Software - 2018.20
    File: Iundi-a (Rev 06/07/2018)

[^6]:    Callfornla Dept of Education

[^7]:    Californla Dept or Education

[^8]:    California Dept of Education
    SACS Financial Reporling Sofiware - 20182.0
    File: fundl-a (Rev 02/21/2018)

[^9]:    California Dept of Education
    SACS Financlal Reporting Software - 2018.2.0
    File: fundl-a (Rev 02/21/2018)

[^10]:    California Dept of Education
    SACS FInancial Reporting Software • 2018.2.0
    File: fundl-a (Rev 06/07/2018)

[^11]:    Callfornia Dept of Educatlon

[^12]:    Callfornia Dept of Education
    SACS Financial Reporting Software - 2018.2.0

[^13]:    Callfornla Dept of Educatlon
    SACS Financial Reporting Software - 2018.20
    File: Iundi-a (Rev 06/07/2018)

[^14]:    Callfornla Dept of Education

[^15]:    Californla Dept or Education

[^16]:    California Dept of Education
    SACS Financial Reporling Sofiware - 20182.0
    File: fundl-a (Rev 02/21/2018)

[^17]:    California Dept of Education
    SACS Financlal Reporting Software - 2018.2.0
    File: fundl-a (Rev 02/21/2018)

[^18]:    Recommend Approval by: 19six ARCHITECTS

[^19]:    Reimbursement Rates:
    $\$ 7.50$ for After School Base and After School Summer. $\$ 5.00$ for Before School Base and Before School Summer.
    $\$ 25,000.00$ maximum per site for Equitable Access (no student per day requirement).

[^20]:    California Department of Education
    1430 N Street
    

[^21]:    c. How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds?

[^22]:     shpoot procran, Servoe bemong wat monsist af the following
     atomicters, and tremina
    
    
    

