

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
January 14, 2020

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

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

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

1.0 OPEN SESSION

- 1.1 Call to Order and Roll Call
Marlene Thomason, President
Kate Twisselman, Clerk
Jennifer Moe
Robert Van Parlet
Nataly Ramirez

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
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 Code § 54957, Public Employment
- 2.3 CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Government Code section 54956.9)

3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

4.0 REPORT ON ACTION FROM CLOSED SESSION

5.0 ADOPTION OF AGENDA

6.0 PUBLIC COMMENT

6.1 PUBLIC COMMENT

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

7.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

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

8.0 INFORMATION/PRESENTATION ITEMS

- 8.1 Water Bill Analysis**
 - Water bill cost from the SJUSD meters and new rate information.
- 8.2 SHS Honor Roll List**
 - Honor Roll list from first semester.
- 8.3 District Calendar of Events**
 - A monthly report of the "District Calendar of Events" happening in the Shandon Joint Unified School District, this calendar is also on the SJUSD website.
- 8.4 Annual Audit Report**
 - Independent Auditors' Report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with government auditing standards.
- 8.5 Cafeteria Report**
 - A monthly report submitted by Jessie Wesch, cafeteria manager of the SJUSD.
- 8.6 Special Education Report**
 - A monthly report provided by the Special Education Coordinator.
- 8.7 Shandon Elementary School Report**
 - A monthly report provided by Mrs. Kepins, Principal of the Shandon Elementary School. This report includes events, activities, or fundraisers happenings at the Elementary or Middle School.
- 8.8 Superintendent's Report**
 - A monthly report provided by Ms. Benson, Superintendent of SJUSD.
 - Dress code presentation

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 December 16, 2019 Board Meeting
- 9.2 Approval of Warrants and Payroll
- 9.3 Approval of Budget Report
- 9.4 Approval of Student Body Funds
- 9.5 Approval of Personnel Action Report
- 9.6 Approval of BP 5131.61 Drug Testing (Second Reading)
- 9.7 Approval of Quarterly Report of Williams Uniform Complaints

10.0 DISCUSSION/ACTION ITEM

- 10.1 Presentation and Approval of the SES Single Plan for Student Achievement 2019-2020**
 - The SPSA identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan.
- 10.2 Presentation and Approval of the SHS Single Plan for Student Achievement 2019-2020**
 - The SPSA identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan.
- 10.3 Discussion and Approval of CMAS Request for Offer (RFO) SJUSD E-Rate Year 23 (2020/2021)**
 - Approval of wireless access points projects.
- 10.4 Presentation and Approval of School Accountability Report Card for SHS, SES, PES (SARC)**
 - California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources and demographics.

10.5 Discussion and Approval of the Agreement for Purchase of Portable Classrooms

-This agreement is for the purchase of portable classroom located at 291 S 1st St, Shandon, CA. for \$20,000

10.6 Interdistrict Transfer Student 2019-20-10

-Student that lives outside of the SJUSD and is requesting to attend Shandon High School.

10.7 Discussion and Approval of Purchase of Novels

- Approval of the purchase of novels for English class.

10.8 Proposed Revision to AR 5131.61 Drug Testing (First Reading)

-Administrative regulation, random drug testing of student athletes.

10.9 Discussion of Heights pathway lighting project

-Lit walkway from the Shandon High School campus to the neighboring "Heights" residential area.

11.0 FUTURE AGENDA ITEM REQUESTS

12.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for February 11, 2020 at

Shandon High School Library, Closed Session at 6:00 PM, Open/Regular Session at 7:00 PM

13.0 ADJOURNMENT

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

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

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

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

OFFICIAL AGENDA POSTED AT THE DISTRICT OFFICE/SHANDON HIGH SCHOOL

7.1

January ASB Board Report

January ASB Events

- ✚ Class Meeting January 8, 2020
- ✚ Basketball Pictures January 8, 2020
- ✚ ASB Meeting January 15, 2020
- ✚ FNL Meetings-January 3, 10, 17, 24, & 31.
- ✚ Awards Assembly-January 16, 2020; 8:30 am in the gym.
- ✚ Basketball home games January 3, 17th, and the 31st-ASB running Gate (pays for referees) and Snack bar (general).
- ✚ Block S Meeting January 22, 2020-(30 kids) in room 3
- ✚ ASB lunchtime activities-January 14, 21, and the 28th.

ASB officers

ASB President- Maria Uzeta
ASB Vice President-Vicki Solis
ASB Secretary-Christian Uzeta
ASB Treasurer-Isaac Lopez

Junior class officers

President-Rosemary Hernandez
Vice President-Eden Casillas
Secretary-Angela Ramirez
Treasurer-Estenny Flores

Freshmen class officers

President-Maile Lau
Vice President-Katrina Russell
Secretary-Leilani Lopez
Treasurer-Cadence Guizar

Senior class officers

President-Kelsey Kennedy
Vice President-Noa Syhabouth
Secretary-Briceida Rodriguez and Vanessa Ramirez
Treasurer-Kevin Martinez

Sophomore class officers

President-Yanet Uzeta
Vice President-Esmeralda Mendoza
Secretary-Hailey Kennedy
Treasurer-Millagros Martinez

Commissioners

Estefany Arroyo	Raul Piceno	Luke Ramirez
Aubree Lopez	Itzel Casillas	Faith Alexander
Cristol Solis	Maira Casilla	Gabriel Yanez
Raul Granado	Lisbeth Contreras	Angel Contreras

2020 Emphasis-The ASB will be doing activities centered around the following themes.

- Leadership and good role modeling (mentoring the middle school ASB)
- The future is bright. Vision + Energy = Success
- Good citizenship/Academic Excellence/Thinking outside of the box.

Respectfully submitted by Dayna Sciocchetti

Option #2 Base Rate 50% - Usage 50%

	Current Bi-Monthly Rate	Increase to Current Rate	New Bi-Monthly Rate	New Bi-Monthly Bill		
				10 CCF	16 CCF	30 CCF
Minimum Charge	\$71.67	\$43.96	\$115.63			
Usage Charges						
0 to 10 CCF	\$0	\$2.60	\$2.60	\$141.60	\$182.98	\$299.70
11 to 16 CCF	\$4.30	\$2.60	\$6.90			
> 16 CCF	\$5.74	\$2.60	\$8.34			

This rate option is based on 343 service connections and annual water use of 34,833 CCF



2018-2019 WATER BILLS- Water Bills are paid every 2 Months

<u>Entered</u>	<u>Reference</u>	<u>Paid</u>	<u>Warrant</u>	<u>Amount</u>	<u>Account</u>	<u>Invoice No</u>
High School						
7/31/2018	PO-190038	8/1/2018	4243358	\$ 268.01	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096, HIGH SCHOOL
9/24/2018	PO-190038	9/26/2018	4247978	\$ 336.89	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096-000,HIGH SCHOOL
11/28/2018	PO-190038	11/28/2018	4253250	\$ 302.45	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096-000,HS.WATER
1/28/2019	PO-190038	1/30/2019	4257965	\$ 210.61	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096,H.S.WATER
4/2/2019	PO-190038	4/3/2019	4263296	\$ 245.05	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096,HS WATER
5/21/2019	PO-190038	5/22/2019	4267294	\$ 30.00	01-0000-0-5510-0000-8200-050-0000-0000	APN#017-311-008, YEARLY FEE
5/31/2019	PO-190038	6/5/2019	4268408	\$ 250.79	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014096,HIGH SCHOOL
			Total Paid, 2018/2019	\$ 1,643.80		
MOT						
7/31/2018	PO-190038	8/1/2018	4243358	\$ 81.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095,MOT
9/24/2018	PO-190038	9/26/2018	4247978	\$ 187.83	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095-000,MOT OFFICE
11/28/2018	PO-190038	11/28/2018	4253250	\$ 81.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095-000,MOT OFFICE
1/28/2019	PO-190038	1/30/2019	4257965	\$ 81.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014095,MOT WATER
4/2/2019	PO-190038	4/3/2019	4263296	\$ 81.97	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095,MOT OFFICE
5/21/2019	PO-190038	5/22/2019	4267294	\$ 30.00	01-0000-0-5510-0000-8200-050-0000-0000	APN#017-311-003, YEARLY FEE
5/31/2019	PO-190038	6/5/2019	4268408	\$ 81.37	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095,MOT OFFICE
			Total Paid 2018/2019	\$ 626.18		
Elem School						
7/31/2018	PO-190038	8/1/2018	4243358	\$ 239.31	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14118, ELEM SCHOOL
9/24/2018	PO-190038	9/26/2018	4247978	\$ 245.05	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14118-000,ELEM SCHOOL
11/28/2018	PO-190038	11/28/2018	4253250	\$ 336.89	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14118-000,ELEM WATER
1/28/2019	PO-190038	1/30/2019	4257965	\$ 313.93	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014118,ELEM WATER
4/2/2019	PO-190038	4/3/2019	4263296	\$ 405.77	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14118,ELEM WATER
5/21/2019	PO-190038	5/22/2019	4267294	\$ 30.00	01-0000-0-5510-0000-8200-050-0000-0000	APN#017-181-058, YEARLY FEE
5/31/2019	PO-190038	6/5/2019	4268408	\$ 227.83	01-0000-0-5510-0000-8200-050-0000-0000	INV#14118,ELEM SCHOOL
			Total Paid 2018/2019	\$ 1,798.78		
Middle School						
7/31/2018	PO-190038	8/1/2018	4243358	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453, RM#15 &16
9/24/2018	PO-190038	9/26/2018	4247978	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453-000,M.S.
11/28/2018	PO-190038	11/28/2018	4253250	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453-000,RM 16 AND 15
1/28/2019	PO-190038	1/30/2019	4257965	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#017453,RM#15 AND 16 WATER
4/2/2019	PO-190038	4/3/2019	4263296	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453,RM#15&16
5/21/2019	PO-190038	5/22/2019	4267294	\$ 30.00	01-0000-0-5510-0000-8200-050-0000-0000	APN#017-181-057, YEARLY FEE
5/31/2019	PO-190038	6/5/2019	4268408	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453,MIDDLE SCHOOL
			Total Paid 2018/2019	\$ 460.02		

2019/2020 WATER BILLS- Water Bills are paid every 2 Months

<u>Entered</u>	<u>Reference</u>	<u>Paid</u>	<u>Warrant</u>	<u>Amount</u>	<u>Account</u>	<u>Invoice No</u>
<u>HIGH SCHOOL</u>						
7/30/2019	PO-200042	7/31/2019	4272316	\$ 279.49	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014096-000,H.S.WATER
9/26/2019	PO-200042	9/30/2019	4276450	\$ 359.85	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096,HS.WATER
12/4/2019	PO-200042	12/9/2019	4281852	\$ 313.93	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14096,HIGH SCHOOL
		Total 2019/2020		\$ 953.27		
<u>MOT</u>						
7/30/2019	PO-200042	7/31/2019	4272316	\$ 98.87	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014095-000,MOT WATER
9/26/2019	PO-200042	9/30/2019	4276450	\$ 81.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095,MOT OFFICE WATER
12/4/2019	PO-200042	12/9/2019	4281852	\$ 81.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14095,MOT OFFICE
		Total 2019/2020		\$ 262.21		
<u>ELEM</u>						
7/30/2019	PO-200042	7/31/2019	4272316	\$ 130.27	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014118-000,ELEM WATER
9/26/2019	PO-200042	9/30/2019	4276450	\$ 187.65	01-0000-0-5510-0000-8200-050-0000-0000	ACC#14118-000,ELEM WATER
12/4/2019	PO-200042	12/9/2019	4281852	\$ 245.05	01-0000-0-5510-0000-8200-050-0000-0000	ACC#014118,ELEM SCHOOL
		Total 2019/2020		\$ 562.97		
<u>MIDDLE SCHOOL</u>						
7/30/2019	PO-200042	7/31/2019	4272316	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#017453000,MIDDLE SCHOOL
9/26/2019	PO-200042	9/30/2019	4276450	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453,MS WATER
12/4/2019	PO-200042	12/9/2019	4281852	\$ 71.67	01-0000-0-5510-0000-8200-050-0000-0000	ACC#17453, MIDDLE SCHOOL
		Total 2019/2020		\$ 215.01		

Shandon High School
1st Semester 2019-2020

HONOR ROLL GPA 3.00-3.49	PRINCIPAL'S HONOR ROLL GPA 3.50-3.99	SUPERINTENDENT'S HONOR ROLL GPA 4.00+
9th Grade Maile Lau Rosalynn Rendon Trevor Goodwell Katrina Russell Faith Alexander Shayley Cuellar	9th Grade Cadence Guizar Jovani Ramirez Leilani Lopez Summer Hirschler	9th Grade Madisyn Clifton
10th Grade Valerio Garcia-Ruiz Hailey Kennedy Luke Ramirez Cristal Solis Angel Soto Itzel Casillas Mireli Beltran Lopez Maira Casillas Milagros Martinez- Barreras	10th Grade Esmeralda Mendoza Elvia Rivera Yaneht Uzeta Jorge Rodriguez	10th Grade
11th Grade Hayley Hirschler Jonas Rancour Jesus Contreras Gabriel Yanez Clay Clifton Samuel Ruiz Bryan Barriga Fuerte Riley Mroczkowski Alex Zavala	11th Grade Rosemary Hernandez Angela Ramirez Victoria Rubio-Solis Katelyn Hurl	11th Grade
12th Grade Noa Syhabouth Isaac Flores Perez Christian Licea	12th Grade Lisbeth Contreras Jeremiah Navarro Christopher Ramos Christian Uzeta Kevin Martinez	12th Grade Vanessa Jimenez Ramirez Yasmin Rodriguez-Villavicencio Briceida Rodriguez-Villavicencio Kayla Hurl Isaac Lopez Kelsey Kennedy Maria Uzeta

9	JAN, THU	● All day	SHS Periods 5-8
		● 11am – 1pm	Harvest of the Month
		● 11:30am – 12pm	*SHS Dance Club (Mr. Voorheis Room)
10	JAN, FRI	● All day	SHS Periods 1-4
		● 5 – 8pm	*SHS Girls/Boys Basketball (Away) Valley Christian Acad...
11	JAN, SAT	● 9am – 4pm	SHS Carwash
13	JAN, MON	● All day	SHS Periods 5-8
		● 11:30am – 12pm	SHS Dance Club (Mr. Voorheis Room)
14	JAN, TUE	● All day	SHS Periods 1-4
		● 7 – 9pm	Board Meeting
15	JAN, WED	● All day	*FFA Monthly Chapter Meeting
		● All day	Minimum Day
		● All day	SHS Periods 5-8
		● 11:30am – 12pm	*SHS Block "S" Meeting
16	JAN, THU	● All day	SHS Periods 1-4
		● 11:30am – 12pm	*SHS Dance Club (Mr. Voorheis Room)
17	JAN, FRI	● All day	SHS Periods 5-8
		● 5 – 8pm	SHS Girls/Boys Basketball (Home) Shandon High School
20	JAN, MON	● All day	No School- Martin Luther King Jr. Day
		● 11:30am – 12pm	SHS Dance Club (Mr. Voorheis Room)
21	JAN, TUE	● All day	SES and Parkfield Parent Teacher Conferences
		● All day	Minimum Day- SES and Parkfield Only
		● All day	SHS Periods 1-4
22	JAN, WED	● All day	SES and Parkfield Parent Teacher Conferences
		● All day	Minimum Day

22	JAN, WED	● All day	SES and Parkfield Parent Teacher Conferences
		● All day	Minimum Day
		● All day	SHS Periods 5-8
23	JAN, THU	● All day	SES and Parkfield Parent Teacher Conferences
		● All day	Minimum Day- SES and Parkfield Only
		● All day	SHS Periods 1-4
		● 11:30am – 12pm	*SHS Dance Club (Mr. Voorheis Room)
		● 3:30 – 6:30pm	*SMS girls & Boys Basketball (Cayucos)
		● 5 – 7:30pm	SHS Girls/Boys Basketball (Home) Shandon High School
		● 9:45pm – 1:15am	*Nutrition Education
24	JAN, FRI	● 9:45pm – 1:15am	*Nutrition Education
		● All day	*MFE/ALA Leadership Conferences Monterey
		● All day	SHS Periods 5-8
25	JAN, SAT	● All day	*MFE/ALA Leadership Conferences Monterey
27	JAN, MON	● All day	SHS Periods 1-4
		● 11:30am – 12pm	SHS Dance Club (Mr. Voorheis Room)
		● 3:45 – 5:45pm	SMS Girls/Boys Basketball (Away) 1601 L St. San Miguel, ...
28	JAN, TUE	● All day	SHS Periods 5-8
29	JAN, WED	● All day	Minimum Day
		● All day	SHS Periods 1-4
30	JAN, THU	● All day	SHS Periods 5-8
		● 11:30am – 12pm	*SHS Dance Club (Mr. Voorheis Room)
		● 1:55 – 2:55pm	*SES Fire Drill (during recess)
31	JAN, FRI	● All day	SHS Periods 1-4
		● 4 – 7:30pm	*SHS Sophomore Taco Fundraiser
		● 5 – 8pm	SHS Girls/Boys Basketball (Home) Shandon High School

3	FEB, MON	<ul style="list-style-type: none"> All day 11:30am – 12pm 	SHS Periods 5-8 SHS Dance Club (Mr. Voorheis Room)
4	FEB, TUE	<ul style="list-style-type: none"> All day 11:30am – 12pm 	SHS Periods 1-4 *SHS ASB Meetings
5	FEB, WED	<ul style="list-style-type: none"> All day All day 12:50 – 1:30pm 3:30 – 4:30pm 6 – 7pm 7 – 8pm 	Minimum Day SHS Periods 5-8 *Class Meeting *SMS Boys Basketball (N. County Christian Atascadero) *Shandon 4-H SES Cafeteria Shandon Community Advisory Meeting
6	FEB, THU	<ul style="list-style-type: none"> All day 11am – 1pm 11:30am – 12pm 4:30 – 6:30pm 4:30 – 6pm 	SHS Periods 1-4 Harvest of the Month *SHS Dance Club (Mr. Voorheis Room) Food Bank Distribution Neighborhood Food Distribution SHS Parking Lot
7	FEB, FRI	<ul style="list-style-type: none"> All day 5 – 8pm 5 – 7pm 	SHS Periods 5-8 SHS Girls/Boys Basketball (Home) Shandon High School *Cow Patty Bingo
10	FEB, MON	<ul style="list-style-type: none"> All day 11:30am – 12pm 	No School-Lincoln's Day Observed SHS Dance Club (Mr. Voorheis Room)
11	FEB, TUE	<ul style="list-style-type: none"> All day 10:45 – 11:45am 7 – 9pm 	SHS Periods 1-4 *SES Fire Drill Board Meeting
12	FEB, WED	<ul style="list-style-type: none"> All day All day All day 11:30am – 12pm 	SHS/ SMS (Aeries window for Grades Posting) Minimum Day SHS Periods 5-8 *ASB Meetings

11	FEB, TUE	● All day	SHS Periods 1-4
		● 10:45 – 11:45am	*SES Fire Drill
		● 7 – 9pm	Board Meeting
12	FEB, WED	● All day	SHS/ SMS (Aeries window for Grades Posting)
		● All day	Minimum Day
		● All day	SHS Periods 5-8
		● 11:30am – 12pm	*ASB Meetings
		● 3 – 4pm	School Site/ DELAC Meeting
		● 3:30 – 5:30pm	*SMS Girls & Boys Basketball (San Miguel)
13	FEB, THU	● All day	SHS/ SMS (Aeries window for Grades Posting)
		● All day	SHS Periods 1-4
		● 11:30am – 12pm	*SHS Dance Club (Mr. Voorheis Room)
14	FEB, FRI	● All day	SHS/ SMS (Aeries window for Grades Posting)
		● All day	SHS Periods 5-8
17	FEB, MON	● All day	No School- Washington's Day Observed
		● 11:30am – 12pm	SHS Dance Club (Mr. Voorheis Room)
18	FEB, TUE	● All day	SHS Periods 1-4
19	FEB, WED	● All day	Minimum Day
		● All day	SHS Periods 5-8
		● 11:30am – 12pm	*SHS Block "S" Meeting
		● 3:30 – 4:30pm	*SMS girls & Boys Basketball (Home Game)
		● 5 – 7:30pm	*FFA Monthy Chapter meeting
20	FEB, THU	● All day	SHS Periods 1-4
		● 9:45am – 1:15pm	*Nutrition Education
		● 11:30am – 12pm	*SHS Dance Club (Mr. Voorheis Room)
21	FEB, FRI	● All day	SHS Periods 5-8

8.4

SHANDON JOINT UNIFIED SCHOOL DISTRICT
COUNTY OF SAN LUIS OBISPO
SHANDON, CALIFORNIA

AUDIT REPORT
June 30, 2019

SHANDON JOINT UNIFIED SCHOOL DISTRICT

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Board of Trustees
Shandon Joint Unified School District
Shandon, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Shandon Joint Unified School District (District) as of and for the fiscal year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Governmental Auditing Standards*, issued by the Comptroller General of the United States and the *2018-2019 Guide for Annual Audits of California K-12 Local Educational Agencies and State Compliance Reporting* prescribed by Title 5, *California Code of Regulations*, Section 19810. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Shandon Joint Unified School District, as of June 30, 2019, and the respective changes in financial position where applicable thereof, for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require the budgetary information on page 35, the schedule of proportionate share of net pension liability on pages 36 and 37 and the schedule of pension contributions on pages 38 and 39, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Supplementary Information

Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the Shandon Joint Unified School District's basic financial statements. The supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The supplementary information listed in the table of content are the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report December 11, 2019, on our consideration of the Shandon Joint Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Moss, Remy & Haugheim LLP

Santa Maria, California
December 11, 2019

SHANDON JOINT UNIFIED SCHOOL DISTRICT**STATEMENT OF NET POSITION**

JUNE 30, 2019

	Governmental Activities
Assets	
Cash in county treasury	\$ 1,638,982
Revolving cash fund	1,500
Accounts receivable	154,432
Land	15,422
Construction in progress	116,439
Buildings and improvements	4,815,962
Equipment	1,005,375
Less accumulated depreciation	<u>(3,112,803)</u>
Total assets	<u>4,635,309</u>
Deferred Outflows of Resources	
Pensions	<u>1,713,753</u>
Total deferred outflows of resources	<u>1,713,753</u>
Liabilities	
Accounts payable	418,639
Unearned revenue	43,111
Interest payable	61,112
Long-term liabilities:	
Due within one year:	
Bond premium	9,780
General obligation bonds payable	<u>80,000</u>
Total due within one year	<u>612,642</u>
Due after one year:	
Compensated absences payable	4,756
General obligation bonds payable	2,985,000
Bond premium	255,091
Net pension liability	<u>4,337,042</u>
Total due after one year	<u>7,581,889</u>
Total liabilities	<u>8,194,531</u>
Deferred Inflows of Resources	
Pensions	<u>549,929</u>
Total deferred inflows of resources	<u>549,929</u>
Net Position	
Net investment in capital assets	(224,605)
Restricted for:	
Educational programs	35,502
Nutrition	10,254
Capital projects	54,819
Debt service	184,487
Unrestricted	<u>(2,455,855)</u>
Total net position	<u>\$ (2,395,398)</u>

The accompanying notes are an integral part of this statement.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	Expenses	Program Revenues		
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions
Governmental Activities:				
Instruction	\$ 2,623,338	\$ 7,902	\$ 335,581	\$ -
Instruction-related services:				
Instructional supervision and administration	913			
Instructional library, media, and technology	92,249			
School site administration	526,464		18,043	
Pupil services:				
Home to school transportation	202,773			
Food services	244,477	9,421	212,098	
All other pupil services	252,576	1,715	47,838	
General administration:				
Centralized data processing	31,875		3,378	
All other general administration	296,353	441	8,886	
Plant services	760,064	302	6,792	
Ancillary services	42,048		207	
Community services	45,000			
Interest on long-term debt	139,736			
Other outgo	177,926	6,175	77,627	
Depreciation (unallocated)	209,414			
Total governmental activities	<u>\$ 5,645,206</u>	<u>\$ 25,956</u>	<u>\$ 710,450</u>	<u>\$ -</u>

General revenues:

Taxes and subventions:

Taxes levied for general purposes

Taxes levied for debt service

Federal and state aid not restricted to specific
purposes

Interest and investment earnings

Miscellaneous

Total general revenues

Change in net position

Net position, beginning of fiscal year

Net position, end of fiscal year

The accompanying notes are an integral part of this statement.

Net (Expense)
Revenue and
Changes in
Net Position

\$ (2,279,855)

(913)

(92,249)

(508,421)

(202,773)

(22,958)

(203,023)

(28,497)

(287,026)

(752,970)

(41,841)

(45,000)

(139,736)

(94,124)

(209,414)

(4,908,800)

2,242,003

279,166

1,920,343

30,105

80,922

4,552,539

(356,261)

(2,039,137)

\$ (2,395,398)

SHANDON UNIFIED SCHOOL DISTRICT**BALANCE SHEET - GOVERNMENTAL FUNDS**

JUNE 30, 2019

	General Fund	Building Fund
ASSETS:		
Cash in County Treasury	\$ 1,347,316	\$ 11,810
Cash in Revolving Fund	1,500	-
Accounts Receivable	122,127	-
Total Assets	<u>\$ 1,470,943</u>	<u>\$ 11,810</u>
LIABILITIES AND FUND BALANCES:		
Liabilities:		
Accounts Payable	\$ 405,340	\$ 11,810
Unearned Revenue	43,111	-
Total Liabilities	<u>448,451</u>	<u>11,810</u>
Fund Balances:		
Nonspendable	1,500	-
Restricted	35,502	-
Assigned	100,000	-
Unassigned	885,490	-
Total Fund Balance	<u>1,022,492</u>	<u>-</u>
Total Liabilities and Fund Balances	<u>\$ 1,470,943</u>	<u>\$ 11,810</u>

The accompanying notes are an integral part of this statement.

Bond Interest & Redemption Fund	Other Governmental Funds	Total Governmental Funds
\$ 245,599	\$ 34,257	\$ 1,638,982
-	-	1,500
-	32,305	154,432
<u>\$ 245,599</u>	<u>\$ 66,562</u>	<u>\$ 1,794,914</u>
\$ -	\$ 1,489	\$ 418,639
-	-	43,111
<u>-</u>	<u>1,489</u>	<u>461,750</u>
-	-	1,500
245,599	65,073	346,174
-	-	100,000
-	-	885,490
<u>245,599</u>	<u>65,073</u>	<u>1,333,164</u>
<u>\$ 245,599</u>	<u>\$ 66,562</u>	<u>\$ 1,794,914</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
JUNE 30, 2019

Total fund balances - governmental funds \$ 1,333,164

In governmental funds, only current assets are reported. In the statement of net position all assets are reported, including capital assets and accumulated depreciation.

Capital assets at historical cost	\$	5,953,198	
Accumulated depreciation		<u>3,112,803</u>	
Net			2,840,395

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Compensated absences payable	\$	4,756	
General obligation bonds payable		3,065,000	
Unamortized bond premium		264,871	
Net pension liability		<u>4,337,042</u>	(7,671,669)

Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

Deferred inflows of resources relating to pensions	\$	(549,929)	
Deferred outflows of resources relating to pensions		<u>1,713,753</u>	1,163,824

In governmental funds, interest on long-term debt is recognized until the period in which it matures and is paid. In the government-wide statement of net position, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:

(61,112)

Total net position - governmental activities \$ (2,395,398)

The accompanying notes are an integral part of this statement.

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SHANDON UNIFIED SCHOOL DISTRICTSTATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	General Fund	Building Fund
Revenues:		
LCFF Sources:		
State Apportionment or State Aid	\$ 1,674,662	\$ -
Education Protection Account Funds	55,118	-
Local Sources	2,242,003	-
Federal Revenue	178,750	-
Other State Revenue	508,181	-
Other Local Revenue	280,344	5,920
Total Revenues	<u>4,939,058</u>	<u>5,920</u>
Expenditures:		
Current:		
Instruction	2,650,903	-
Instruction - Related Services	583,501	-
Pupil Services	452,391	-
Ancillary Services	41,635	-
Community Services	45,000	-
General Administration	320,695	-
Plant Services	454,253	32,304
Other Outgo	177,926	-
Capital Outlay	-	1,089,363
Debt Service:		
Principal	-	-
Interest	-	-
Total Expenditures	<u>4,726,304</u>	<u>1,121,667</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>212,754</u>	<u>(1,115,747)</u>
Other Financing Sources (Uses):		
Transfers In	-	14,532
Transfers Out	(15,388)	-
Total Other Financing Sources (Uses)	<u>(15,388)</u>	<u>14,532</u>
Net Change in Fund Balances	197,366	(1,101,215)
Fund Balances, July 1	825,126	1,101,215
Fund Balances, June 30	<u>\$ 1,022,492</u>	<u>\$ -</u>

The accompanying notes are an integral part of this statement.

Bond Interest & Redemption Fund	Other Governmental Funds	Total Governmental Funds
\$ -	\$ -	\$ 1,674,662
-	-	55,118
-	-	2,242,003
-	201,369	380,119
853	21,992	531,026
281,122	37,412	604,798
<u>281,975</u>	<u>260,773</u>	<u>5,487,726</u>
-	-	2,650,903
-	-	583,501
-	234,930	687,321
-	-	41,635
-	-	45,000
-	-	320,695
-	7,342	493,899
-	-	177,926
-	-	1,089,363
85,000	-	85,000
152,315	-	152,315
<u>237,315</u>	<u>242,272</u>	<u>6,327,558</u>
<u>44,660</u>	<u>18,501</u>	<u>(839,832)</u>
-	856	15,388
-	-	(15,388)
-	<u>856</u>	-
44,660	19,357	(839,832)
200,939	45,716	2,172,996
<u>\$ 245,599</u>	<u>\$ 65,073</u>	<u>\$ 1,333,164</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES FOR THE FISCAL YEAR ENDED JUNE 30, 2019

Total net change in fund balances - governmental funds	\$ (839,832)
Capital assets are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense \$(209,414) is less than additions to capital assets of \$841,220 in the period.	631,806
In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was:	2,799
In the statement of activities, compensated absences are measured by the amounts earned during the fiscal year. In governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially the amounts paid). This fiscal year, vacation earned was more than the amounts used by \$1,956.	(1,956)
In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was:	(243,858)
In governmental funds, if debt is issued at a premium, the premium is recognized as an Other Financing Source in the period it is incurred. In the government-wide statements, the premium is amortized as interest over the life of the debt. Amortization of premium for the period is:	9,780
In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures of repayment of the principal portion of long-term debt were:	<u>85,000</u>
Change in net position - governmental activities	<u>\$ (356,261)</u>

The accompanying notes are an integral part of this statement.

SHANDON UNIFIED SCHOOL DISTRICT
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
FIDUCIARY FUNDS
JUNE 30, 2019

	Agency Funds
	<u>Student Body Funds</u>
ASSETS:	
Cash on Hand and in Banks	\$ 26,247
Total Assets	<u>\$ 26,247</u>
LIABILITIES:	
Due to Student Groups	\$ 26,247
Total Liabilities	<u>\$ 26,247</u>

Accompanying notes are an integral part of this statement.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Policies

The District accounts for its financial transactions in accordance with policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants.

B. Reporting Entity

The reporting entity is the Shandon Joint Unified School District. There are no component units included in this report which meet the reporting entity definition criteria of GASB Statement No. 14, *The Financial Reporting Entity*, as amended by GASB Statement No. 39, GASB Statement No. 61, and GASB Statement No. 80.

C. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District.

The government-wide financial statements are prepared using the economic resources measurement focus. Government-wide financial statements differ from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, include a reconciliation, with brief explanations to better identify the relationship between the government-wide financial statements and the statements for the governmental funds.

The government-wide financial statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues which are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds also use the accrual basis of accounting.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D. Basis of Accounting (Continued)

Revenues – exchange and non-exchange transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On the modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within one year after fiscal year end.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the fiscal year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned revenue:

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are met are recorded as unearned revenue.

Pensions:

For purposes of measuring net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Expenses/expenditures:

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditure related to compensated absences and claims and judgments are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. The District's resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, nonmajor, and fiduciary funds, as follows:

Major Governmental Funds:

The General Fund is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund.

The Building Fund is used for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.

The Bond Interest and Redemption Fund is used to account for the accumulation of resources for, and the repayment of, District Bonds, interest, and related costs.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

E. Fund Accounting (Continued)

Nonmajor Governmental Funds:

Special Revenue Funds are established to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of activities and that compose a substantial portion of the inflows of the fund. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund. The District maintains one nonmajor special revenue fund:

The Cafeteria Fund is used to account for revenues and expenditures to operate the District's cafeteria.

Capital Projects Funds are used to account for the acquisition and/or construction of all major governmental capital assets. The District maintains one nonmajor capital projects fund:

The Capital Facilities Fund is used to account for resources received from developer impact fees assessed under the provisions of the California Environmental Quality Act (CEQA).

Fiduciary Funds:

Agency Funds are used to account for assets of others for which the District acts as an agent. The District maintains two agency funds for the student body accounts. The funds are used to account for the raising and expending of money to promote the general welfare, morale, and educational experience of the student body.

F. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. By State law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and District Superintendent during the fiscal year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the fiscal year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

G. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

H. Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America, as prescribed by the GASB and the American Institute of Certified Public Accountants, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

I. Assets, Deferred Outflows, Liabilities, Deferred Inflows, and Equity

1. Deposits and Investments

Cash balances held in banks and in revolving funds are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized.

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Luis Obispo County Treasury. The County pools these funds with those of other districts in the County and invests the cash. These pooled funds are carried at fair value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq.. The funds maintained by the County are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with the San Luis Obispo County Treasury was not available.

2. Receivables and Payables

Transactions between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as interfund receivables/payables.

3. Prepaid Items

The District has the option of reporting expenditures in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure during the period benefitted.

4. Amortization of Bond Premium

The bond premium is being amortized on the straight line method over the life of the bonds on the government-wide statements.

5. Capital Assets

Capital assets are those purchased or acquired with an original costs of \$5,000 or more and are reported at historical cost or estimated historical cost. Contributed capital assets are reported at fair value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of a capital asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of the capital assets or materially extend the capital assets' lives are not capitalized, but are expensed as incurred. Depreciation on all capital assets is computed using the straight-line basis over the following estimated useful lives.

Asset Class	Examples	Estimated Useful Life in Years
Land		N/A
Site improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor lighting	20
School buildings		50
Portable classrooms		25
HVAC systems	Heating, ventilation, and air conditioning systems	20
Roofing		20
Interior construction		25
Carpet replacement		7
Electrical/plumbing		30
Sprinkler/fire system	Fire suppression system	25
Outdoor equipment	Playground, radio towers, fuel tanks, pumps	20

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

I. Assets, Deferred Outflows, Liabilities, Deferred Inflows, and Equity (Continued)

5. Capital Assets (Continued)

Asset Class	Examples	Estimated Useful Life in Years
Machinery and tools	Shop and maintenance equipment, tools	15
Kitchen equipment	Appliances	15
Custodial equipment	Floor scrubbers, vacuums, other	15
Science and engineering	Lab equipment, scientific apparatus	10
Furniture and accessories	Classroom and other furniture	20
Business machines	Fax, duplicating and printing equipment	10
Copiers		5
Communication equipment	Mobile, portable radios, non-computerized	10
Computer hardware	PCs, printers, network hardware	5
Computer software	Instructional, other short-term	5 to 10
Computer software	Administrative long-term	10 to 20
Audio visual equipment	Projectors, cameras (still and digital)	10
Athletic equipment	Gymnastics, football, weight machines, wrestling mats	10
Musical instruments	Pianos, strings, brass, percussion	10
Library books	Collections	5 to 7
Licensed vehicles	Buses, other on-road vehicles	8
Contractors equipment	Major off-road vehicles, front-end loaders, large tractors, mobile air compressor	10
Grounds equipment	Mowers, tractors, attachments	15

6. Unearned Revenue

Cash is received for federal and state special projects and programs and is recognized as revenue to the extent that qualified expenditures have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenditures.

7. Deferred Outflows and Inflows of Resources

Pursuant to GASB Statement No. 63, "Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position," and GASB Statement No. 65, "Items Previously Reported as Assets and Liabilities," the District recognizes deferred outflows and inflows of resources.

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. A deferred outflow of resources is defined as a consumption of net position by the government that is applicable to a future reporting period. The District has one item which qualifies for reporting in this category; refer to Note 8 for a detailed listing of the deferred outflows of resources the District has recognized.

In addition to liabilities, the Statement of Net Position will sometimes report a separate section for deferred inflows of resources. A deferred inflow of resources is defined as an acquisition of net position by the District that is applicable to a future reporting period. The District has one item which qualifies for reporting in this category; refer to Note 8 for a detailed list of the deferred inflows of revenues the District has recognized.

8. Compensated Absences

All vacation pay plus related payroll taxes is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

Accumulated employee sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

I. Assets, Deferred Outflows, Liabilities, Deferred Inflows, and Equity (Continued)

9. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position.

10. Fund Balances

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance – represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance – represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance – represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance – represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service, or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund convey that the intended use of those amounts is for a specific purpose that is narrower than the general purpose of the District.

Unassigned Fund Balance – represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

11. Property Taxes

The County is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values of the preceding January 1, which is also the lien date. Property taxes on the secured roll are due on November 1 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (January 1), and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The County apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the *California Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll – approximately on October 1 of each year.

The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local LCFF sources by the District.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

J. Future Accounting Pronouncements

GASB Statements listed below will be implemented in future financial statements:

Statement No. 84	"Fiduciary Activities"	The provisions of this statement are effective for fiscal years beginning after December 15, 2018.
Statement No. 87	"Leases"	The provisions of this statement are effective for fiscal years beginning after December 15, 2019.
Statement No. 89	"Accounting for Interest Cost Incurred before the End of a Construction Period"	The provisions of this statement are effective for fiscal years beginning after December 15, 2019.
Statement No. 90	"Majority Equity Interests-an Amendment of GASB Statements No. 14 and No. 61"	The provisions of this statement are effective for fiscal years beginning after December 15, 2018.
Statement No. 91	"Conduit Debt Obligations"	The provisions of this statement are effective for fiscal years beginning after December 15, 2020.

NOTE 2 - CASH AND INVESTMENTS

The District's cash and investments at June 30, 2019 consisted of the following:

Cash on hand and in banks	\$ 27,747
Cash and investments with the County Treasurer	<u>1,638,982</u>
Total cash and investments	<u>\$ 1,666,729</u>

Cash and investments are presented on the accompanying basic financial statements, as follows:

Cash in County Treasury, statement of net position	\$ 1,638,982
Cash in revolving fund, statement of net position	1,500
Cash on hand and in banks, statement of fiduciary assets and liabilities	<u>26,247</u>
Total cash and investments	<u>\$ 1,666,729</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 2 - CASH AND INVESTMENTS (Continued)

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. These principles recognize a three-tiered fair value hierarchy. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. The District had investments in the San Luis Obispo County Investment Pool, however, this external pool is not measured under Level 1, 2 or 3.

Cash in County Treasury

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Luis Obispo County Treasury as part of the common investment pool (\$1,638,982 as of June 30, 2019). The fair value of this pool as of that date, as provided by the plan sponsor, was \$1,638,982. The District is considered to be an involuntary participant in the external pool. Interest is deposited in the participating funds. The County is restricted by Government Code Section 53635, pursuant to Section 53601, to invest in time deposits, U.S. government securities, State registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements.

Cash on Hand, in Banks, and in Revolving Fund

Cash balance on hand and in banks (\$26,247 as of June 30, 2019) and in the revolving fund (\$1,500) are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

Investments Authorized by the District's Investment Policy

The District's investment policy only authorizes investment in the local government investment pool administered by the County of San Luis Obispo. The District's investment policy does not contain any specific provisions intended to limit the District's exposure to interest rate risk, credit risk, and concentration of credit risk.

Disclosures Relating to Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. One of the ways that the District manages its exposure to interest rate risk is by purchasing a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuations is provided by the following table that shows the distribution of the District's investments by maturity:

<u>Investment Type</u>	<u>Carrying Amount</u>	<u>Remaining Maturity (in Months)</u>			
		<u>12 Months Or Less</u>	<u>13-24 Months</u>	<u>25-60 Months</u>	<u>More than 60 Months</u>
San Luis Obispo County Investment Pool	\$ 1,638,982	\$ 1,638,982	\$ -	\$ -	\$ -
Total	\$ 1,638,982	\$ 1,638,982	\$ -	\$ -	\$ -

Disclosures Relating to Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of rating by a nationally recognized statistical rating organization. Presented below, is the minimum rating required by the California Government Code and the District's investment policy, and the actual rating as of fiscal year end for each investment type.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 2 - CASH AND INVESTMENTS (Continued)

Disclosures Relating to Credit Risk (Continued)

<u>Investment Type</u>	<u>Carrying Amount</u>	<u>Minimum Legal Rating</u>	<u>Exempt From Disclosure</u>	<u>Rating as of Fiscal Year End</u>		
				<u>AAA</u>	<u>Aa</u>	<u>Not Rated</u>
San Luis Obispo County Investment Pool	<u>\$1,638,982</u>	N/A	\$ -	\$ -	\$ -	<u>\$1,638,982</u>
Total	<u>\$1,638,982</u>		\$ -	\$ -	\$ -	<u>\$1,638,982</u>

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond that stipulated by the California Government Code. There are no investments in any one issuer that represent 5% or more of total District investments.

Custodial Credit Risk

Custodial credit risk for *deposits* is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: The California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The fair value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies. California law also allows financial institutions to secure the District's deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits.

None of the District's deposits with financial institutions in excess of federal depository insurance limits were held in uncollateralized accounts.

The custodial credit risk for *investments* is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for investments. With respect to investments, custodial credit risk generally applies only to direct investments in marketable securities. Custodial credit risk does not apply to a local government's indirect investment in securities through the use of mutual funds or government investment pools (such as San Luis Obispo County Investment Pool).

NOTE 3 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

Excess of expenditures over appropriations in individual funds, are as follows:

<u>Fund</u>	<u>Excess Expenditures</u>
Major Funds:	
General Fund	
Certificated Salaries	\$ 947
Employee Benefits	\$ 155,519
Bond Interest and Redemption Fund	
Debt Service	\$ 440
Building Fund	
Capital Outlay	\$ 72,288
Nonmajor Fund:	
Cafeteria Fund	
Employee Benefits	\$ 5,670

SHANDON JOINT UNIFIED SCHOOL DISTRICT**NOTES TO BASIC FINANCIAL STATEMENTS**

JUNE 30, 2019

NOTE 4 - RECEIVABLES

Receivables at June 30, 2019, consist of the following:

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Governmental Funds
Federal Government:				
Federal programs	\$ 74,068	\$ -	\$ -	\$ 30,033
State Government:				
Categorical aid programs	14,544			2,272
Lottery	3,831			
Local Sources:				
Cuesta grant	9,000			
Miscellaneous	20,684			
Totals	<u>\$ 122,127</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 32,305</u>

NOTE 5 – CAPITAL ASSETS AND DEPRECIATION

Capital assets activity for the fiscal year ended June 30, 2019, is shown below:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019
Capital assets, not being depreciated:				
Land	\$ 15,422	\$ -	\$ -	\$ 15,422
Construction in progress	<u>70,997</u>	<u>784,543</u>	<u>739,101</u>	<u>116,439</u>
Total capital assets, not being depreciated	<u>\$ 86,419</u>	<u>\$ 784,543</u>	<u>\$ 739,101</u>	<u>\$ 131,861</u>
Capital assets, being depreciated:				
Buildings and improvements	\$ 4,052,923	\$ 763,039	\$ -	\$ 4,815,962
Equipment	<u>972,636</u>	<u>32,739</u>		<u>1,005,375</u>
Total capital assets, being depreciated	<u>5,025,559</u>	<u>795,778</u>		<u>5,821,337</u>
Less accumulated depreciation for:				
Buildings and improvements	2,467,468	132,636		2,600,104
Equipment	<u>435,921</u>	<u>76,778</u>		<u>512,699</u>
Total accumulated depreciation	<u>2,903,389</u>	<u>209,414</u>		<u>3,112,803</u>
Total capital assets, being depreciated, net	<u>\$ 2,122,170</u>	<u>\$ 586,364</u>	<u>\$ -</u>	<u>\$ 2,708,534</u>
Governmental activities, capital assets, net	<u>\$ 2,208,589</u>	<u>\$ 1,370,907</u>	<u>\$ 739,101</u>	<u>\$ 2,840,395</u>

Depreciation expense was charged to governmental activities, as follows:

Governmental Activities:

Unallocated	<u>\$ 209,414</u>
Total depreciation expense	<u>\$ 209,414</u>

NOTE 6 – INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables, as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds or proprietary funds are netted as part of the reconciliation to the government-wide financial statements.

SHANDON JOINT UNIFIED SCHOOL DISTRICT**NOTES TO BASIC FINANCIAL STATEMENTS**

JUNE 30, 2019

NOTE 6 – INTERFUND TRANSACTIONS (Continued)Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Interfund transfers 2018 – 2019 fiscal year, are as follows:

<u>Fund</u>	<u>Transfers In</u>	<u>Transfer Out</u>
Major Funds:		
General Fund	\$ -	\$ 15,388
Building Fund	14,532	
Nonmajor Fund:		
Cafeteria Fund	856	
Totals	<u>\$ 15,388</u>	<u>\$ 15,388</u>

NOTE 7 – BONDED DEBT

The outstanding general obligation bonded debt of the Shandon Joint Unified School District at June 30, 2019, is:

<u>Date Of Issue</u>	<u>Interest Rate %</u>	<u>Maturity Date</u>	<u>Amount Of Original Issue</u>	<u>Outstanding July 1, 2018</u>	<u>Issued Current Year</u>	<u>Redeemed Current Year</u>	<u>Outstanding June 30, 2019</u>
2017	4.0% - 8.0%	2046	<u>\$ 3,150,000</u>	<u>\$ 3,150,000</u>	<u>\$ -</u>	<u>\$ 85,000</u>	<u>\$ 3,065,000</u>

The annual requirements to amortize the general obligation bonds payable outstanding as of June 30, 2019, are as follows:

<u>Fiscal Year Ending June 30, 2018</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2020	\$ 80,000	\$ 145,275	\$ 225,275
2021	95,000	138,275	233,275
2022	115,000	129,875	244,875
2023	10,000	124,875	134,875
2024	15,000	123,875	138,875
2025-2029	160,000	589,659	749,659
2030-2034	345,000	502,047	847,047
2035-2039	585,000	396,125	981,125
2040-2044	915,000	246,300	1,161,300
2045-2047	<u>745,000</u>	<u>46,300</u>	<u>791,300</u>
	<u>\$ 3,065,000</u>	<u>\$ 2,442,606</u>	<u>\$ 5,507,606</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS

State Teachers' Retirement System (CalSTRS)

A. General Information about the Pension Plan

Plan Descriptions – All qualified California full-time and part-time public school teachers from pre-kindergarten through community college and certain other employees of the public school system are eligible to participate in the CalSTRS Pension Plans, multiple-employer, cost-sharing defined benefit plans administered by the California State Teacher's Retirement System (CalSTRS). Benefit provisions under the Plans are established by the Teachers' Retirement Law (California Education Code Section 22000 et seq), as enacted and amended by the California Legislature. The benefit terms of the plans may be amended through legislation. CalSTRS issues publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on the CalSTRS website.

Benefits Provided – The CALSTRS Defined Benefit Program has two benefit formulas:

CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform services that could be creditable to CalSTRS

CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform services that could be creditable to CalSTRS

The Defined Benefit Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon death of eligible members.

After earning five years of credited service, members become 100 percent vested in retirement benefits.

After five years of credited service, a member (prior to age 60 if under Coverage A, no age limit if under Coverage B, as defined in Education Code Sections 24001 and 24101, respectively) is eligible for disability benefits of up to 50.0 percent of final compensation plus 10.0 percent of final compensation for each eligible child, up to a maximum addition of 40.0 percent. The member must have a disability that will exceed a period of 12 or more months to qualify for benefit.

Any compensation for service in excess of one year in a school year due to overtime or working additional assignments is credited to the Defined Benefit Supplement Program so long as it is under the creditable compensation limit. Other compensation, such as allowances, bonuses, cash in-lieu of fringe benefits, limited-period compensation or compensation determined to have been paid to enhance a benefit, are not creditable to any CalSTRS benefit program.

The Plans' provisions and benefits in effect at June 30, 2019, are summarized as follows:

Hire Date	Prior to January 1, 2013	On or after January 1, 2013
Benefit formula	2.0% @ 60	2.0% @ 62
Benefit vesting schedule	5 years service	5 years service
Benefit payments	monthly for life	monthly for life
Retirement age	50-63	55-65
Monthly benefits, as a % of eligible compensation	2.0% to 2.4%	2.00%
Required employee contributions rates	10.25%	10.205%
Required employer contribution rates	16.28%	16.28%

Specific details for the retirement, disability or death benefit calculations for each of the pension plans are available in the CalSTRS Comprehensive Annual Financial Report (CAFR). The CalSTRS' CAFR is available online at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Contributions – Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in the Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

On-Behalf Payments – The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions to CalSTRS.

For the fiscal year ended June 30, 2019, the contributions recognized as part of pension expense was as follows:

Contribution – employer	\$ 222,444
Contribution – state	\$ 252,866
	25

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)**State Teachers' Retirement System (CalSTRS) (Continued)****B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions**

As of June 30, 2019, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 2,770,260
State's proportionate share of the net pension liability associated with the District	<u>1,388,284</u>
Total	<u>\$ 4,158,544</u>

The District's net pension liability is measured as the proportionate share of the net pension liability. The net pension liability is measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2017 rolled forward to June 30, 2018 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2018, the District's proportion was .0030%, which increased by .0004% from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the District recognized pension expense of \$415,323. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 8,590	\$ 40,199
Changes of assumptions	430,333	
Net difference between projected and actual earning on pension plan investments		106,639
Changes in proportion and differences between District contributions and proportionate share of contributions	523,775	333,226
District contributions subsequent to the measurement date	<u>262,751</u>	
Total	<u>\$ 1,225,449</u>	<u>\$ 480,064</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)

State Teachers' Retirement System (CalSTRS) (Continued)

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (Continued)

\$262,751 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

<u>Fiscal Year</u> <u>Ended June 30</u>	<u>Amount</u>
2020	\$ 135,404
2021	95,429
2022	22,733
2023	63,440
2024	121,349
2025	44,279
	<u>\$ 482,634</u>

Actuarial Assumptions – The total pension liabilities in the June 30, 2018 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2017
Measurement Date	June 30, 2018
Actuarial Cost Method	Entry age normal
Discount Rate	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB
	Not applicable for DBS/CBB

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. In February 2017, the CalSTRS' retirement board changed the mortality assumptions based on the July 1, 2010 through June 30, 2015 Experience Analysis. The projection scale was set to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries. For further details, see CalSTRS July 1, 2010 through June 30, 2015 Experience Analysis on the CalSTRS website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance - PCA) as an input to the process. Based on the model from CalSTRS consulting actuary's (Milliman) investment practice, a best estimate range was determined by assuming the portfolio is re-balanced annually and that annual returns are normally distributed and independent from year to year to develop expected percentiles for the long-term distribution of annualized returns. The assumed asset allocation by PCA is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 10-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)

State Teachers' Retirement System (CalSTRS) (Continued)

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (Continued)

Asset Class	Assumed Asset Allocation	Long-Term* Expected Real Rate of Return
Global Equity	47 %	6.30 %
Private Equity	13 %	9.30 %
Real Estate	13 %	5.20 %
Inflation Sensitive	4 %	3.80 %
Fixed Income	12 %	.30 %
Cash/Liquidity	2 %	-1.00 %
Absolute Return	9 %	2.90 %
Total	100 %	

*10 year geometric average

Discount Rate – The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the CalSTRS fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate – The following presents the District's proportionate share of the net pension liability, calculated using the discount rate, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

1% Decrease	6.10%
Net Pension Liability	\$ 4,058,109
Current Discount Rate	7.10%
Net Pension Liability	\$ 2,770,260
1% Increase	8.10%
Net Pension Liability	\$ 1,702,511

Pension Plan Fiduciary Net Position — Detailed information about pension plan's fiduciary net position is available in the separately issued CalSTRS financial reports.

C. Payable to the Pension Plan

At June 30, 2019, the District had no amount outstanding for contributions to the pension plan required for the fiscal year ended June 30, 2019.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)

California Public Employees' Retirement System (CalPERS)

A. General Information About the Pension Plan

Plan Description - The Shandon Joint Unified School District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Plan membership consists of non-teaching and non-certificated employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Benefits Provided—The CalPERS Defined Benefit Program has two benefit formulas:

CalPERS 2% at 55: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalPERS

CalPERS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalPERS

The Defined Benefit Program provides retirement benefits based on members' final compensation, age, and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members.

After earning five years of credited service, members become 100 percent vested in retirement benefits.

A family benefit is available if an active member dies and has at least one year of credited service.

Members' accumulated contributions are refundable with interest upon separation from CalPERS. The board determines the credited interest rate each fiscal year. For the year ended June 30, 2019, the rate of interest credited to members' accounts was 6 percent.

The member's benefit is reduced dollar for dollar, regardless of age, for the first 180 days after retirement if the member performs activities in the public schools that could be creditable to CalPERS, unless the governing body of the school district takes specified actions with respect to a member who is above normal retirement age.

The Plans' provisions and benefits in effect at June 30, 2019, are summarized as follows:

Hire Date	Prior to January 1, 2013	On or after January 1, 2013
Benefit formula	2.0% @ 55	2.0% @ 62
Benefit vesting schedule	5 years service	5 years service
Benefit payments	monthly for life	monthly for life
Retirement age	50-63	52-67
Monthly benefits, as a % of eligible compensation	1.17% to 2.5%	1.00% to 2.5%
Required employee contributions rates	7%	6.5%
Required employer contribution rates	18.062%	18.062%

Specific details for retirement, disability or death benefit calculations for each of the pension plans are available in the CalPERS' Comprehensive Annual Financial Report (CAFR). The CalPERS' CAFR is available online at <https://www.calpers.ca.gov/page/forms-publications>.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)

California Public Employees' Retirement System (CalPERS) (Continued)

A. General Information About the Pension Plan (Continued)

Contributions – Section 20814 (c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employees be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Funding contributions for both Plans are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Local Government is required to contribute the difference between the actuarially determined rate of employees.

On-Behalf Payments – The District was the recipient of on-behalf payments made by the State of California to CalPERS for K-12 education. These payments consist of state general fund contributions to CalPERS.

For the year ended June 30, 2019, the contributions recognized as part of pension expense was as follow:

Contribution – employer	\$ 123,873
Contribution – state	\$ 53,121

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2019, the District reported net pension liability for its proportionate shares of the net pension liability of \$1,566,782.

The District's net pension liability is measured as the proportionate share of the net pension liability. The net pension liability is measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2017 rolled forward to June 30, 2018 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2018, the District's proportion was .0059%, which increased by .0004% from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the District recognized pension expense of \$297,607. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 102,713	\$ -
Changes of assumptions	156,436	
Net difference between projected and actual earning on pension plan investments	12,851	
Changes in proportion and differences between District contributions and proportionate share of contributions	64,067	69,865
District contributions subsequent to the measurement date	152,237	
	<u>\$ 488,304</u>	<u>\$ 69,865</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)

California Public Employees' Retirement System (CalPERS) (Continued)

B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (Continued)

\$152,237 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ended June 30	Amount
2020	\$ 156,446
2021	103,593
2022	15,410
2023	(9,247)
	<u>\$ 266,202</u>

Actuarial Assumptions – The total pension liabilities in the June 30, 2018 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2017
Measurement Date	June 30, 2018
Actuarial Cost Method	Entry age normal
Discount Rate	7.15%
Consumer Price Inflation	2.50%
Wage Growth	Varies
Post-retirement Benefit Increases	Up to 2.00% until purchasing power protection Allowance flows purchasing power applies, 2.75% thereafter

Change of Assumptions

In December 2017, the CalPERS Board adopted new mortality assumptions for plans participating in the Public Employees' Retirement Fund (PERF). The mortality table was developed from the December 2017 experience study and includes 15 years of projected ongoing mortality improvement using 90 percent of scale MP 2016 published by the Society of Actuaries. The inflation assumption was reduced from 2.75 percent to 2.50 percent. The assumptions for individual salary increases and overall payroll growth were reduced from 3.00 percent to 2.75 percent.

Discount Rate

The discount rate used to measure the total pension liability was 7.15 percent. To determine whether the municipal bond rate should be used in the calculation of the discount rate for public agency plans (including PERF B), CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing the plans, the tests revealed the assets would not run out. Therefore, the current 7.15 percent discount rate is appropriate and the use of municipal bond rate calculation is not deemed necessary. The long-term expected discount rate of 7.15 percent is applied to all plans in the Public Employees Retirement Fund, including PERF B. The stress test results are presented in a detailed report called "GASB Crossover Testing Report" that can be obtained at CalPERS' website under the GASB No. 68 section.

CalPERS is scheduled to review all actuarial assumptions as part of its regular Asset Liability Management (ALM) review cycle that is scheduled to be completed February 2022. Any changes to the discount rate will require Board action and proper stockholder outreach. For these reasons, CalPERS expects to continue using a discount rate net of administrative expenses for GASB No. 67 and No. 68 calculations through at least the 2021-22 fiscal years. CalPERS will continue to check the materiality of the difference in calculation until we have changed our methodology.

SHANDON JOINT UNIFIED SCHOOL DISTRICT**NOTES TO BASIC FINANCIAL STATEMENTS**

JUNE 30, 2019

NOTE 8 – PENSION PLANS (Continued)**California Public Employees' Retirement System (CalPERS) (Continued)****B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (Continued)****Discount Rate (Continued)**

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimated ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach.

Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates are net of administrative expenses.

Asset Class	New Strategic Allocation	Expected Real Rate of Return Years 1 - 10 (a)	Expected Real Rate of Return Years 11+(b)
Global Equity	50.0%	4.80%	5.98%
Global Fixed Income	28.0%	1.00%	2.62%
Inflation Sensitive	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Estate	13.0%	3.75%	4.93%
Liquidity	1.0%	0.00%	-0.92%
Total	100%		

(a) An expected inflation of 2.5% was used for this period

(b) An expected inflation of 3.0% was used for this period

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability, calculated using the discount rate, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

1% Decrease		6.15%
Net Pension Liability	\$	2,281,161
Current Discount Rate		7.15%
Net Pension Liability	\$	1,566,782
1% Increase		8.15%
Net Pension Liability	\$	974,104

Pension Plan Fiduciary Net Position —Detailed information about pension plan's fiduciary net position is available in the separately issued CalPERS financial reports.

C. Payable to the Pension Plan

At June 30, 2019, the District had no amount outstanding for contributions to the pension plan required for the fiscal year ended June 30, 2019.

SHANDON JOINT UNIFIED SCHOOL DISTRICT
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 9 – LONG-TERM DEBT –SCHEDULE OF CHANGES

A schedule of changes in long-term debt for the fiscal year ended June 30, 2019, is shown below:

	Balance July 1, 2018	Additions	Deletions	Balance June 30, 2019	Due within one year
Bonds payable	\$ 3,150,000	\$ -	\$ 85,000	\$ 3,065,000	\$ 80,000
Bond premium	274,651		9,780	264,871	9,780
Net pension liability	3,729,765	1,485,666	878,389	4,337,042	
Compensated absences payable	2,800	20,744	18,788	4,756	
	<u>\$ 7,157,216</u>	<u>\$ 1,506,410</u>	<u>\$ 991,957</u>	<u>\$ 7,671,669</u>	<u>\$ 89,780</u>

NOTE 10 – NET POSITION

The government-wide and fiduciary fund financial statements utilize a net position presentation. Net position is categorized as net investment in capital assets, restricted, and unrestricted.

Net Investment in Capital Assets – This category groups all capital assets, including infrastructure, into one component of net position. Accumulated depreciation and the outstanding balances of debt that are attributable to the acquisition, construction, or improvement of these assets reduce the balance in this category.

Restricted Net Position – This category presents external restrictions imposed by creditors, grantors, contributors, or laws or regulations of other governments and restrictions imposed by law through constitutional provisions or enabling legislation.

Unrestricted Net Position – This category represents the net position of the District, not restricted for any project or other purpose.

NOTE 11 – FUND BALANCES

Fund balances are composed of the following elements:

	General Fund	Building Fund	Bond Interest & Redemption Fund	Other Governmental Funds	Total Governmental Funds
Nonspendable					1,500
Revolving cash	\$ 1,500	\$ -	\$ -	\$ -	
Restricted					2,567
Professional development block grant	2,567				15,808
Low performing students block grant	15,808				805
Other state	805				16,322
Other local	16,322				10,254
Child nutrition			245,599		245,599
Debt service				54,819	54,819
Capital projects					100,000
Assigned					885,490
Special education	100,000				
	885,490				
Unassigned					1,333,164
Total	<u>\$ 1,022,492</u>	<u>\$ -</u>	<u>\$ 245,599</u>	<u>\$ 65,073</u>	<u>\$ 1,333,164</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 12 - JOINT VENTURES (Joint Powers Agreements)

The Shandon Joint Unified School District participates in two joint ventures under joint powers agreements (JPAs); the Self-Insurance Program for Employees and the Self-Insured Schools of California II. The relationship between the Shandon Joint Unified School District and the JPAs are such that none of the JPAs is a component unit of the Shandon Joint Unified School District for financial reporting purposes.

Self-Insurance Program for Employees (S.I.P.E.) - The S.I.P.E. was established to provide the services and other items necessary and appropriate for the development, operation, and maintenance of self-insurance system for workers' compensation claims against the public educational agencies who are members thereof. The participants consist of the Office of the County Superintendent of Schools, school districts, and a community college. Each participant may appoint one representative to the governing board. The governing board is responsible for establishing premium rates and making budgeting decisions.

Self-Insured Schools of California II (S.I.S.C.II) - S.I.S.C. II arranges for and provides property and liability insurance for its member school districts. The Shandon Joint Unified School District pays a premium commensurate with the level of coverage requested.

NOTE 13 – COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

REQUIRED SUPPLEMENTARY INFORMATION

SHANDON UNIFIED SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	\$ 1,750,144	\$ 1,696,984	\$ 1,674,662	\$ (22,322)
Education Protection Account Funds	118,584	24,483	55,118	30,635
Local Sources	2,082,392	2,242,004	2,242,003	(1)
Federal Revenue	167,937	719,761	178,750	(541,011)
Other State Revenue	317,062	354,249	508,181	153,932
Other Local Revenue	236,043	299,259	280,344	(18,915)
Total Revenues	<u>4,672,162</u>	<u>5,336,740</u>	<u>4,939,058</u>	<u>(397,682)</u>
Expenditures:				
Current:				
Certificated Salaries	1,731,860	1,741,292	1,742,239	(947)
Classified Salaries	788,683	724,848	723,199	1,649
Employee Benefits	1,135,497	1,077,920	1,233,439	(155,519)
Books And Supplies	255,280	292,255	291,509	746
Services And Other Operating Expenditures	583,282	601,308	557,992	43,316
Other Outgo	194,701	177,927	177,926	1
Capital Outlay	10,000	-	-	-
Total Expenditures	<u>4,699,303</u>	<u>4,615,550</u>	<u>4,726,304</u>	<u>(110,754)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(27,141)</u>	<u>721,190</u>	<u>212,754</u>	<u>(508,436)</u>
Other Financing Sources (Uses):				
Transfers Out	(12,183)	(15,388)	(15,388)	-
Total Other Financing Sources (Uses)	<u>(12,183)</u>	<u>(15,388)</u>	<u>(15,388)</u>	<u>-</u>
Net Change in Fund Balance	(39,324)	705,802	197,366	(508,436)
Fund Balance, July 1	825,126	825,126	825,126	-
Fund Balance, June 30	<u>\$ 785,802</u>	<u>\$ 1,530,928</u>	<u>\$ 1,022,492</u>	<u>\$ (508,436)</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITY
Last 10 Years*
As of June 30, 2019

The following table provides required supplementary information regarding the District's CALPERS Pension Plan.

	2019	2018	2017	2016	2015
Proportion of the net pension liability	.0059 %	.0055 %	.0064 %	.0060 %	.0060 %
Proportionate share of the net pension liability	\$ 1,566,782	\$ 1,318,028	\$ 1,257,133	\$ 889,149	\$ 676,261
Covered payroll	\$ 797,585	\$ 701,591	\$ 774,339	\$ 667,819	\$ 629,864
Proportionate share of the net pension liability as percentage of covered payroll	196.44 %	187.86 %	162.35 %	133.14 %	107.37 %
Plan's total pension liability	\$ 91,459,283,785	\$ 84,871,025,628	\$ 75,663,026,434	\$ 71,651,164,353	\$ 68,292,799,349
Plan's fiduciary net position	\$ 64,796,135,561	\$ 60,998,386,333	\$ 55,912,964,588	\$ 56,911,065,643	\$ 56,940,364,500
Plan fiduciary net position as a percentage of the total pension liability	70.85 %	71.87 %	73.90 %	79.43 %	83.38 %

*- Fiscal year 2015 was the 1st year of implementation, therefore only five years are shown.

Note to Schedule:

Change in Assumptions

In 2018, the discount rate was lowered to 7.15%.

In 2019, Inflation was changed from 2.75 percent to 2.50 percent and individual salary increases and overall payroll growth was reduced from 3.00 percent to 2.75 percent.

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITY
Last 10 Years*
As of June 30, 2019

The following table provides required supplementary information regarding the District's CALSTRS Pension Plan.

	2019	2018	2017	2016	2015
Proportion of the net pension liability	.0030 %	.0028 %	.0029 %	.0033 %	.0030 %
Proportionate share of the net pension liability	\$ 2,770,260	\$ 2,411,737	\$ 2,337,079	\$ 2,219,838	\$ 1,708,378
State's proportionate share of net pension liability associated with the District	1,388,284	1,808,212	1,474,820	1,451,776	1,257,440
Total	\$ 4,158,544	\$ 4,217,949	\$ 3,811,899	\$ 3,671,414	\$ 2,965,818
Covered payroll	\$ 1,541,538	\$ 1,459,086	\$ 1,431,445	\$ 1,530,270	\$ 1,388,388
Proportionate share of the net pension liability as percentage of covered payroll	179.71 %	165.29 %	163.27 %	145.05 %	124.85 %
Plan's total pension liability	\$ 316,777,450,000	\$ 302,770,146,000	\$ 269,994,890,000	\$ 259,146,248,000	\$ 248,910,844,000
Plan's fiduciary net position	\$ 224,868,634,995	\$ 210,289,899,995	\$ 189,113,486,995	\$ 191,822,335,995	\$ 190,474,016,000
Plan fiduciary net position as a percentage of the total pension liability	70.99 %	69.46 %	70.04 %	74.02 %	76.52 %

*- Fiscal year 2015 was the 1st year of implementation, therefore only five years are shown.

Change in Assumptions

In 2018, the discount rate was lowered to 7.10%, the wage growth rate was decreased to 3.50% and inflation was lowered to 2.75%.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

SCHEDULE OF PENSION CONTRIBUTIONS

Last 10 Years*

As of June 30, 2019

The following table provides required supplementary information regarding the District's CALPERS Pension Plan.

	2019	2018	2017	2016	2015
Contractually required contribution (actuarially determined)	\$ 152,237	\$ 123,873	\$ 97,437	\$ 91,736	\$ 77,670
Contribution in relation to the actuarially determined contributions	152,237	123,873	97,437	91,736	77,670
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
Covered employee payroll	\$ 842,858	\$ 797,585	\$ 701,591	\$ 774,339	\$ 659,842
Contributions as a percentage of covered payroll	18.062 %	15.531 %	13.888 %	11.847 %	11.771 %

Notes to Schedule

Valuation Date:

6/30/2014

Methods and assumptions used to determine contribution rates:

Actuarial cost method

Entry Age

Asset valuation method

5-year smoothed market

Amortization method

The unfunded actuarial accrued liability is amortized over an open 17 year period as a level percentage of payroll

Discount rate

7.75%

Amortization growth rate

3.75%

Price Inflation

3.25%

Salary increases

3.75% plus merit component based on employee classification and years of service

Mortality

Sex distinct RP-2000 Combined Mortality projected to 2010 using Scale AA with a 2 year setback for males and a 4 year setback for females

Valuation Date:

6/30/2015

Discount rate

7.65%

Valuation Date:

6/30/2017

Discount rate

7.375%

Amortization growth rate

2.88%

Price inflation

2.75%

Valuation Date:

6/30/2018

Discount rate

7.15%

*- Fiscal year 2015 was the 1st year of implementation, therefore only five years are shown.

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PENSION CONTRIBUTIONS
Last 10 Years*
As of June 30, 2019

The following table provides required supplementary information regarding the District's CALSTRS Pension Plan.

	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution (actuarially determined)	\$ 262,751	\$ 222,444	\$ 183,553	\$ 153,594	\$ 135,089
Contribution in relation to the actuarially determined contributions	<u>262,751</u>	<u>222,444</u>	<u>183,553</u>	<u>153,594</u>	<u>135,089</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Covered employee payroll	\$ 1,613,950	\$ 1,541,538	\$ 1,459,086	\$ 1,431,445	\$ 1,521,273
Contributions as a percentage of covered payroll	16.28 %	14.43 %	12.58 %	10.73 %	8.88 %

Notes to Schedule

Valuation Date:	6/30/2014
Methods and assumptions used to determine contribution rates:	
Actuarial cost method	Entry Age
Asset valuation method	Excepted value with 33% adjustment to market value
Amortization method	The unfunded actuarial accrued liability is amortized over an open 30 year period as a level percentage of payroll
Discount rate	7.60%
Amortization growth rate	3.75%
Price Inflation	3.00%
Salary increases	3.75%
Mortality	Sex distinct RP-2000 Combined Mortality projected to 2010 using Scale AA with a 2 year setback for males and a 4 year setback for females
Valuation Date:	6/30/2017
Discount rate	7.35%
Amortization growth rate	3.50%
Price inflation	2.75%
Valuation Date:	6/30/2018
Discount rate	7.10%

*- Fiscal year 2015 was the 1st year of Implementation, therefore only five years are shown.

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SUPPLEMENTARY INFORMATION SECTION

SHANDON UNIFIED SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2019

	Special Revenue Fund	Capital Projects Fund	Total Nonmajor Governmental Funds
	Cafeteria Fund	Capital Facilities Fund	
ASSETS:			
Cash in County Treasury	\$ (20,562)	\$ 54,819	\$ 34,257
Accounts Receivable	32,305	-	32,305
Total Assets	<u>\$ 11,743</u>	<u>\$ 54,819</u>	<u>\$ 66,562</u>
LIABILITIES AND FUND BALANCES:			
Liabilities:			
Accounts Payable	\$ 1,489	\$ -	\$ 1,489
Total Liabilities	<u>1,489</u>	<u>-</u>	<u>1,489</u>
Fund Balances:			
Restricted	10,254	54,819	65,073
Total Fund Balances	<u>10,254</u>	<u>54,819</u>	<u>65,073</u>
Total Liabilities and Fund Balances	<u>\$ 11,743</u>	<u>\$ 54,819</u>	<u>\$ 66,562</u>

SHANDON UNIFIED SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	Special Revenue Fund	Capital Projects Fund	Total Nonmajor Governmental Funds
	Cafeteria Fund	Capital Facilities Fund	
Revenues:			
Federal Revenue	\$ 201,369	\$ -	\$ 201,369
Other State Revenue	21,992	-	21,992
Other Local Revenue	10,922	26,490	37,412
Total Revenues	<u>234,283</u>	<u>26,490</u>	<u>260,773</u>
Expenditures:			
Current:			
Pupil Services	234,930	-	234,930
Plant Services	7,342	-	7,342
Total Expenditures	<u>242,272</u>	<u>-</u>	<u>242,272</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(7,989)</u>	<u>26,490</u>	<u>18,501</u>
Other Financing Sources (Uses):			
Transfers In	856	-	856
Total Other Financing Sources (Uses)	<u>856</u>	<u>-</u>	<u>856</u>
Net Change in Fund Balances	(7,133)	26,490	19,357
Fund Balances, July 1	17,387	28,329	45,716
Fund Balances, June 30	<u>\$ 10,254</u>	<u>\$ 54,819</u>	<u>\$ 65,073</u>

SHANDON UNIFIED SCHOOL DISTRICT

CAFETERIA FUND

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	Final Budget	Actual	Variance Positive (Negative)
Revenues:			
Federal Revenue	\$ 201,369	\$ 201,369	\$ -
Other State Revenue	16,322	21,992	5,670
Other Local Revenue	10,922	10,922	-
Total Revenues	<u>228,613</u>	<u>234,283</u>	<u>5,670</u>
Expenditures:			
Current:			
Classified Salaries	102,994	102,994	-
Employee Benefits	55,757	61,427	(5,670)
Books And Supplies	73,796	73,796	-
Services And Other Operating Expenditures	4,055	4,055	-
Total Expenditures	<u>236,602</u>	<u>242,272</u>	<u>(5,670)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(7,989)</u>	<u>(7,989)</u>	<u>-</u>
Other Financing Sources (Uses):			
Transfers In	856	856	-
Total Other Financing Sources (Uses)	<u>856</u>	<u>856</u>	<u>-</u>
Net Change in Fund Balance	(7,133)	(7,133)	-
Fund Balance, July 1	17,387	17,387	-
Fund Balance, June 30	<u>\$ 10,254</u>	<u>\$ 10,254</u>	<u>\$ -</u>

SHANDON UNIFIED SCHOOL DISTRICT
CAPITAL FACILITIES FUND
CAPITAL PROJECTS FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	Final Budget	Actual	Variance Positive (Negative)
Revenues:			
Other Local Revenue	\$ 26,490	\$ 26,490	\$ -
Total Revenues	<u>26,490</u>	<u>26,490</u>	<u>-</u>
Expenditures:			
Total Expenditures	<u>-</u>	<u>-</u>	<u>-</u>
Net Change in Fund Balance	26,490	26,490	-
Fund Balance, July 1	28,329	28,329	-
Fund Balance, June 30	<u>\$ 54,819</u>	<u>\$ 54,819</u>	<u>\$ -</u>

SHANDON JOINT UNIFIED SCHOOL DISTRICT
ORGANIZATION
JUNE 30, 2019

The Shandon Joint Unified School District was established in 1950, and is located in the northeastern section of San Luis Obispo County. There were no changes in the boundaries of the District during the current fiscal year. The District operates two elementary schools and one high school, serving students in grades kindergarten through twelve.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Marlene Thomason	President	2020
Kate Twisselman	Clerk	2020
Robert Van Parlet	Member	2022
Nataly Ramierz	Member	2022
Jennifer Moe	Member	2022

ADMINISTRATION

Kristina Benson
Superintendent

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

	<u>Second Period Report</u>	<u>Annual Report</u>
Elementary		
Kindergarten through three	91.62	91.41
Grades four through six	76.82	75.84
Grades seven and eight	37.41	37.56
	<hr/>	<hr/>
Elementary totals	205.85	204.81
	<hr/>	<hr/>
Secondary		
Regular classes	77.87	77.99
Special education	0.65	0.75
	<hr/>	<hr/>
Secondary totals	78.52	78.74
	<hr/>	<hr/>
ADA totals	284.37	283.55
	<hr/>	<hr/>

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

There were no audit findings which resulted in necessary revisions to attendance.

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

<u>Grade Level</u>	Ed. Code 46207 <u>Minutes Requirements</u>	2018-2019 <u>Actual Minutes</u>	Number of days <u>Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	58,840	180	In compliance
Grade 1	50,400	56,140	180	In compliance
Grade 2	50,400	56,140	180	In compliance
Grade 3	50,400	56,140	180	In compliance
Grade 4	54,000	56,140	180	In compliance
Grade 5	54,000	56,140	180	In compliance
Grade 6	54,000	56,140	180	In compliance
Grade 7	54,000	61,760	180	In compliance
Grade 8	54,000	61,760	180	In compliance
Grade 9	64,800	65,100	180	In compliance
Grade 10	64,800	65,100	180	In compliance
Grade 11	64,800	65,100	180	In compliance
Grade 12	64,800	65,100	180	In compliance

Districts must maintain their instructional minutes as defined in Education Code Section 46207.

The District has received incentive funding for increasing instructional time as provided by the Incentive for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206. The District met or exceed its targeted funding.

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

<u>General Fund</u>	(Budget) (see note 2) <u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Revenues and other financial sources	\$ <u>4,749,958</u>	\$ <u>4,939,058</u>	\$ <u>4,868,108</u>	\$ <u>4,748,451</u>
Expenditures	4,967,907	4,726,304	4,720,395	4,619,680
Other uses and transfers out	<u>31,243</u>	<u>15,388</u>		<u>11,024</u>
Total outgo	<u>4,999,150</u>	<u>4,741,692</u>	<u>4,720,395</u>	<u>4,630,704</u>
Change in fund balance	<u>(249,192)</u>	<u>197,366</u>	<u>147,713</u>	<u>117,747</u>
Ending fund balance	\$ <u>773,300</u>	\$ <u>1,022,492</u>	\$ <u>825,126</u>	\$ <u>677,413</u>
Available reserves (see note 1)	\$ <u>636,298</u>	\$ <u>885,490</u>	\$ <u>676,999</u>	\$ <u>642,097</u>
Reserve for economic uncertainties	\$ <u>636,298</u>	\$ <u>885,490</u>	\$ <u>676,999</u>	\$ <u>-</u>
Unassigned fund balance	\$ <u>-</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>642,097</u>
Available reserves as a percentage of total outgo	12.73%	18.67%	14.34%	13.87%
Total long-term debt	\$ 7,581,889	\$7,671,669	\$ 7,157,216	\$ 7,034,099
Average daily attendance at P-2	279	284	302	301

This schedule discloses the District's financial trends by displaying past fiscal years' data along with current fiscal year budget information. These financial trends disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

The General Fund balance has increased by \$345,079 over the past two fiscal years. The fiscal year 2019-20 budget projects a decrease of \$249,192. For a District this size, the State recommends available reserves of at least 4% of total general fund expenditures, transfers out, and other uses (total outgo).

The District has incurred an operating surplus in each of the past three fiscal years and anticipates an operating deficit in the 2019-20 fiscal year. Total long-term debt has increased by \$637,570 over the past two fiscal years.

Average daily attendance has decreased by 17 over the past two fiscal years. A decrease of 5 ADA is anticipated during the fiscal year 2019-20.

NOTES:

- 1) Available reserves consist of all unassigned fund balances and all funds reserved for economic uncertainties contained within the General Fund.
- 2) Budget 2019 is included for analytical purposes only and has not been subjected to audit.

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SHANDON JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS
JUNE 30, 2019

	<u>General Fund</u>	<u>Capital Facilities Fund</u>
June 30, 2019, annual financial and budget report fund balances	<u>\$ 1,022,492</u>	<u>\$ 54,819</u>
June 30, 2019, audited financial statements fund balances	<u><u>\$ 1,022,492</u></u>	<u><u>\$ 54,819</u></u>

	<u>Long-Term Debt</u>
June 30, 2019, annual financial and budget report total liabilities	\$ 7,160,507
Overstatement of compensated absences	(1,335)
Understatement of net pension liability	607,277
Overstatement of bond payable	(85,000)
Overstatement of bond premium	<u>(9,780)</u>
June 30, 2019, audited financial statements long-term debt total liabilities	<u><u>\$ 7,671,669</u></u>

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the long-term debt as reported on the annual financial and budget report to the audited financial statements.

<u>Cafeteria Fund</u>	<u>Building Fund</u>	<u>Bond Interest and Redemption Fund</u>
\$ 10,254	\$ -	\$ 245,599
<u>\$ 10,254</u>	<u>\$ -</u>	<u>\$ 245,599</u>



Moss, Levy & Hartzheim LLP

Certified Public Accountants

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees
Shandon Joint Unified School District
Shandon, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major funds, and the aggregate remaining fund information of the Shandon Joint Unified School District (the District), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 11, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as finding 2019-1 that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Shandon Joint Unified School District's Response to Findings

Shandon Joint Unified School District's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Shandon Joint Unified School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Moss, Renz & Hutzheim LLP

Santa Maria, California
December 11, 2019



Moss, Levy & Hartzheim LLP

Certified Public Accountants

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Trustees
Shandon Joint Unified School District
Shandon, California

Report on State Compliance

We have audited the Shandon Joint Unified School District's compliance with the types of compliance requirements described in the *2018-2019 Guide for Annual Audits of California K-12 Local Educational Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, Section 19810 that could have a direct and material effect on each of Shandon Joint Unified School District's state programs identified below for the fiscal year ended June 30, 2019.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Shandon Joint Unified School District's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the *2018-2019 Guide for Annual Audits of California K-12 Local Educational Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about Shandon Joint Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Shandon Joint Unified School District's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine Shandon Joint Unified School District's compliance with the state laws and regulations applicable to the following items:

<u>Compliance Requirements</u>	<u>Procedures in Audit Guide Performed</u>
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:	
Attendance accounting:	
Attendance reporting	Yes
Teacher certification and misassignments	Yes
Kindergarten continuance	Yes
Independent study	Not applicable
Continuation education	Not applicable
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not applicable

Compliance Requirements

Procedures in Audit Guide Performed

GANN Limit Calculation
School Accountability Report Card
Juvenile Court Schools
Middle or Early College High Schools
K-3 Grade Span Adjustment
Transportation Maintenance of Effort
Apprenticeship, Related and Supplemental Instruction
Comprehensive School Safety Plan
District of Choice

Yes
Yes
Not applicable
Not applicable
Yes
Yes
Not applicable
Yes
Not applicable

SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS:

California Clean Energy Jobs Act
After School Education and Safety Program:
 After School
 Before School
 General Requirements
Proper Expenditure of Education Protection Account Funds
Unduplicated Local Control Funding Pupil Counts
Local Control and Accountability Plan
Independent Study-Course Based

Yes

Not applicable
Not applicable
Not applicable
Yes
Yes
Yes
Not applicable

CHARTER SCHOOLS:

Attendance
Mode of Instruction
Nonclassroom-Based Instruction/Independent Study
Determination of Funding for Nonclassroom-Based
 Instruction
Annual Instruction Minutes – Classroom Based
Charter School Facility Grant Program

Not applicable
Not applicable
Not applicable

Not applicable
Not applicable
Not applicable

Opinion on State Compliance

In our opinion, the Shandon Joint Unified School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the fiscal year ended June 30, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion of all the effectiveness of the entity's internal control or on compliance outside of the items tested as noted above. This report is an integral part of an audit performed in accordance with 2018-2019 Guide for Annual Audits of California K-12 Local Education Agencies and State Compliance Reporting, prescribed by Title 5, California Code of Regulations, Section 19810 in considering the entity's compliance. Accordingly, this communication is not suitable for any other purpose.

Moss, Remy & Haugheim LLP

Santa Maria, California
December 11, 2019

The term "not applicable" is used above to mean either Shandon Joint Unified School District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

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FINDINGS AND RECOMMENDATIONS SECTION

SHANDON JOINT UNIFIED UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019

Section 1 – Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:

Unmodified

Internal control over financial reporting:

Material weaknesses identified?

_____ Yes X No

Significant deficiencies identified not considered
to be material weaknesses?

 X Yes _____ None reported

Noncompliance material to financial statements noted?

_____ Yes X No

State Awards

Any audit findings disclosed that are required to be
reported in accordance with Standards and Procedures
for Audits of California K-12 Local Education Agencies?

_____ Yes X No

Type of auditors' report issued on compliance
for state programs:

Unmodified

**SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019**

Section II – Financial Statements Findings

**FINDING 2019-1
DEPOSITS
(30000)**

CRITERIA:

All deposits should have supporting documentation.

CONDITION:

During our examination of deposits of the school district, it was noted one reimbursement from the ASB did not have 2 receipts.

CAUSE:

District oversight.

EFFECT:

Potential for misappropriation of funds.

RECOMMENDATION:

The District should enforce internal control procedures to ensure that the correct amounts are being collected.

DISTRICT'S CORRECTIVE ACTION PLAN:

The District will ensure all receipts will be included with reimbursement(s).

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019

Section III- State Award Findings and Questioned Costs

There were no state award findings and questioned costs.

**SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019**

Section II – Financial Statements Findings

**FINDING 2018-1
EMPLOYEE REIMBURSEMENTS
(30000)**

CRITERIA:

All employee reimbursements should follow the District's Board approved policy.

CONDITION:

During our examination of employee reimbursements, it was noted that two reimbursements were overpaid \$12.

CAUSE:

District oversight.

EFFECT:

Two employees were over reimbursed by \$12.

RECOMMENDATION:

The District should enforce internal control procedures to ensure that the correct amounts are reimbursed to employees.

DISTRICT'S CORRECTIVE ACTION PLAN:

The employee was counseled to review all requests for reimbursements in connection with Board of Trustees' approved policies. Supervisor will re-check request before approving.

CURRENT STATUS:

Implemented.

SHANDON JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PRIOR YEAR AUDIT FINDINGS AND QUESTIONED COSTS
JUNE 30, 2019

Section III- State Award Findings and Questioned Costs

FINDING 2018-2
ATTENDANCE
(10000)

CRITERIA:

In accordance with Education Code Section 46000, attendance shall be recorded and kept according to regulations prescribed by the State Board of Education. The P-2 report of attendance submitted to the California Department of Education must reconcile to the supporting documents.

CONDITION:

In reviewing the calculation for P-2, it was noted the District's P-2 submitted to the California Department of Education did not reconcile to the supporting documents.

CAUSE:

The District had attendance changes done that were not reflected in the P-2.

EFFECT:

The District under-reported average daily attendance by 0.92 causing the rounded total to drop 1.00 ADA.

	<u>P-2</u>	<u>P-2</u>	
	<u>Submitted</u>	<u>Revised</u>	<u>Difference</u>
Grades K-3	102.57	102.57	0.00
Grades 4-6	71.19	71.19	0.00
Grades 7-8	43.33	43.33	0.00
Grades 9-12	83.85	84.77	0.92
Special Education	.77	.77	
	<u>301.71</u>	<u>302.63</u>	<u>0.92</u>
Total			
	<u>302.00</u>	<u>303.00</u>	<u>1.00</u>
Rounded whole number*			

*According to the provisions of Education Code Section 46303

QUESTIONED COSTS:

(\$9,792.89)

RECOMMENDATION:

The District should amend the P-2 to reflect the corrections.

DISTRICT'S CORRECTIVE ACTION PLAN:

District's P2 has already been amended and sent to the San Luis Obispo County Office of Education and the State of California. Error was found internally and re-submitted prior to auditor finding.

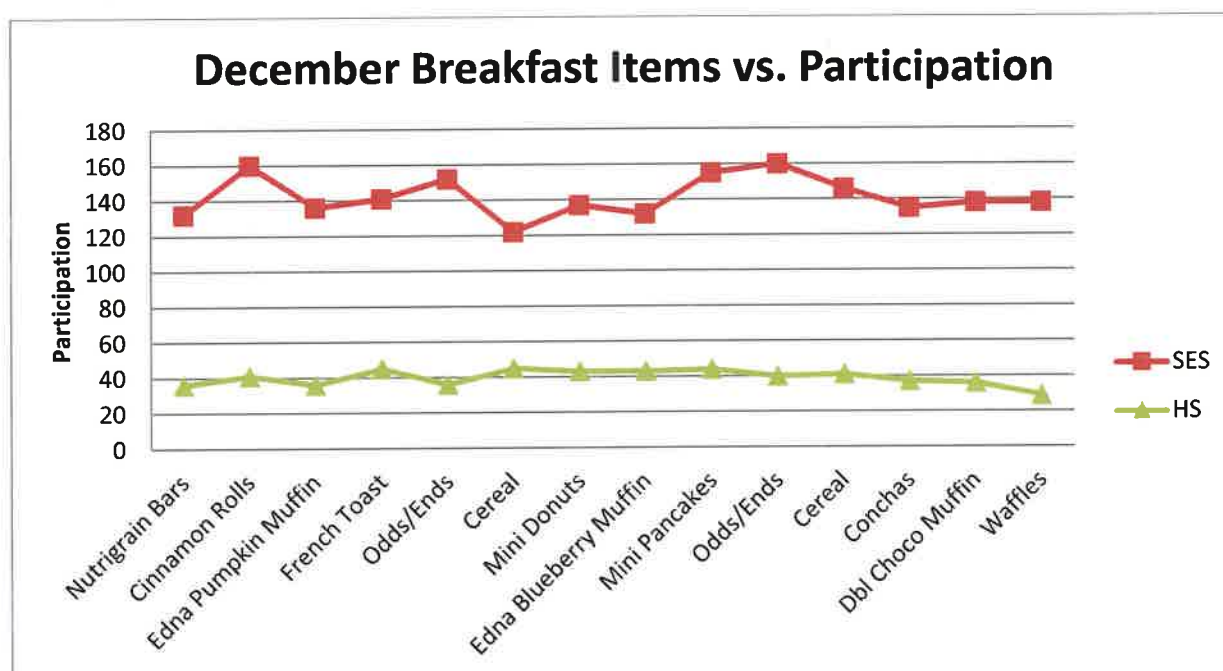
CURRENT STATUS:

Implemented.

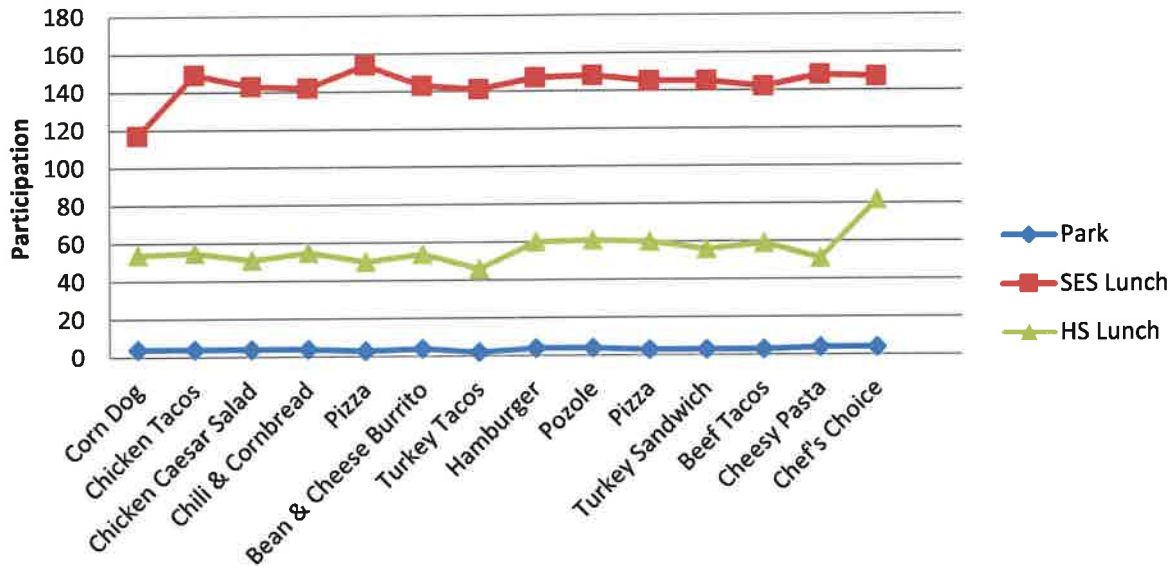
Nutrition and Food Services Report January 2020

Happy New Year! Hope everyone had a restful break. We will be taste testing some new plant-based recipes to see if they can be incorporated onto our menu for the rest of the school year and next school year. The first taste test we will be doing is a chick-pea (garbanzo bean) meatball that will go into a meatball sub. We will also be testing out butternut squash soup and some different home-made breakfast breads.

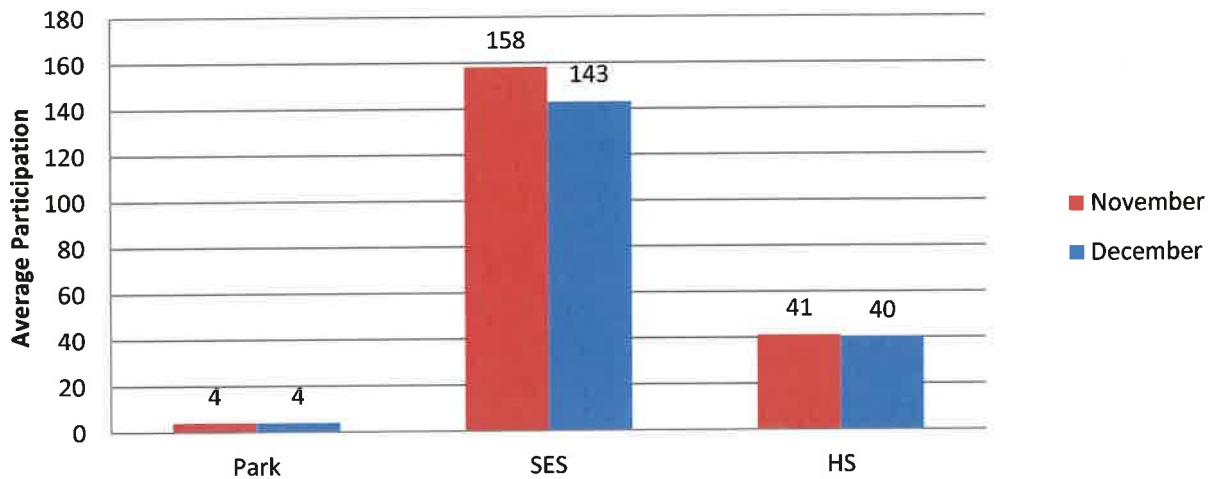
Below are our participation numbers vs. menu items for the month of December.



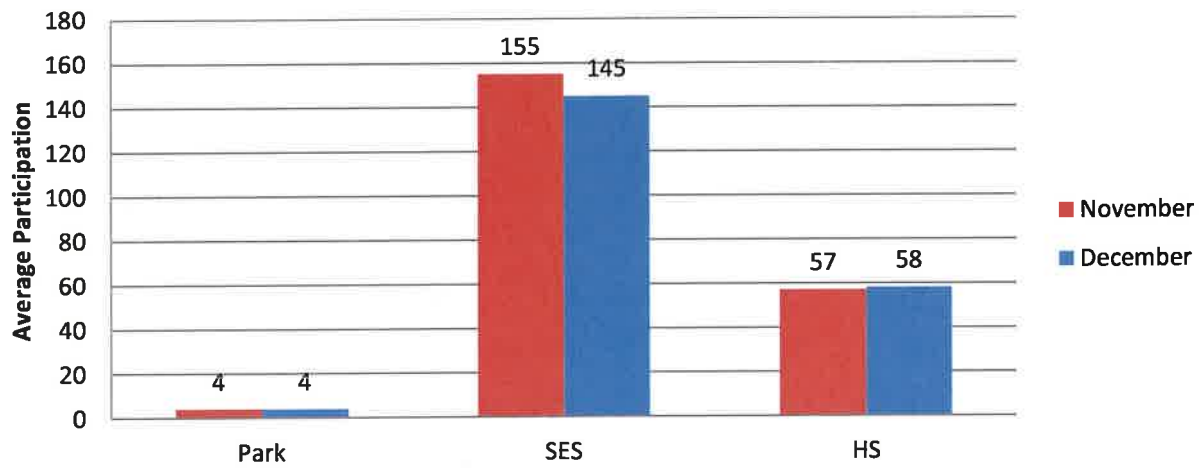
December Lunch Items vs. Participation



November vs. December Breakfast Average Participation



November vs. December Lunch Average Participation





Report to School Board of Shandon Joint Unified School District Special Education Department January 2020

Current students receiving special education services: 46 +3 served in Regional/private programs and 1 student working on a settlement.

- PK - 8th grade: 29 IEPs
- 9th - 12th grade: 10 IEPs
- 3 504 Plans for Elementary and Middle-School
- 5 504 plans for High School

Students receiving only speech therapy service: 6

Students of residence being served outside of Shandon School District: 3

Staff Credentialed special education teachers: 2

- 9th-12th grade - Open position (Substitute teacher and SLOCOE Employee)
- SDC Classroom - Jeannie Thornton
- TK-8th grade - Danya Pratt

Classified Paraeducators supporting special education: 7

- 6-12th grades: Cassandra Uzeta, Enrique Ramirez, Yesenia Mercado
- TK -5th grades: Jenni Valdez, Martha Soto, Sunshine Wright, Michele Felder, Danielle Lambert
- Substitutes: Sheryl Easterbrook

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 8 students
- Speech Pathologist: Tracy White (3 days/week) - serves 21 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

Board Report for January 2020
Shandon Elementary

Staff Development

In January, Shandon and Parkfield Elementary will participate in ELPAC training. This is a required annual training that staff must participate in before administering the ELPAC assessment in the spring. All test administrators will have to calibrate their scoring of student responses before conducting student assessments.

Behavior Incentives

K-5 teachers recognized students who had good behavior and made positive choices during the months of November and December with a reward party. All but 7 students were invited to participate in party activities which included a movie and holiday crafts.

Cow Patty Bingo

Shandon Elementary will be hosting Cow Patty Bingo on Friday, February 7th. Mr. Fuller and his students will help prepare the pen for the cow and our regular bingo will be held the SES cafeteria beginning at 5:00pm. Prizes include gift cards from local businesses, movie tickets, theme park tickets and much more. Also, during the event, 8th grade will be having a taco fundraiser.

Progress Reports

Parent Teacher Conferences will be held January 21st, 22nd, and 23rd. Teachers will be conferencing with students who are at risk academically and or if there are behavior concerns. Progress reports for all k-5 students (k-6 Parkfield) will be sent home with the students on January 24, 2020.

Middle School Academics for the 1st Semester

Honor Roll

Grade	Number of Students
6 th	8 of 16
7 th	10 of 21
8 th	13 of 18

Number of students with at least one F - 15

Prepared and submitted by Shannon Kepins

SHANDON JOINT UNIFIED SCHOOL DISTRICT

9.1

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Approval of the Minutes of December 16, 2019 Board Meeting

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Provided for your approval is the minutes of December 16, 2019 Board Meeting

RECOMMENDED ACTION:

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Board Meeting Minutes
Monday, December 16, 2019

1.0 OPEN SESSION

Board President called the meeting to order at 6:03 PM

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

Members absent: Nataly Ramirez

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 6:06PM

Board member Ramirez joined closed session through teleconference

2.0 CLOSED SESSION

**2.1 Conference with Labor Negotiators (G.C. 54957.6)- Negotiator: Kristina Benson,
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 Code§ 54957, Public Employment**

2.3 Superintendent's Evaluation

2.4 Continuation of Student Discipline 2018-19-01

The Board adjourned closed session at 6:57PM

3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Thomason reconvened the meeting to open session at 7:03PM and Board Member Van Parlet led the Pledge of Allegiance.

4.0 REPORT ON ACTION FROM CLOSED SESSION

Board President Thomason reported that there was no action taken and the Board will go back to closed session after open session.

5.0 ADOPTION OF AGENDA

A motion passed to adopt the agenda and moving Item 11.3 Presentation and Approval of the SES Single Plan for Student Achievement 2019-2020 (Twisselman/Moe) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.

6.0 PUBLIC COMMENT

6.1 PUBLIC COMMENT- *there was no request for public comment.*

6.2 Meet Maria Ruelas- *Maria Ruelas introduced herself to the Board Members and the Public as the Fiscal Specialist II at SLOCOE.*

7.0 ANNUAL ORGANIZATIONAL MEETING OF THE GOVERNING BOARD

Superintendent Benson stepped in as acting Board President during the Election of Governing Board Officers.

7.1 Election Governing Board Officers

a) *A motion passed to re-elect Marlene Thomason as Board President (Twisselman/Moe) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*

Acting President Benson returned the gavel to re-elected Board President Thomason.

b) *A motion passed to re-elect Kate Twisselman as Board Clerk (Thomason/Parlet) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*

7.2 *A motion passed to appoint Jennifer Moe as the District Representative to attend the San Luis Obispo County School Boards Association Meetings, SLOCSBA (Twisselman/Parlet) (4/0/1) Moe, Parlet,*

Thomason, and Twisselman voted aye. Board member Ramirez was absent.

- 7.3 A motion passed to appoint Jennifer Moe as the Liaison to the SLOCSBA (Twisselman/Parlet) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*
- 7.4 A motion passed to appoint Kate Twisselman as the Representative to the SJUSD Interdistrict Transfer Committee (Moe/Parlet) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*
- 7.5 A motion passed to appoint Thomason and Ramirez as the Representatives to the Shandon High School Agriculture Advisory Council (Twisselman/Moe) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*
- 7.6 A motion passed to appoint Jennifer Moe and Robert Parlet as the Representatives to the District Site Council (Twisselman/Thomason) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*
- 7.7 A motion passed to appoint Robert Parlet as the Representative to the District Facilities Planning Committee (Twisselman/Moe) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*
- 7.8 A motion passed to appoint Kate Twisselman and Marlene Thomason as the Representatives to the District Library Committee (Moe/Parlet) (4/0/1) Moe, Parlet, Thomason, and Twisselman voted aye. Board member Ramirez was absent.*

Board member Ramirez arrived at 7:24PM

- 7.9 A motion passed to determine Date, Time, and Place of 2020 Meetings of Governing Board (Board Meeting Calendar) with changes (Twisselman/Moe) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.*
- 7.10 A motion passed to approve the 2020 Governance Calendar with additions (Moe/Parlet) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.*

8.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

- 8.1 There were no Student Body Reports*
- 8.2 There were no Staff Reports*
- 8.3 There were no Bargaining Representative Reports*
- 8.4 Board Report- Board President Thomason reported that she attended the Winter Program at Parkfield Elementary School.*

9.0 INFORMATION/PRESENTATION ITEM

- 9.1 SJUSD Enrollment- was provided in the Board Packet.*
- 9.2 District Calendar of Events- was provided in the Board Packet.*
- 9.3 CSI Grant – Thrive Report - was provided in the Board Packet.*
- 9.4 Eligibility For State Modernization Funding - was provided in the Board Packet.*
- 9.5 Cafeteria Report - was provided in the Board Packet.*
- 9.6 Donation Letters- was provided in the Board Packet.*
- 9.7 Shandon Elementary School Report- was provided in the Board Packet.*
- 9.8 Superintendent's Report – Ms. Benson reported that she submitted the LCAP addendum.*

10.0 APPROVAL OF CONSENT AGENDA

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

11.0 DISCUSSION/ACTION ITEM

- 11.1 A motion passed to approve the Qualified First Interim Financial Report for School Year 2019-2020 (Moe/Parlet) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.*

- 11.2 County Superintendent Dr. Brescia and Assistant Superintendent, Business Services Sheldon Smith, presented the Potential Fiscal Future for Shandon Joint Unified School District (see attachment)
- 11.3 A motion passed to table the Presentation and Approval of the SES Single Plan for Student Achievement 2019-2020 (Twisselman/Parlet) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.
- A motion passed to move item 11.7 Discussion and Approval of USA Swim Grant Submission in front of item 11.4 (Twisselman/Moe) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.
- 11.7 A motion passed to approve the USA Swim Grant Submission (Moe/Twisselman) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.
- 11.4 A motion passed to approve Resolution 2019-20-06 Authorizing Assignment of Teachers to Teach Outside of their Credential Area (Twisselman/Moe) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.
- 11.5 A motion passed to approve the Agreement of purchase of Portable Classrooms after School Legals reviews the agreement (Twisselman/Moe) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.
- 11.6 Proposed Revision to BP 5131.61 Drug Testing (First Reading)
- 11.8-11.11 A motion passed to approve Interdistrict Transfer Student 2019-20-06, 2019-20-07, 2019-20-08, 2019-20-09 (Twisselman/Moe) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.

12.0 FUTURE AGENDA ITEM REQUESTS

13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for January 14, 2019 at Shandon High School Library, Closed Session at 6:00 PM, Open/Regular Session at 7:00 PM

14.0 ADJOURNMENT

Board President Thomason adjourned open session at 9:33PM

Board President Thomason adjourned to closed session at 9:40PM

Board President Thomason adjourned closed session at 9:57PM

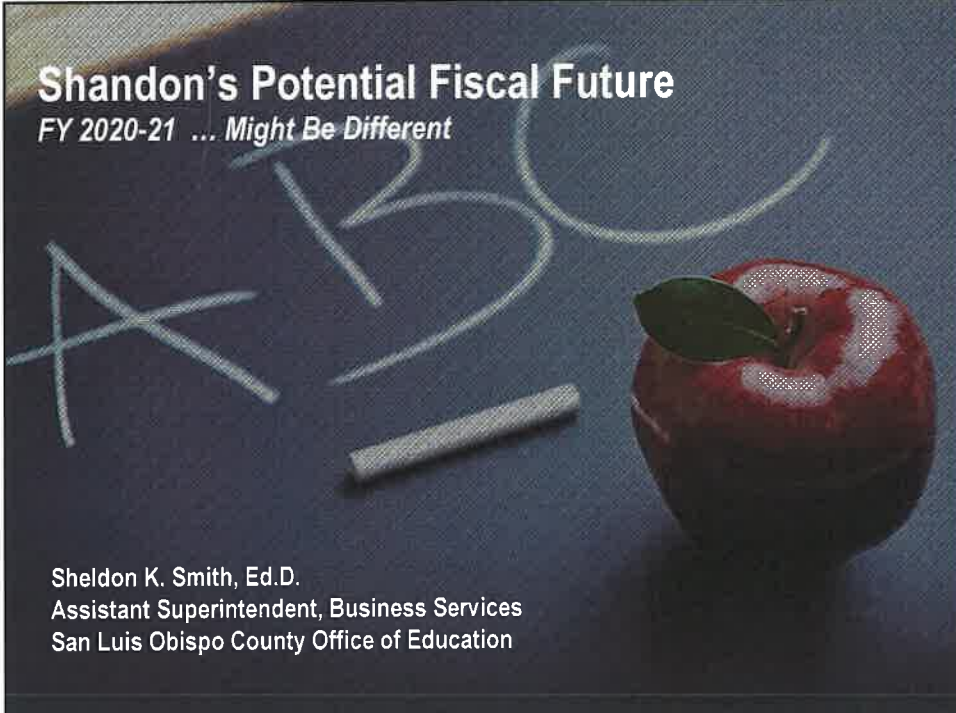
Board President Thomason reconvened the meeting to open session at 9:58PM

Board President Thomason reported that the Board directed the Superintendent to address the placement of student discipline 2018-19-01

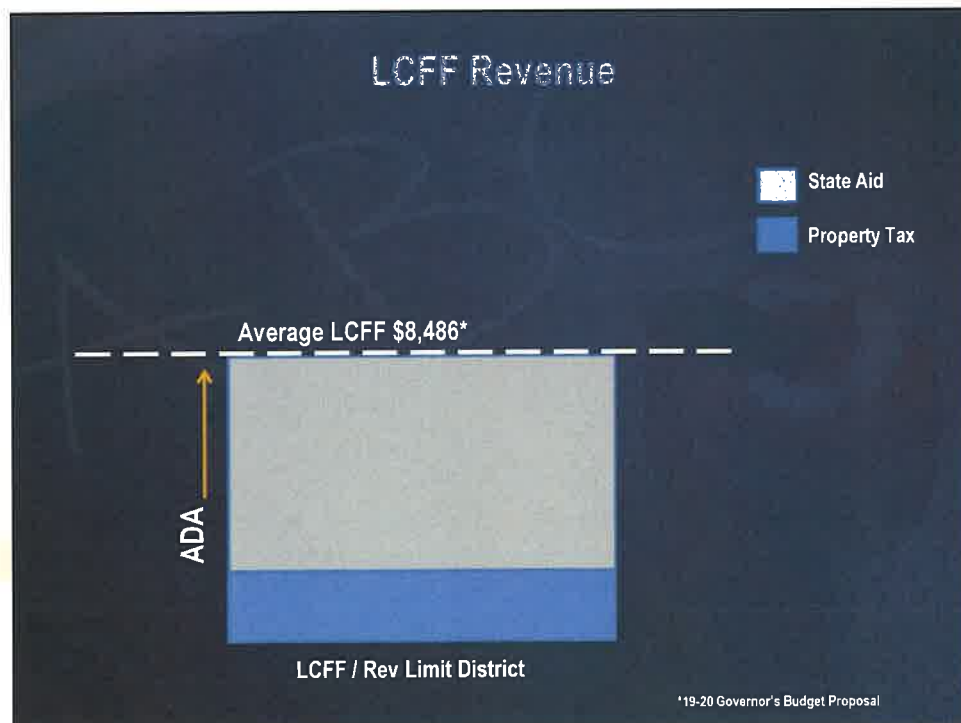
Board President Thomason adjourned open session at 10:00PM

Shandon's Potential Fiscal Future

FY 2020-21 ... Might Be Different



Sheldon K. Smith, Ed.D.
Assistant Superintendent, Business Services
San Luis Obispo County Office of Education



Monterey County Revenue Tax Certification

December 2018

Taxes	
County: Monterey	Fiscal Year: 2018-19
District: Monterey Co. Office of Education	P-1
CDS CODE 27 10272	Certificate Number: 5518912
County of Residence 40 San Luis Obispo	
District of Residence 68833 Shandon Joint Unified	
E.C. 41760.2	
Revenue and Taxation Code sections 95 - 100.9 (applicable to county taxes), and 75.70 (applicable to school district taxes)	
Tax Type	School District
Secured	540 \$ 111,807
Unsecured	540 \$ 14,779
HOX Subventions	540 \$ 11,802
Misc. Taxes/Other Appropriate Local Revenues or Subventions	540 \$ 0
Distribution of Timber Yield Taxes	540 \$ 0
Distribution of Prior Year Taxes	540 \$ 0
Release of Prior Year Tax Impounds [E.C. 14240]	540 \$ 0
Supplemental Taxes from Increased Assessment [Revenue and Taxation Code sections 75.70-75.72]	540 \$ 0
Educational Revenue Augmentation Fund	540 \$ 0
Prior Year Restricted Monies [E.C. 2575(e)]	540 \$ 0
Total (Sum of A-1 through A-10)	540 \$ 147,388

Education Code Section 2575(c)(3) and (4), applicable to county taxes
Education Code Section 42238.03 (c)(6) and (7), applicable to school district taxes

\$441,773

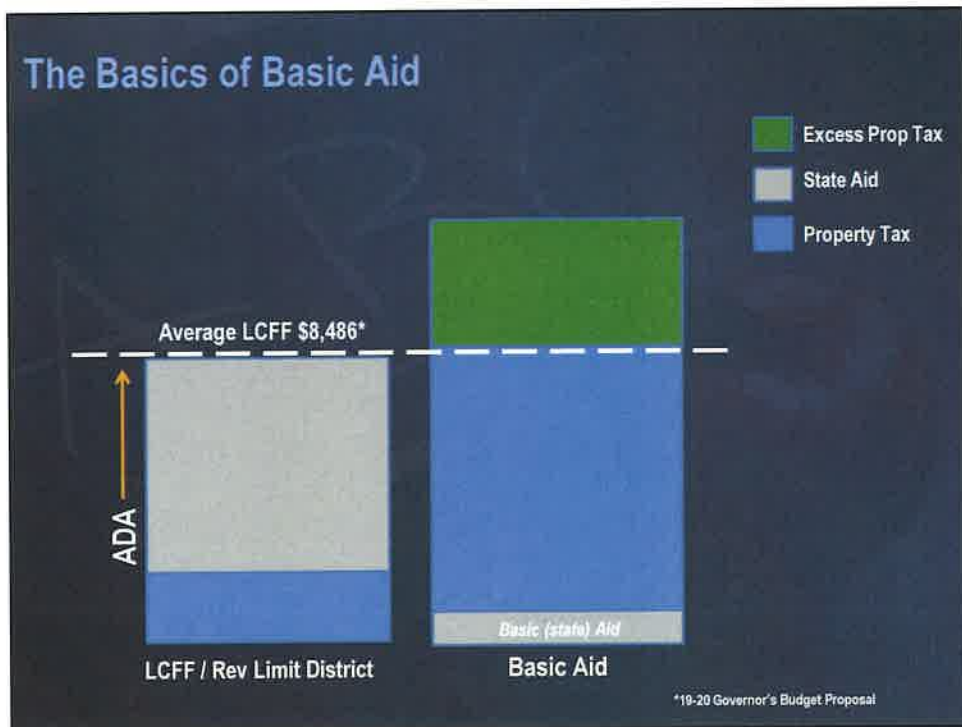
Monterey County Revenue Tax Certification

December 2019

Taxes	
County: Monterey	Fiscal Year: 2019-20
District: Monterey Co. Office of Education	P-1
CDS CODE 27 10272	Certificate Number: 5518912
County of Residence 40 San Luis Obispo	
District of Residence 68833 Shandon Joint Unified	
E.C. 41760.2	
Revenue and Taxation Code sections 95 - 100.9 (applicable to county taxes), and 75.70 (applicable to school district taxes)	
Tax Type	School District
Secured	A-1 \$ 1,792,514
Unsecured	A-2 \$ 193,449
HOX Subventions	A-3 \$ 16,972
Misc. Taxes/Other Appropriate Local Revenues or Subventions	A-4 \$ 0
Distribution of Timber Yield Taxes	A-5 \$ 0
Distribution of Prior Year Taxes	A-6 \$ 2,012
Release of Prior Year Tax Impounds [E.C. 14240]	A-7 \$ 0
Supplemental Taxes from Increased Assessment [Revenue and Taxation Code sections 75.70-75.72]	A-8 \$ 0
Educational Revenue Augmentation Fund	A-9 \$ 0
Prior Year Restricted Monies [E.C. 2575(e)]	A-10 \$ 0
Total (Sum of A-1 through A-10)	A-11 \$ 4,004,947

Education Code Section 2575(c)(3) and (4), applicable to county taxes
Education Code Section 42238.03 (c)(6) and (7), applicable to school district taxes

\$4,004,947



...Some Details

- California Flats Solar Farm **appealing reassessment**.
- **Earmark the excess Basic Aid revenue dollars (cash)** in Shandon's budget until appeal process ends [with interest].
- SRAF / ERAF and July-December **apportionments going back**.
- **2020-21 Budget Development**: two budgets; one basic aid, one standard LCFF.



...Important Dates

- January 2020: First Basic Aid apportionment from Monterey County*
- March 2020: Second Interim – LCFF
- May 2020: P-2 Second Basic Aid apportionment (adjustments)*
- May 2020: Reassessment Appeal Resolution
- June 2020: 2020-21 Budget & LCAP Adoption
- July 2020: Basic Aid balance posted*



*Helps determine Basic Aid status

Shandon's Potential Fiscal Future

FY 2020-21 ...*Might Be Different* – stay tuned

Sheldon K. Smith, Ed.D.
Assistant Superintendent, Business Services
San Luis Obispo County Office of Education

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Regular Meeting of the Board of Trustees****MEETING DATE: January 14, 2020****AGENDA ITEM TITLE:**

Approval of Warrants and Payroll for December 2019

PREPARED BY:

Sadie Howard

AGENDA SECTION:

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

SUMMARY:Warrant Approvals:

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

Batch #21-23

General Fund (01)	\$ 98,605.88
Food Service/Cafeteria Fund (13)	\$4,259.38
Bond Fund (21)	

TOTAL WARRANT APPROVALS***\$102,865.26***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.

Dec. 10 th	\$8,369.90
Dec. 31st	\$67,752.45
Jan. 2 nd	\$147,875.46

TOTAL***\$223,997.81*****RECOMMENDED ACTION:**

Approve Accounts Payable and Payroll warrants

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AIRGAS USA LLC	INV#9095579509,S		172.88	12/04/2019
AMERIPRIDE UNIFORM SERVICES	INV#1502522719,T	2019/2020 CUSTODIAL TOWELS	185.35	12/09/2019
AMERIPRIDE UNIFORM SERVICES	INV#1502506402,T	2019/2020 CUSTODIAL TOWELS	202.32	12/02/2019
AMERIPRIDE UNIFORM SERVICES	INV#1502498233,T	2019/2020 CUSTODIAL TOWELS	182.32	11/22/2019
AMERIPRIDE UNIFORM SERVICES	INV#1502515264,T	2019/2020 CUSTODIAL TOWELS	182.32	11/22/2019
AT&T	BAN#9391001883,P	2019/2020 PHONE BILL	269.64	11/22/2019
BOYS & GIRLS CLUBS OF MID	INV#2019-11,NOV.	2019/20 BOYS & GIRLS CLUB	3,600.00	12/09/2019
BREZDEN PEST CONTROL	INV#342545,HS,MO	2019/2020 PEST CONTROL	430.00	12/02/2019
BUS WEST	INV#XA4000217170		180.76	12/09/2019
CDW-GOVERNMENT	INV#VSJ2331,PHON	VOIP PHONES	160.88	12/04/2019
CENTURY LINK	INV#87153156,PHO	2019/2020 PHONE BILL	215.42	12/04/2019
CSA 16	ACC#014118,ELEM	2019/2020 WATER BILL	245.05	12/04/2019
CSA 16	ACC#14095,MOT OF	2019/2020 WATER BILL	81.67	12/04/2019
CSA 16	ACC#14096,HIGH S	2019/2020 WATER BILL	313.93	12/04/2019
CSA 16	ACC#17453,MIDDL	2019/2020 WATER BILL	71.67	12/04/2019
CULLIGAN WATER	ACC#SM01823351,D	2019/20 DRINKING WATER	109.95	12/09/2019
CULLIGAN WATER	ACC#SM01823369,D	2019/20 DRINKING WATER	50.00	12/09/2019
CUSTODIAL PLUS SERVICES	INV#SNS1901,GYM	2019/2020 GYM FLOORS	4,720.00	12/03/2019
DAVIS, MICHAEL LEE	INV#520,BUS#7,45	2019/2020 BUS REPAIRS	150.00	12/02/2019
DAVIS, MICHAEL LEE	INV#521,BUS#1,45	2019/2020 BUS REPAIRS	150.00	12/04/2019
DAVIS, MICHAEL LEE	INV#522,BUS#2,45	2019/2020 BUS REPAIRS	150.00	12/04/2019
DELTA LIQUID ENERG # 82112	INV#E094435,YEAR	2019/2020 PRKFLD PROPANE	85.00	12/04/2019
DIAZ, STEPHANIE	REIMB.AWARD LUNC		26.21	12/04/2019
EASTERBROOK, SHERYL	MILEAGE,NOV 2019		116.00	11/22/2019
FRONTIER COMMUNICATIONS	ACC#805463233105	2019/2020 PRKFLD PHONE BILL	213.76	11/22/2019
GAVILANES, GABRIELA	11/19/19 SLOCOE		60.32	11/22/2019
J.B.DEWAR INC.	INV#89726	2019/2020 TRANSP. FUEL AND GAS	289.82	12/10/2019
J.B.DEWAR INC.	INV#88513,	2019/2020 TRANSP. FUEL AND GAS	550.06	12/09/2019
J.B.DEWAR INC.	INV#86883	2019/2020 TRANSP. FUEL AND GAS	1,828.25	11/22/2019
J.B.DEWAR INC.	INV#88186,	2019/2020 TRANSP. FUEL AND GAS	446.63	12/03/2019
JOSTENS	INV#N00287365,SP		137.76	12/04/2019
KEPINS, SHANNON	REIMB.MILEAGE,10		185.60	12/04/2019
LASSITER, TERESA	NOV.2019 HOURS	2019/20 COUNSELING SER.	2,730.00	11/22/2019
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,SHOP SU		151.55	12/04/2019
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,MOT SUP		373.41	12/04/2019
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,TOOLS		37.80	12/04/2019
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,STUDENT		297.39	12/04/2019
MARK'S TIRE SERVICE	INV#37797,BUS#2,		594.93	12/11/2019
MEP PLUMBING CONTRACTORS	INV#9706,ELEM WA		1,225.00	12/04/2019
MERCADO, YESENIA	MILEAGE,11/20/19		35.96	11/22/2019
NEEDLES, ANDY	SPEC.ED. WEIGHTE		64.63	12/04/2019
NEELY, JEANNE	NOV.2018 HOURS	2019/20 COUNSELING SERV.	2,210.00	11/22/2019
OFFICE DEPOT	INV#406652154003	2019/2020 ELEM SUPPLIES	7.50	12/10/2019
OFFICE DEPOT	INV#406652154002	2019/2020 ELEM SUPPLIES	25.70	12/10/2019
OFFICE DEPOT	INV#406652154001	2019/2020 ELEM SUPPLIES	170.25	12/04/2019
OFFICE DEPOT	INV#406652357001	2019/2020 ELEM SUPPLIES	33.36	12/04/2019
OFFICE DEPOT	INV#40495925001,	2019/2020 PAPER	160.82	12/04/2019
PACIFIC GAS & ELECTRIC COMPANY	ACC#1779527540-7	2019/2020 PG&E	212.09	12/04/2019

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
PACIFIC GAS & ELECTRIC COMPANY	ACC#6978927856-6	2019/2020 PG&E	67.54	12/04/2019
PACIFIC GAS & ELECTRIC COMPANY	ACC#0028511953-3	2019/2020 PG&E	12.02	11/22/2019
PACIFIC GAS & ELECTRIC COMPANY	ACC#3644187859-6	2019/2020 PG&E	154.30	12/04/2019
PACIFIC GAS & ELECTRIC COMPANY	ACC#6230961798-3	2019/2020 PG&E	205.70	12/04/2019
PASO ROBLES GLASS INC	INV#27074,ELEM O		898.53	11/22/2019
PASO ROBLES HEATING & AIR	INV#362061,TEACH	2019/2020 HEATING/AC MAINT	191.70	12/09/2019
POSTMASTER	PO BOX 49,YEARL	2019/2020 POSTAGE FEES	208.00	12/10/2019
PROCARE JANITORIAL SUPPLY INC.	INV#130969,CUSTO		251.39	11/22/2019
PRW STEEL/PASO ROBLES WELDING	INV#362069,SHOP		247.23	11/22/2019
RANCH WIFI	INV#4654,PRKFLD	2019/2020 PRKFLD INTERNET	140.00	11/22/2019
SAN LUIS OBISPO COUNTY OFFICE	INV#200438,HURLE		110.00	12/09/2019
SAN LUIS OBISPO COUNTY OFFICE	INV#200438,DOBBE		110.00	12/09/2019
SAN MIGUEL FLOURING MILL CO	INV#161964, CATT		1,272.40	12/09/2019
SAN MIGUEL GRABAGE	ACC#318244,DEC.2	2019/2020 GARBAGE FEES	1,044.50	12/10/2019
SCHOOL FACILITY CONSULTANTS	INV#14287,OCT.20	MODERNIZATION AND HARDSHIP MON	1,613.75	12/04/2019
SELF INSURED SCHOOLS OF CA.	ID#68833,DEC.201		55,586.10	12/04/2019
SPURR	INV#103530,	2019/2020 NATURAL GAS	470.03	11/22/2019
U.S. BANK CORPORATE PMT SYSTEM	RENDON,MOT SUPPI		19.46	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	VALENCIA, PARKFLD		110.02	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,ASB		1,191.93	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	FULLER,SEN.ASB A		118.20	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,ELEM ASB		114.79	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,ELEM		28.80	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	RENDON,ELEM ASB,		39.95	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,LAMINTE F		138.57	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	RENDON,MOT TOOL,		64.33	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,ACSA CONF		1,404.15	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,WATER DIS		57.90	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,POSTAGE		31.59	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	KEPINS POSTAGE		16.46	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	FULLER,POSTAGE		39.88	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,ELE GOOD		227.79	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,SPORTS SU		119.77	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,SPORTS ME		74.70	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,GIRLS BAS		1,029.46	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,BOYS BASK		1,243.76	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	RENDON,BUS SUPPL		172.78	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	BENSON,BIOLOGY S		42.60	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	FULLER,CLSRM SUP		1,058.58	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,SPEC.ED C		21.35	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	MORTON,CLASSROM		103.19	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	MORTON FFA FOOD		11.83	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	FULLER,FFA MEETI		101.83	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	MORTON,FFA LEADE		1,665.00	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	WESCH,SAFETY,CAF		243.08	11/26/2019
U.S. BANK EQUIPMENT FINANCE	INV#400776548,CO	2019/2020 COPIER FEES	1,710.61	12/04/2019
VALLEY CHRISTIAN ACADEMY	GILRS BBAL TOUR.		350.00	12/04/2019
VALLEY CHRISTIAN ACADEMY	BOYS BBAL TOURN.		350.00	12/04/2019

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
WASTE MANAGEMENT	INV#936617205278	2019/2020 PRKFLD TRASH	142.17	12/04/2019
TOTAL FUND 01			98,605.88	

VENDOR NAME	FUND : 13 DESCRIPTION	CAFETERIA FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AMERIPRIDE UNIFORM SERVICES	INV#1502522719,C	2019/2020 CUSTODIAL TOWELS	20.00	12/09/2019
AMERIPRIDE UNIFORM SERVICES	INV#1502498233,C	2019/2020 CUSTODIAL TOWELS	20.00	11/22/2019
AMERIPRIDE UNIFORM SERVICES	INV#1502515264,C	2019/2020 CUSTODIAL TOWELS	20.00	11/22/2019
CRYSTAL CREAMERY	INV#621323907,CA	2019/2020 CAFE FOOD	291.54	11/22/2019
CRYSTAL CREAMERY	INV#621344907,CA	2019/2020 CAFE FOOD	361.26	12/11/2019
CRYSTAL CREAMERY	INV#621337606,CA	2019/2020 CAFE FOOD	408.03	12/09/2019
EDNA'S BAKERY	INV#1043310,CAFE	2019/2020 CAFE FOOD	350.95	12/10/2019
EDNA'S BAKERY	INV#1039954,CAFE	2019/2020 CAFE FOOD	178.40	12/03/2019
GOLD STAR FOODS INC.	CREDUT# 1365360	2019/2020 CAFE FOOD	23.38	12/09/2019
GOLD STAR FOODS INC.	INV#2930346,CAFE	2019/2020 CAFE FOOD	769.58	12/09/2019
GOLD STAR FOODS INC.	INV#2945386,CAFE	2019/2020 CAFE FOOD	16.99	12/09/2019
LAGUNA MIDDLE SCHOOL	12-5-19.ORANGES		38.79	12/09/2019
THE BERRY MAN INC.	INV#10617853,CA	2019/2020 CAFE FOOD	282.80	12/03/2019
THE BERRY MAN INC.	INV#10612756,CAF	2019/2020 CAFE FOOD	127.90	11/22/2019
THE BERRY MAN INC.	INV#10619382,CAF	2019/2020 CAFE FOOD	387.30	12/10/2019
THE BERRY MAN INC.	INV#10618003,CAF	2019/2020 CAFE FOOD	25.75	12/09/2019
THE GROVES ON 41	INV#1205,CAFE FO		150.00	12/11/2019
U.S. BANK CORPORATE PMT SYSTEM	WESCH,CAFE SUPPL		631.35	11/26/2019
U.S. BANK CORPORATE PMT SYSTEM	WESCH,CAFE FOOD		202.12	11/26/2019
TOTAL FUND 13			4,259.38	
TOTAL DISTRICT			102,865.26	

9.3

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Approval of the Budget Report

PREPARED BY:

Sadie Howard

AGENDA SECTION:

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

SUMMARY:

Attached is the Budget Report through June 30, 2020 for approval.

RECOMMENDED ACTION:

Approve the Budget Report.

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
REVENUE LIMIT SOURCES :							
8011	REV LIMIT STATE AID-CURR YEAR	1,683,797.00	252,627.00-	1,431,170.00	1,090,472.00	340,698.00	76.19
8012	Rev Limit State Aid EPA	57,762.00	1,018.00-	56,744.00	15,126.00	41,618.00	26.65
8021	HOME OWNERS EXEMPTION	11,748.00	606.00	12,354.00	1,433.45	10,920.55	11.60
8041	SECURED TAX ROLLS	1,870,835.00	125,988.00	1,996,823.00	853,580.16	1,143,242.84	42.74
8042	UNSECURED ROLL TAXES	49,463.00	34,590.00	84,053.00	55,617.87	28,435.13	66.16
8043	PRIOR YEARS TAXES	4,670.00	1,125.00-	3,545.00	1,283.28	2,261.72	36.19
8044	SUPPLEMENTAL TAXES	61,792.00	21,129.00	82,921.00	12,254.01	70,666.99	14.77
8045	EDUC REV AUGMENTATION FUND	161,357.00	8,744.00	170,101.00	.00	170,101.00	0.00
8097	PROPERTY TAXES TRANSFERS	101,467.00		101,467.00	.00	101,467.00	0.00
TOTAL REVENUE LIMIT SOURCES :		4,002,891.00	63,713.00-	3,939,178.00	2,029,766.77	1,909,411.23	51.52
FEDERAL REVENUES :							
8181	SP ED ENTITLEMENT PER UDC	50,556.00		50,556.00	.00	50,556.00	0.00
8182	SPEC ED-DISCRETIONARY GRANTS	611.00	14.00	625.00	654.00	29.00-	104.64
8290	ALL OTHER FEDERAL REVENUES	213,287.00	52,346.00	265,633.00	65,722.00	199,911.00	24.74
TOTAL FEDERAL REVENUES :		264,454.00	52,360.00	316,814.00	66,376.00	250,438.00	20.95
OTHER STATE REVENUES :							
8550	MANDATED COST REIMBURSEMENT	11,614.00	126.00-	11,488.00	11,488.00	.00	100.00
8560	STATE LOTTERY REVENUE	59,915.00		59,915.00	13,219.51	46,695.49	22.06
8590	ALL OTHER STATE REVENUES	146,156.00	224,195.00	370,351.00	128,551.00	241,800.00	34.71
TOTAL OTHER STATE REVENUES :		217,685.00	224,069.00	441,754.00	153,258.51	288,495.49	34.69
OTHER LOCAL REVENUES :							
8650	LEASES & RENTALS	22,500.00		22,500.00	11,250.00	11,250.00	50.00
8660	INTEREST	15,000.00	10,000.00	25,000.00	6,305.71	18,694.29	25.22
8677	INTERAGENCY SERV BETWN LEA'S	16,963.00	2,200.00	19,163.00	2,998.20	16,164.80	15.64
8698	STALE-DATED WTS/PRIOR YR WTS	.00		.00	1,275.30	1,275.30-	NO BDGT
8699	ALL OTHER LOCAL REVENUES	35,936.00	8,010.00	43,946.00	9,235.94	34,710.06	21.01
8792	TF OF APPORT FROM COE	174,529.00	2,925.00	177,454.00	56,316.09	121,137.91	31.73
TOTAL OTHER LOCAL REVENUES :		264,928.00	23,135.00	288,063.00	87,381.24	200,681.76	30.33
* TOTAL YEAR TO DATE REVENUES		4,749,958.00 *	235,851.00 *	4,985,809.00 *	2,336,782.52 *	2,649,026.48 *	46.86

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
EXPENDITURE DETAIL							
CERTIFICATED SALARIES :							
1100	CERTIFICATED TEACHER	1,317,242.00	52,241.00-	1,265,001.00	581,575.11	683,425.89	45.97
1130	CERTIFICATED TEACHER HOURLY	.00	410.00	410.00	469.62	59.62-	114.54
1150	CERTIFICATED TCHER EXTRA DUTY	21,796.00	184.00	21,980.00	7,094.62	14,885.38	32.27
1160	CERTIFICATED TEACHER SUBSTITUT	43,000.00	4,312.00-	38,688.00	11,400.00	27,288.00	29.46
1161	CERT TCHR SUBS-LONG TERM	.00	28,245.00	28,245.00	9,335.00	18,910.00	33.05
1190	CERTIFICATED TEACHER OTH ASSIG	45,448.00	3,492.00-	41,956.00	13,290.19	28,665.81	31.67
1200	CERT PUPIL SUPPORT SALARY	161,519.00	12,312.00	173,831.00	78,239.50	95,591.50	45.00
1300	CERTIFICATED SUPERV & ADM SAL	37,950.00	2,530.00	40,480.00	20,092.50	20,387.50	49.63
1340	SCHOOL ADMINISTRATORS	188,716.00	5,414.00	194,130.00	98,887.52	95,242.48	50.93
TOTAL CERTIFICATED SALARIES :		1,815,671.00	10,950.00-	1,804,721.00	820,384.06	984,336.94	45.45
CLASSIFIED SALARIES :							
2100	INSTRUCTIONAL AIDE SALARIES	183,538.00	10,836.00	194,374.00	81,289.41	113,084.59	41.82
2130	INSTRUCTIONAL AIDE HOURLY	890.00		890.00	.00	890.00	0.00
2150	INSTRUCTIONAL AIDE EXTRA DUTY	.00		.00	247.07	247.07-	NO BDGT
2160	INSTRUCTIONAL AIDE SUBSTITUTE	13,000.00		13,000.00	1,915.06	11,084.94	14.73
2190	INSTRUCTIONAL AIDE STUDENTS	28,276.00		28,276.00	6,147.20	22,128.80	21.73
2200	CLASSIFIED SUPPORT SALARIES	297,947.00	578.00	298,525.00	136,784.98	161,740.02	45.82
2250	CLASSIFIED SUPPORT EXTRA DUTY	3,000.00		3,000.00	396.14	2,603.86	13.20
2260	CLASSIFIED SUPPORT SUBSTITUTE	3,000.00		3,000.00	1,518.98	1,481.02	50.63
2270	CLASSIFIED SUPPORT OVERTIME	8,500.00		8,500.00	2,844.06	5,655.94	33.45
2400	CLERICAL/TECHNICAL/OFFICE SAL	193,674.00	5,000.00-	188,674.00	84,988.70	103,685.30	45.04
2450	CLERICAL AND OFFICE EXTRA DUTY	4,000.00		4,000.00	.00	4,000.00	0.00
2460	CLERICAL & OFFICE SUBSTITUTE	3,000.00		3,000.00	.00	3,000.00	0.00
2470	CLERICAL & OFFICE OVERTIME	4,500.00		4,500.00	.00	4,500.00	0.00
2900	OTHER CLASSIFIED SALARIES	20,673.00		20,673.00	4,618.42	16,054.58	22.34
TOTAL CLASSIFIED SALARIES :		763,998.00	6,414.00	770,412.00	320,750.02	449,661.98	41.63
EMPLOYEE BENEFITS :							
3100	STRS	.00		.00	475.60-	475.60	NO BDGT
3101	STRS CERTIFICATED	433,004.00	84,098.00	517,102.00	133,525.39	383,576.61	25.82
3201	PERS CERTIFICATED	10,427.00	69.00	10,496.00	4,526.39	5,969.61	43.12
3202	PERS CLASSIFIED	150,877.00	11,715.00-	139,162.00	60,062.17	79,099.83	43.15
3301	SOCIAL SECURITY CERTIFICATED	3,035.00	170.00-	2,865.00	1,337.81	1,527.19	46.69
3302	SOCIAL SECURITY CLASSIFIED	47,379.00	3,347.00-	44,032.00	18,577.07	25,454.93	42.18
3311	MEDICARE - CERTIFICATED	27,116.00	1,649.00-	25,467.00	11,290.13	14,176.87	44.33
3312	MEDICARE - CLASSIFIED	11,085.00	1,133.00-	9,952.00	4,344.53	5,607.47	43.65
3401	HEALTH & WELFARE CERTIFICATED	275,815.00	21,282.00-	254,533.00	101,429.20	153,103.80	39.84
3402	HEALTH & WELFARE CLASSIFIED	137,067.00	4,109.00	141,176.00	52,265.37	88,910.63	37.02
3420	HEALTH & WELFARE BOARD	8,835.00	8,835.00-	.00	.00	.00	NO BDGT
3501	UNEMPLOYMENT - CERTIFICATED	936.00	2,098.00	3,034.00	500.10	2,533.90	16.48

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
EXPENDITURE DETAIL							
EMPLOYEE BENEFITS :							
3502	UNEMPLOYMENT - CLASSIFIED	376.00	37.00-	339.00	149.74	189.26	44.17
3601	WORKERS COMP - CERTIFICATED	43,197.00	1,576.00-	41,621.00	17,701.40	23,919.60	42.52
3602	WORKERS COMP - CLASSIFIED	17,134.00	1,408.00-	15,726.00	6,831.52	8,894.48	43.44
TOTAL EMPLOYEE BENEFITS :		1,166,283.00	39,222.00	1,205,505.00	412,065.22	793,439.78	34.18
BOOKS AND SUPPLIES :							
4100	APPRVD TEXTBKS/CORE CURRICULA	74,909.00	291.00-	74,618.00	35,899.96	38,718.04	48.11
4200	BOOKS AND REFERENCE MATERIALS	225.00	1,037.00	1,262.00	1,153.09	108.91	91.37
4300	MATERIALS AND SUPPLIES	82,384.00	40,391.00	122,775.00	74,849.81	47,925.19	60.96
4310	FUEL GAS	36,750.00		36,750.00	12,312.74	24,437.26	33.50
4318	COPIER USAGE	30,000.00		30,000.00	10,263.66	19,736.34	34.21
4319	TIRES AND TUBES	4,000.00		4,000.00	750.99	3,249.01	18.77
4320	GREASE & OIL	1,000.00		1,000.00	172.37	827.63	17.23
4321	CUSTODIAL SUPPLIES	12,000.00		12,000.00	7,636.84	4,363.16	61.36
4325	TOOLS	500.00		500.00	334.27	165.73	66.85
4328	TESTING MATERIALS	700.00	169.00-	531.00	195.00	336.00	36.72
4339	REPAIR PARTS	10,550.00		10,550.00	1,932.40	8,617.60	18.31
4355	SOFTWARE	70.00	364.00	434.00	1,717.75	1,283.75-	395.79
4375	FOOD FOR IN-HOUSE INSERVICE	.00	262.00	262.00	261.90	.10	99.96
4380	PAPER	4,479.00		4,479.00	1,399.19	3,079.81	31.23
4396	FUEL TAX	500.00		500.00	158.03	341.97	31.60
4400	NON-CAPITALIZED EQUIPMENT	10,000.00	47,683.00	57,683.00	39,783.90	17,899.10	68.96
4700	FOOD	1,800.00		1,800.00	.00	1,800.00	0.00
TOTAL BOOKS AND SUPPLIES :		269,867.00	89,277.00	359,144.00	188,548.90	170,595.10	52.49
SERVICES, OTHER OPER. EXPENSE:							
5110	Subagmt SPED outside agency	90,978.00		90,978.00	.00	90,978.00	0.00
5200	TRAVEL & CONFERENCE	53,315.00	4,417.00	57,732.00	17,045.16	40,686.84	29.52
5230	MILEAGE	9,027.00	1,175.00-	7,852.00	1,669.52	6,182.48	21.26
5300	DUES & MEMBERSHIPS	10,180.00	743.00	10,923.00	9,907.00	1,016.00	90.69
5400	INSURANCE	35,625.00	5,172.00	40,797.00	40,753.30	43.70	99.89
5510	WATER	5,000.00		5,000.00	1,993.46	3,006.54	39.86
5520	GAS	6,800.00	3,500.00	10,300.00	2,024.04	8,275.96	19.65
5530	ELECTRICITY	75,000.00	3,000.00	78,000.00	45,325.01	32,674.99	58.10
5550	DISPOSAL/GARBAGE REMOVAL	12,040.00	560.00	12,600.00	7,013.40	5,586.60	55.66
5600	RENTALS, LEASES, REPAIRS, IMPROVM	10,000.00		10,000.00	1,362.00	8,638.00	13.62
5640	REPAIRS/MAINT OF EQUIPMENT	15,600.00		15,600.00	6,185.00	9,415.00	39.64
5650	REPAIRS/MAIN - VEHICLES	500.00		500.00	806.43	306.43-	161.28
5800	PROFES'L/CONSULTG SVCS/OP EXP	132,791.00	127,010.00	259,801.00	98,443.08	161,357.92	37.89
5810	SERVICES PROVIDED BY SLOCOE	144,435.00	18,919.00-	125,516.00	32,183.33	93,332.67	25.64
5811	SERVICES PROVIDED BY DISTRICTS	.00	30,000.00	30,000.00	.00	30,000.00	0.00

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
EXPENDITURE DETAIL							
SERVICES, OTHER OPER. EXPENSE:							
5822	MAINTENANCE AGREEMENTS	7,000.00	434.00	7,434.00	5,999.23	1,434.77	80.69
5830	HAZARDOUS WASTE DISPOSAL	1,000.00		1,000.00	1,991.50	991.50-	199.15
5840	PHYSICAL EXAMS-FINGERPRINTING	1,150.00		1,150.00	877.32	272.68	76.28
5841	PHYSICAL EXAMS-IMMUNIZATION	500.00		500.00	.00	500.00	0.00
5845	RANDOM DRUG/ALCOHOL TESTING	400.00		400.00	66.00	334.00	16.50
5855	OUTSIDE PRINTING	1,200.00	1,236.00	2,436.00	1,236.24	1,199.76	50.74
5865	IN LIEU OF TRANSPORTATION	18,148.00		18,148.00	.00	18,148.00	0.00
5872	LEGAL FEES	22,675.00	11,000.00	33,675.00	4,616.85	29,058.15	13.71
5874	AUDIT FEES	6,165.00	2,220.00	8,385.00	2,165.00	6,220.00	25.81
5890	OTHER SERVICES	2,500.00		2,500.00	.00	2,500.00	0.00
5894	LICENSES AND PERMITS	1,471.00	12,825.00	14,296.00	14,296.00	.00	100.00
5899	CATEGORICAL HOLDING ACCOUNT	86,030.00	3,594.00-	82,436.00	.00	82,436.00	0.00
5922	COMMUNICATION - TELEPHONE SVCS	9,810.00		9,810.00	4,240.00	5,570.00	43.22
5930	COMMUNICATION - POSTAGE/METER	3,400.00		3,400.00	1,980.13	1,419.87	58.23
TOTAL SERVICES, OTHER OPER. EXPENSE:		762,740.00	178,429.00	941,169.00	302,179.00	638,990.00	32.10
CAPITAL OUTLAY :							
6221	DSA PLAN CHECK FEES	.00		.00	3,566.47	3,566.47-	NO BDGT
6400	EQUIPMENT	10,000.00	10,000.00-	.00	.00	.00	NO BDGT
TOTAL CAPITAL OUTLAY :		10,000.00	10,000.00-	.00	3,566.47	3,566.47-	NO BDGT
OTHER OUTGOING :							
7141	OTH TUIT,EXC CST PMT TO DIST	74,498.00	11,722.00	86,220.00	9,992.01-	96,212.01	0.00
7142	OTH TUIT,EXC CST PMT TO COE	104,850.00		104,850.00	1,078.08-	105,928.08	0.00
TOTAL OTHER OUTGOING :		179,348.00	11,722.00	191,070.00	11,070.09-	202,140.09	0.00
DIRECT SUPPORT/INDIRECT COSTS:							
TOTAL DIRECT SUPPORT/INDIRECT COSTS:		.00	.00	.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE EXPENDITURES * *		4,967,907.00 *	304,114.00 *	5,272,021.00 *	2,036,423.58 *	3,235,597.42 *	38.62

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
OTHER FINANCING SOURCES (USES)							
INTERFUND TRANSFERS - OUT :							
7616	INT-FD TF FR GENERAL TO CAFE	31,243.00-		31,243.00-	.00	31,243.00-	0.00
TOTAL INTERFUND TRANSFERS - OUT :		31,243.00-	.00	31,243.00-	.00	31,243.00-	0.00
CONTRIB.- RESTRICTED PROGRAMS:							
TOTAL CONTRIB.- RESTRICTED PROGRAMS:		.00	.00	.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE OTHER FINANCING *		31,243.00-*	.00 *	31,243.00-*	.00 *	31,243.00-*	0.00

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	1,347,315.46	56,895.04	1,404,210.50
9130	REVOLVING CASH ACCOUNT	1,500.00	.00	1,500.00
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	122,127.42	66,114.42-	56,013.00
9508	SALES TAX PAYABLE	854.11-	195.75-	1,049.86-
9510	ACCOUNTS PAYABLE (CURRENT LIAB)	258,418.27-	215,781.09	42,637.18-
9515	UNEMPLOYMENT	68.34	19.44	87.78
9516	W/COMP PASS THROUGH		14,337.94-	14,337.94-
9521	MEDICAL	146,102.32-	65,200.48	80,901.84-
9550	PAYROLL HAND WARRANTS	34.00-	.00	34.00-
9650	DEFERRED REVENUE	43,111.00-	43,111.00	.00
* NET YEAR TO DATE FUND BALANCE * *		1,022,491.52 *	300,358.94 *	1,322,850.46 *
9791	FUND BAL-BEGINNING BALANCE	1,022,491.52-	.00	1,022,491.52-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	300,358.94 *	300,358.94 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	4,749,958.00	235,851.00	4,985,809.00	2,336,782.52	2,649,026.48	46.86
B.	EXPENDITURES	4,967,907.00	304,114.00	5,272,021.00	2,036,423.58	3,235,597.42	38.62
C.	EXCESS REVENUES (EXPENDITURES)	217,949.00-	68,263.00-	286,212.00-	300,358.94	586,570.94-	0.00
D.	OTHER FINANCING SOURCES (USES)	31,243.00-	.00	31,243.00-	.00	31,243.00-	0.00
E.	NET CHANGE IN FUND BALANCE	249,192.00-	68,263.00-	317,455.00-	300,358.94	617,813.94-	0.00
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	1,022,491.52	.00	1,022,491.52	1,022,491.52	.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	1,022,491.52	.00	1,022,491.52	1,022,491.52	.00	100.00
G.	ENDING BALANCE	773,299.52	68,263.00-	705,036.52	1,322,850.46	617,813.94-	187.62

UNRESTRICTED/RESTRICTED COMBINED

FUND: 13 CAFETERIA FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
FEDERAL REVENUES :							
8220	CHILD NUTRITION PROGRAMS	206,000.00		206,000.00	65,469.45	140,530.55	31.78
TOTAL FEDERAL REVENUES :		206,000.00	.00	206,000.00	65,469.45	140,530.55	31.78
OTHER STATE REVENUES :							
8520	CHILD NUTRITION	15,735.00		15,735.00	5,360.66	10,374.34	34.06
TOTAL OTHER STATE REVENUES :		15,735.00	.00	15,735.00	5,360.66	10,374.34	34.06
OTHER LOCAL REVENUES :							
8634	FOOD SERVICE SALES	8,000.00		8,000.00	3,058.80	4,941.20	38.23
8660	INTEREST	149.00		149.00	53.37-	202.37	0.00
8699	ALL OTHER LOCAL REVENUES	2,000.00		2,000.00	519.70	1,480.30	25.98
TOTAL OTHER LOCAL REVENUES :		10,149.00	.00	10,149.00	3,525.13	6,623.87	34.73
* TOTAL YEAR TO DATE REVENUES		231,884.00 *	.00 *	231,884.00 *	74,355.24 *	157,528.76 *	32.06

EXPENDITURE DETAIL

CLASSIFIED SALARIES :							
2200	CLASSIFIED SUPPORT SALARIES	64,127.00		64,127.00	27,531.49	36,595.51	42.93
2260	CLASSIFIED SUPPORT SUBSTITUTE	2,304.00		2,304.00	656.50	1,647.50	28.49
2300	CLASSIFIED SUPERV & ADMIN SAL	50,430.00		50,430.00	24,639.81	25,790.19	48.85
TOTAL CLASSIFIED SALARIES :		116,861.00	.00	116,861.00	52,827.80	64,033.20	45.20
EMPLOYEE BENEFITS :							
3202	PERS CLASSIFIED	24,191.00		24,191.00	9,602.95	14,588.05	39.69
3302	SOCIAL SECURITY CLASSIFIED	7,245.00		7,245.00	2,939.40	4,305.60	40.57
3312	MEDICARE - CLASSIFIED	1,695.00		1,695.00	687.44	1,007.56	40.55
3402	HEALTH & WELFARE CLASSIFIED	36,778.00		36,778.00	12,631.40	24,146.60	34.34
3502	UNEMPLOYMENT - CLASSIFIED	58.00		58.00	23.73	34.27	40.91
3602	WORKERS COMP - CLASSIFIED	2,665.00		2,665.00	1,080.95	1,584.05	40.56
TOTAL EMPLOYEE BENEFITS :		72,632.00	.00	72,632.00	26,965.87	45,666.13	37.12
BOOKS AND SUPPLIES :							
4300	MATERIALS AND SUPPLIES	6,000.00		6,000.00	4,159.63	1,840.37	69.32
4355	SOFTWARE	305.00		305.00	.00	305.00	0.00

UNRESTRICTED/RESTRICTED COMBINED

FUND: 13 CAFETERIA FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
EXPENDITURE DETAIL							
BOOKS AND SUPPLIES :							
4700	FOOD	65,000.00		65,000.00	34,515.98	30,484.02	53.10
TOTAL BOOKS AND SUPPLIES :		71,305.00	.00	71,305.00	38,675.61	32,629.39	54.23
SERVICES, OTHER OPER. EXPENSE:							
5200	TRAVEL & CONFERENCE	54.00		54.00	.00	54.00	0.00
5800	PROFES'L/CONSULTG SVCS/OP EXP	930.00	3,042.00	3,972.00	3,472.57	499.43	87.42
5890	OTHER SERVICES	733.00		733.00	.00	733.00	0.00
5894	LICENSES AND PERMITS	612.00		612.00	630.00	18.00-	102.94
TOTAL SERVICES, OTHER OPER. EXPENSE:		2,329.00	3,042.00	5,371.00	4,102.57	1,268.43	76.38
* TOTAL YEAR TO DATE EXPENDITURES * *		263,127.00 *	3,042.00 *	266,169.00 *	122,571.85 *	143,597.15 *	46.05
OTHER FINANCING SOURCES (USES)							
INTERFUND TRANSFERS - IN :							
8916	INTFD TF TO CAFETERIA FR GEN	31,243.00		31,243.00	.00	31,243.00	0.00
TOTAL INTERFUND TRANSFERS - IN :		31,243.00	.00	31,243.00	.00	31,243.00	0.00
* TOTAL YEAR TO DATE OTHER FINANCING *		31,243.00 *	.00 *	31,243.00 *	.00 *	31,243.00 *	0.00

UNRESTRICTED/RESTRICTED COMBINED

FUND: 13 CAFETERIA FUND

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	20,562.26-	17,363.12-	37,925.38-
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	32,305.17	32,305.17-	.00
9508	SALES TAX PAYABLE	37.42-	.00	37.42-
9510	ACCOUNTS PAYABLE(CURRENT LIAB)	1,451.68-	1,451.68	.00
* NET YEAR TO DATE FUND BALANCE * *		10,253.81 *	48,216.61-*	37,962.80-*
9791	FUND BAL-BEGINNING BALANCE	10,253.81-	.00	10,253.81-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	48,216.61-*	48,216.61-*

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	231,884.00	.00	231,884.00	74,355.24	157,528.76	32.06
B.	EXPENDITURES	263,127.00	3,042.00	266,169.00	122,571.85	143,597.15	46.05
C.	EXCESS REVENUES (EXPENDITURES)	31,243.00-	3,042.00-	34,285.00-	48,216.61-	13,931.61	140.63
D.	OTHER FINANCING SOURCES (USES)	31,243.00	.00	31,243.00	.00	31,243.00	0.00
E.	NET CHANGE IN FUND BALANCE	.00	3,042.00-	3,042.00-	48,216.61-	45,174.61	1585.02
F. FUND BALANCE :							
	BEGINNING BALANCE (9791)	10,253.81	.00	10,253.81	10,253.81	.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	10,253.81	.00	10,253.81	10,253.81	.00	100.00
G.	ENDING BALANCE	10,253.81	3,042.00-	7,211.81	37,962.80-	45,174.61	0.00

UNRESTRICTED/RESTRICTED COMBINED

FUND: 21 BUILDING FUND - BOND PROCEEDS

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
OTHER LOCAL REVENUES :							
8660	INTEREST	.00		.00	31.53	31.53-	NO BDGT
TOTAL OTHER LOCAL REVENUES :		.00	.00	.00	31.53	31.53-	NO BDGT
* TOTAL YEAR TO DATE REVENUES		* .00 *	* .00 *	* .00 *	* 31.53 *	* 31.53-	* NO BDGT
EXPENDITURE DETAIL							
SERVICES, OTHER OPER. EXPENSE:							
5800	PROFES'L/CONSULTG SVCS/OP EXP	.00		.00	350.00	350.00-	NO BDGT
TOTAL SERVICES, OTHER OPER. EXPENSE:		.00	.00	.00	350.00	350.00-	NO BDGT
* TOTAL YEAR TO DATE EXPENDITURES		* .00 *	* .00 *	* .00 *	* 350.00 *	* 350.00-	* NO BDGT

UNRESTRICTED/RESTRICTED COMBINED

FUND: 21 BUILDING FUND - BOND PROCEEDS

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	11,809.54	10,128.01-	1,681.53
9510	ACCOUNTS PAYABLE (CURRENT LIAB)	11,809.54-	9,809.54	2,000.00-
* NET YEAR TO DATE FUND BALANCE	* *	.00 *	318.47-*	318.47-*
* EXCESS REVENUES (EXPENDITURES)	* *	.00 *	318.47-*	318.47-*

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	.00	.00	.00	31.53	31.53-	NO BDGT
B.	EXPENDITURES	.00	.00	.00	350.00	350.00-	NO BDGT
C.	EXCESS REVENUES (EXPENDITURES)	.00	.00	.00	318.47-	318.47	NO BDGT
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	.00	.00	318.47-	318.47	NO BDGT
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	.00	.00	.00	.00	.00	NO BDGT
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	.00	.00	.00	.00	.00	NO BDGT
G.	ENDING BALANCE	.00	.00	.00	318.47-	318.47	NO BDGT

UNRESTRICTED/RESTRICTED COMBINED

FUND: 25 CAPITAL FACILITIES FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
OTHER LOCAL REVENUES :							
8660	INTEREST	500.00		500.00	290.65	209.35	58.13
TOTAL OTHER LOCAL REVENUES :		500.00	.00	500.00	290.65	209.35	58.13
* TOTAL YEAR TO DATE REVENUES		500.00 *	.00 *	500.00 *	290.65 *	209.35 *	58.13
OTHER FINANCING SOURCES (USES)							
CONTRIB.- RESTRICTED PROGRAMS:							
TOTAL CONTRIB.- RESTRICTED PROGRAMS:		.00	.00	.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE OTHER FINANCING		.00 *	.00 *	.00 *	.00 *	.00 *	NO BDGT

UNRESTRICTED/RESTRICTED COMBINED

FUND: 25 CAPITAL FACILITIES FUND

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	54,818.96	290.65	55,109.61
* NET YEAR TO DATE FUND BALANCE	* *	54,818.96 *	290.65 *	55,109.61 *
9791	FUND BAL-BEGINNING BALANCE	54,818.96-	.00	54,818.96-
* EXCESS REVENUES (EXPENDITURES)	* *	.00 *	290.65 *	290.65 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	500.00	.00	500.00	290.65	209.35	58.13
B.	EXPENDITURES	.00	.00	.00	.00	.00	NO BDGT
C.	EXCESS REVENUES (EXPENDITURES)	500.00	.00	500.00	290.65	209.35	58.13
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	500.00	.00	500.00	290.65	209.35	58.13
F.	FUND BALANCE :						
	BEGINNING BALANCE (9791)	54,818.96	.00	54,818.96	54,818.96	.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	54,818.96	.00	54,818.96	54,818.96	.00	100.00
G.	ENDING BALANCE	55,318.96	.00	55,318.96	55,109.61	209.35	99.62

9.4

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Approval of the Student Body Funds

PREPARED BY:

Sadie Howard

AGENDA SECTION:

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

SUMMARY:

Attached for your review and approval are the Student Body Funds for Shandon Elementary School and Shandon High School for the month of November 2019.

RECOMMENDED ACTION:

Approve the Student Body Funds.

SHANDON UNIFIED SCHOOL DISTRICT
SHANDON HIGH SCHOOL STATEMENT OF STUDENT BODY FUNDS
October-2019

CLASSES CLUBS	Authorized Advisor	ENDING BAL. 10/31/2019	BALANCE FORWARD	WITHDRAWLS	DEPOSITS	ENDING BAL. 11/30/2019
High General	D.Sciocchetti	\$ 626.22	\$ 626.22	584.36	671.10	712.96
Seniors	Fuller/Morton	\$ 2,949.99	\$ 2,949.99		2,109.00	5,058.99
Junior	Stuart/Voorhies	\$ 783.94	\$ 783.94	2,064.00	3,446.50	2,166.44
Sophomore	Dobberpuhl	\$ 727.78	\$ 727.78			727.78
Freshman	D.Sciocchetti	\$ (154.71)	\$ (154.71)		867.69	712.98
Thanksgiving feast	D.Sciocchetti	\$ 124.18	\$ 124.18	103.80	280.00	300.38
FNL	D.Sciocchetti	\$ 59.70	\$ 59.70			59.70
Gate/Officials	Sciocchetti/Bus.Off.	\$ (393.80)	\$ (393.80)		600.00	206.20
Ag Mechanics Class	Fuller	\$ 705.41	\$ 705.41			705.41
Drama Class	Barthauer	\$ 495.49	\$ 495.49			495.49
F.F.A. General	Morton/Fuller	\$ 11,871.80	\$ 11,871.80	1,231.39	758.50	11,398.91
F.F.A. Revolving	Morton/Fuller	\$ 3,028.37	\$ 3,028.37	1,675.07		1,353.30
YearBook Class	D.Sciocchetti	\$ 282.42	\$ 282.42			282.42
BLOCK-S	D.Sciocchetti	\$ 563.44	\$ 563.44			563.44
*Football	D.Sciocchetti	\$ -	\$ -			0.00
*H.S. Volleyball	D.Sciocchetti	\$ 266.63	\$ 266.63			266.63
*Basketball	D.Sciocchetti	\$ -	\$ -			0.00
*Softball	D.Sciocchetti	\$ -	\$ -			0.00
*Baseball	D.Sciocchetti	\$ -	\$ -			0.00
TOTAL in Fund Balances/Ties to Bank Balance		\$ 21,936.86	\$ 21,936.86	\$ 5,658.62	\$ 8,732.79	\$ 25,011.03



Shandon Elementary ASB Heritage Oaks Bank

November 1, 2019

CLASSES/CLUBS	BALANCE FORWARD 10/31/2019	WITHDRAWALS	DEPOSIT	ENDING BALANCE 11/30/2019
SES ABS General	\$ 4,913.80	\$ 393.13	\$ 2,806.63	\$ 7,327.30
SES ASB Middle School	\$ 1,675.92	\$ 300.00	\$ 666.50	\$ 2,042.42
8th Grade	\$ 634.71			\$ 634.71
Library	\$ 154.85			\$ 154.85
Parkfield	\$ 400.07		\$ 4,609.60	\$ 5,009.67
Gate	\$ 18.00		\$ 239.50	\$ 257.50
Cross County	\$ 0.41			\$ 0.41
Kindergarten	\$ 184.92			\$ 184.92
Stabley PGE Funds	\$ 631.56			\$ 631.56
Drone Program	\$ 560.00			\$ 560.00
TOTAL	\$ 9,174.24	\$ 693.13	\$ 8,322.23	\$ 16,803.34



SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

9.5

AGENDA ITEM TITLE:

Ratification of the Personnel Action Report

PREPARED BY:

Sadie Howard

AGENDA SECTION:

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

PERSONNEL ACTION REPORT

NEW HIRES

Bard Bartells

CLASSIFICATION

H.S. long term STSP: Ed Specialist, Mild/Mod.

EFFECTIVE DATE

Jan. 6, 2020

SPORT COACHES

RESIGNATIONS

RECOMMENDED ACTION:

Approval of the Personnel Action Report

SHANDON JOINT UNIFIED SCHOOL DISTRICT**Board Policy****Drug Testing****BP 5131.61****Students**

The Governing Board is committed to providing a safe, drug-free school environment to maximize the health and safety of district students and to protect them from dangers associated with illegal drug use and drug abuse. To support the district's drug abuse prevention efforts, the Board desires to establish a drug testing program in the district's schools that will discourage illegal drug use among students and timely identify and refer drug users to appropriate counseling and rehabilitative services.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

Any drug testing program to be implemented by the district shall be developed in consultation with drug treatment and prevention professionals, the laboratory contracted to conduct the tests, and district legal counsel. In addition, the Superintendent or designee may invite input from students, staff, parents/guardians, community members, and representatives of local health care agencies, community service agencies, and businesses.

(cf. 1020 - Youth Services)

Participation in the district's drug testing program shall require the written consent of students' parents/guardians. The Superintendent or designee shall provide information about the program, including the district's policy and procedures, to all students and their parents/guardians at the beginning of each school year. All informational materials provided for this purpose shall contain clear statements about how the program will be implemented, including, but not limited to, a list of every substance that to be tested for and how students may be withdrawn from participation in the program.

(cf. 5145.6 - Parental Notifications)

Drug testing procedures shall ensure appropriate student privacy while maintaining the viability of the process. If urinalysis testing is used, the supervisor collecting the specimen shall be collected in a private facility behind a closed stall.

Parents/guardians shall be notified after any positive test results are confirmed. Test results shall be kept separate from the student's other educational records and shall be disclosed only to school staff designated by the Superintendent or designee as responsible for program implementation. The district shall not release test results to law enforcement authorities except in compliance with a court order.

(cf. 5125 - Student Records)

The Superintendent or designee shall provide training to principals, coaches, and other district staff involved in implementing the district's drug testing program.

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

Students who test positive in any voluntary drug testing program shall be encouraged to participate in an assistance program and may be required to take subsequent drug tests. No disciplinary or punitive action shall be taken against any student who tests positive in the voluntary drug testing program.

(cf. 5141.6 - School Health Services)

Random Drug Testing for Athletics

The Superintendent or designee may establish a nonvoluntary, random drug testing program for students participating in athletics.

(cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6145.2 - Athletic Competition)

No fee shall be charged for student participation in the district's drug testing program.

(cf. 3260 - Fees and Charges)

The Superintendent or designee shall develop:

1. Informational materials to be provided to participating students and their parents/guardians about the drug testing program

The informational materials shall require parents/guardians to notify the school when their child is taking any medication by presenting either a copy of the prescription or a physician's written verification of this fact.

2. A drug testing consent form to be signed by the student and his/her parent/guardian prior to allowing the student to participate in athletics

The consent form shall specify the substances to be tested for and shall clearly indicate that the consent can be withdrawn and that the only consequence for such withdrawal will be that the student will no longer be able to participate in athletics

3. Procedures addressing how students will be selected, how often tests will be conducted, how samples will be collected and transported, and how results will be confirmed

Any student participating in athletics who fails a required drug test shall be disqualified from participating in the athletic activity in accordance with district policy and shall be referred to an assistance program.

At the beginning of each school year, the Superintendent or designee shall conduct an orientation session for students participating in athletics and their parents/guardians, to explain the district's policy and outline the

procedures for drug testing and the consequences if a positive result is obtained.

Legal Reference:

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation

44049 Known or suspected alcohol or controlled substance abuse by student

51262 Use of anabolic steroids; legislative finding and declaration

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

COURT DECISIONS

Brown v. Shasta Union High School District, No. C061972, 2010 WL 3442147 (Cal. App. 3d Sept. 2, 2010)

Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls, (2002) 122 S.Ct. 2559

Vernonia School District v. Acton, (1995) 115 S.Ct. 2385

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

OFFICE OF NATIONAL DRUG CONTROL POLICY PUBLICATIONS

What You Need To Know About Drug Testing in Schools, August 2002

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

National Institute on Drug Abuse: <http://www.nida.nih.gov>

Office of National Drug Control Policy: <http://www.whitehousedrugpolicy.gov>

U.S. Department of Education: <http://www.ed.gov>

(7/03 7/12) 8/13

Policy adopted by Shandon Board of Education: May 9, 2000 Revised: 1/16/2018



SHANDON JOINT UNIFIED SCHOOL DISTRICT

9.7

101 South First Street Box 79, Shandon, CA 93461

Kristina Benson, Superintendent/Principal TELEPHONE: (805) 238-0286 FAX: (805) 238-0777
Board of Trustees: Jennifer Moe, Van Parlet, Nataly Ramirez, Marlene Thomason, Kate Twisselman

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Shandon Joint Unified School District

Person completing this form: Kristina Benson

Title: Superintendent

Quarterly Report Submission Date:
(check one)

☐☐☐☐☒

January - March 2019

April - June 2019

July - September 2019

October - December 2019

Date for information to be reported publicly at governing board meeting: January 14, 2020

Please check the box that applies:

☒

No complaints were filed with any school in the district during the quarter indicated above.

☐

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Kristina Benson

Type or Print Name of District Superintendent

Signature of District Superintendent

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

10.1

AGENDA ITEM TITLE:

Presentation and Approval of the SES Single Plan for Student Achievement 2019-2020

PREPARED BY:

S. Kepins

AGENDA SECTION:

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

SUMMARY:

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students.

RECOMMENDED ACTION:

Shandon Elementary Single School Plan

2019-2020

2018-2019 Goals

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.

- ❖ Actions and strategies for this goal were executed as planned. Even though some matrices are being met or exceeded student performance on the CAASPP is not indicative of benchmark data and student ability.
- ❖ Shandon Elementary had a significant decrease (-12%) in all students who met or exceeded standards in ELA .
- ❖ Students with disabilities who met or exceeded standard in ELA decreased by 5% as measured by CAASPP.
- ❖ Economically disadvantaged students who met or exceeded standard in ELA decreased by 16% as measured by CAASPP.
- ❖ Utilization of Fountas and Pinnell reading intervention and guided reading has positively affected our K-5 students with an increase of 29% of students reading at grade level after a year of instruction.
- ❖ Implementation of reading tutorials for middle school has contributed to 47% (26% in 2018) of middle school students increasing by at least one level on the ELA interim assessment.

2018-2019 Goals

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.

- ❖ Actions and strategies for this goal were executed as planned. Even though some matrices are being met or exceeded student performance on the CAASPP is not indicative of benchmark data and student ability.
- ❖ The percentage of students who met or exceeded standards in math, as measured by CAASPP, increased by 1%.
- ❖ The percentage of students with disabilities, who met or exceeded standards in math, as measured by CAASPP, remained at 0%.
- ❖ The percentage of economically disadvantaged students who met or exceeded standards in math, as measured by CAASPP, decreased by 3%.
- ❖ Implementation of math tutorials for middle school has contributed to 52% (16% in 2018) of middle school students increasing by at least one level on the Math interim assessment.

2018-2019 Goals

Goal 3: Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible while meeting grade level expectations.

- ❖ Action and services for Goal 3 were implemented as planned.
- ❖ 13% of English Learners were redesignated to English Fluent Proficient falling short of our goal of 21%.
- ❖ We exceeded our goal of moving 24% of students up at least 1 band as measured by ELPAC.
- ❖ The percentage of EL students who met or exceeded standard in Math, as measured by CAASPP, increased by 4%.
- ❖ The percentage of EL students who met or exceeded standard in ELA, as measured by CAASPP, decreased by 5%.

2019-2020 Goals and Metric/Indicators

Goal 1: The Percentage of students in grades 3-8 who score as Met or Exceeded Standard will increase by 3% as measured by the 2020 SBAC ELA Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3 rd -8 th grade students who have met or exceeded CAASPP ELA Standards	26%	29%
Percentage of 1 st -8 th grade students reading at grade level as measured by Fountas and Pinnell Running Records	58%	61%
Increase the Percentage of students with disabilities who have met or exceeded CAASPP ELA Standard.	0%	3%
Increase the Percentage of students who are economically disadvantaged who have met or exceeded CAASPP ELA Standard.	37%	40%

2019-2020 Goals and Metric/Indicators

Goal 2: The percentage of students in grades 3-8 who score as Met or Exceeded Standard will increase by 3% as measured by the 2020 SBAC Math Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3 rd -8 th grade students who have met or exceeded CAASPP Math Standards	24%	27%
Increase the Percentage of students with disabilities who have met or exceeded CAASPP Math Standard.	0%	3%
Increase the Percentage of students who are economically disadvantaged who have met or exceeded CAASPP Math Standard.	18%	21%

2019-2020 Goals and Metric/Indicators

Goal 3: Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible while meeting grade level expectations.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of English Learners being redesignated to English Fluent Proficient	13%	16%
Percentage of students moving up at least 1 band as measured by ELPAC	32%	35%
Increase the Percentage of English Language Learner students who have met or exceeded CAASPP Math Standard.	9%	12%
Increase the Percentage of English Language Learner students who have met or exceeded CAASPP ELA Standard.	2%	5%

School Year: 2019-2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Shandon Elementary	40688336043343	1/08/2020	1/14/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

School Wide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Based on staff and stakeholder feedback, experience, educational theory and research on effective practices we are implementing 34 Actions/Services to increase or improve services for all students as described in the District's LCAP. The goals and actions listed below specifically support and enhance LCAP goals and services to effectively meet the educational needs of all students while meeting ESSA requirements. SPSA goals and services specifically support LCAP goal 2: Academic Achievement: Shandon Joint Unified will increase academic achievement for all students so that they are career and college ready. Goals will support the school improving state Dashboard indicators as related to: academic achievement and college and career readiness

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 20, 2019. 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 2019-2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Although there are not blatant resource inequities, English learners students are performing 52.1 points below standard on the California Dashboard regarding CAASPP Mathematics results and 46 points below standard in English Language Arts. English Learners received a color of Orange for ELA as did the overall student population. In mathematics, the overall student population earned a Yellow, whereas English Learners received Orange. Socioeconomically Disadvantaged students are performing 60.1 points below standard on the California Dashboard regarding CAASPP Mathematics results and 36.5 points below standard in English Language Arts. Socioeconomically Disadvantaged students received a color of Orange for ELA as did the overall student population. In mathematics, Socioeconomically Disadvantaged Students received a color of Yellow as did the overall student population. The California School Dashboard did not report data for the following subgroups: Students with Disabilities, White, Pacific Islander, Two or More Races, African American

As no subgroups are performing "At Standard" there is a need to increase student achievement for all students.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal 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 3% as measured by the 2020 SBAC ELA Assessment.

Identified Need

More than 50% of students in grades 3-8 are performing below expectation on standardized assessments. There is a need to increase student achievement for all subgroups in order for them to achieve expected state performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3 rd -8 th grade students who have met or exceeded CAASPP ELA Standards	26%	29%
Percentage of 1 st -8 th grade students reading at grade level as measured by Fountas and Pinnell Running Records	58%	61%
Increase the Percentage of students with disabilities who have met or exceeded CAASPP ELA Standard.	0%	3%
Increase the Percentage of students who are economically disadvantaged who have met or exceeded CAASPP ELA Standard.	37%	40%

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

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

Provide pull out reading intervention instruction through Fountas and Pinnell.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(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 60 minutes per week of differentiated reading intervention for 6th-8th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$8,313

Supplemental and Concentration -0709

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,874

Title I -3010

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,194

Title I - 3010

Strategy/Activity 7

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 ELA grade level expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$22,500

Supplemental and Concentration -0709

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Special Education, Low Socio Economic

Strategy/Activity

Provide access to para-educator support in core content classes as designated by IEP and for at risk youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$14,519

Title I -3010

\$40,718

Special Education- 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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

NA

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Low Socio Economic

Strategy/Activity

Expand Fountas and Pinnell reading intervention and LLI Curriculum to include 5th -8th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000

Supplemental and Concentration -0709

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for this goal were executed as planned. Even though some matrices are being met or exceeded student performance on the CAASPP is not indicative of benchmark data and student ability.

Shandon Elementary had a significant decrease (-12%) in all students who met or exceeded standards in ELA .

Students with disabilities who met or exceeded standard in ELA decreased by 5% as measured by CAASPP.

Economically disadvantaged students who met or exceeded standard in ELA decreased by 16% as measured by CAASPP.

Utilization of Fountas and Pinnell reading intervention and guided reading has positively affected our K-5 students with an increase of 29% of students reading at grade level after a year of instruction.

Implementation of reading tutorials for middle school has contributed to 47% (26% in 2018) of middle school students increasing by at least one level on the ELA interim assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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.

The metrics for this goal will remain the same for the 2019-2020 school year; however, the following Activities have been added to support the school in reaching their objective.

Goal 1, Activity 3: Reading tutorial will be built into every middle school student's schedule to provide continued support to achieve reading goals, comprehension, and fluency.

Goal 1, Activity 6: The district will pay teachers at their curriculum rate to develop test prep questions and materials to help students become fluent in test taking skills and strategies needed for success on standardized tests.

Goal 1, Activity 8: The district will provide an after school program to support working families with homework help and enrichment opportunities.

Goal 1, Activity 11: The district will continue to expand Fountas and Pinnell curriculum through 8th grade so that students are provided a systematic and consistent program.

Goal 2

The percentage of students in grades 3-8 who score as Met or Exceeded Standard will increase by 3% as measured by the 2020 SBAC Math Assessment.

Identified Need

More than 50% of students in grades 3-8 are performing below expectation on standardized assessment. There is a need to increase student achievement for all subgroups in order for them to achieve expected state performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3 rd -8 th grade students who have met or exceeded CAASPP Math Standards	24%	27%
Increase the Percentage of students with disabilities who have met or exceeded CAASPP Math Standard.	0%	3%
Increase the Percentage of students who are economically disadvantaged who have met or exceeded CAASPP Math Standard.	18%	21%

Complete a copy of the Strategy/Activity 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 60 minutes per week of differentiated math intervention for 6th-8th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$8,313

Supplemental and Concentration - 0709

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$3,145

Source(s)

Supplemental and Concentration – 0709

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 in grade K-8 have access standards aligned curriculum and ST Math for supplementary instruction and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$2,074
\$15,000

Source(s)

Title I -3010
Low Performing School Grant

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,194

Title I -3010

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

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

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$22,500

Supplemental and Concentration -0709

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Special Education, Low Socio Economic

Strategy/Activity

Provide access to para-educator support in core content classes as designated by IEP and for at risk youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$14,519

Title I -3010

\$40,718

Special Education - 3310

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for this goal were executed as planned. Even though some matrices are being met or exceeded student performance on the CAASPP is not indicative of benchmark data and student ability.

The percentage of students who met or exceeded standards in math, as measured by CAASPP, increased by 1%.

The percentage of students with disabilities, who met or exceeded standards in math, as measured by CAASPP, remained at 0%.

The percentage of economically disadvantaged students who met or exceeded standards in math, as measured by CAASPP, decreased by 3%.

Implementation of math tutorials for middle school has contributed to 52% (16% in 2018) of middle school students increasing by at least one level on the Math interim assessment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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.

The metrics for this goal will remain the same for the 2019-2020 school year; however, the following Activities have been added to support the school in reaching their objective.

Goal 2, Activity 1: Math tutorial will be built into every middle school student's schedule to provide continued support to achieve numeracy (the ability to problem solve, reason, and analyze information).

Goal 2, Activity 3: ST Math will be added to all K-8 students weekly math curriculum to provide supplementary support and intervention.

Goal 2, Activity 4: The district will pay teachers at their curriculum rate to develop test prep questions and materials to help students become fluent in test taking skills and strategies needed for success on standardized tests.

Goal 2, Activity 6: The district will provide an after school program to support working families with homework help and enrichment opportunities.

Goal 3

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

Identified Need

English Language Learners are not progressing at the same rate as their English Only peers as measured by standardized assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of English Learners being redesignated to English Fluent Proficient	13%	16%
Percentage of students moving up at least 1 band as measured by ELPAC	32%	35%
Increase the Percentage of English Language Learner students who have met or exceeded CAASPP Math Standard.	9%	12%
Increase the Percentage of English Language Learner students who have met or exceeded CAASPP ELA Standard.	2%	5%

Complete a copy of the Strategy/Activity 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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

NA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$15,618

\$28,882

Title III – 4203

Supplemental and Concentration -0709

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

Continue to refine staff implementation of Thinking Maps, "A Path to Proficiency for English Learners."

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0

NA

Annual Review

SPSA Year Reviewed: 2018–19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Action and services for Goal 3 were implemented as planned.

13% of English Learners were redesignated to English Fluent Proficient falling short of our goal of 21%.

We exceeded our goal of moving 24% of students up at least 1 band as measured by ELPAC.

The percentage of EL students who met or exceeded standard in Math, as measured by CAASPP, increased by 4%.

The percentage of EL students who met or exceeded standard in ELA, as measured by CAASPP, decreased by 5%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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.

There are no changes at this time.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 148,878

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 302,325

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A : Targeted Assistance Program	\$55,200
Title II Part A: Teacher Assistance Program	\$10,881
Title III Part A: Language Instruction LEP Students	\$14,858
REAP: Improve the academic achievement of the disadvantaged	\$0

Subtotal of additional federal funds included for this school: \$ 80,939

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
State Lottery	\$11,119
Special Education	\$17,157
Special Education –non risk	\$611
Special Education - preschool	NA
[List state or local program here]	NA

Subtotal of state or local funds included for this school: \$ 28,887

Total of federal, state, and/or local funds for this school: \$ 109,826

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. 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).
- F. 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
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

SHANDON JOINT UNIFIED SCHOOL DISTRICT 10.2

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Presentation and Approval of the SHS Single Plan for Student Achievement 2019-2020

PREPARED BY:

K. Benson

AGENDA SECTION:

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

SUMMARY:

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students.

RECOMMENDED ACTION:

School Year: **2019-2020**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Shandon High School	40-4037008	01/08/2020	01/14/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of the School Plan for Student Achievement (SPSA) is to coordinate all educational services at each school site. The SPSA addresses how funds provided to the school, both schoolwide programs and Comprehensive Support and Improvement (CSI), will be used to improve academic, social-emotional and behavioral outcomes for all students.

The SPSA is developed annually and reviewed and approved by the School Site Council (SSC) and the Shandon Joint Unified Board of Education. The goals of the SPSA are aligned with the Local Control Accountability Plan (LCAP).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA has been directly aligned with the LCAP to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence-based interventions and assuring all state indicators are addressed, including student performance against state-determined long term goals. It has been identified that no resource inequities exist.

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 plan was reviewed with certificated and classified staff on December 11, 2019. 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 2019-2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As no subgroups are all performing "At Standard" there is a need to increase student achievement for all students.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

The percentage of students in grade 11 who score as Met or Exceeded Standard will increase by 3% as measured by the 2019 SBAC ELA Assessment.

Identified Need

More than 35% of students in grade 11 are performing below expectation on standardized assessments. There is a need to increase student achievement for all subgroups in order for them to achieve expected state performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 11th grade students who have Met or Exceeded CAASPP ELA Standards	61%	64%
Percentage of 11th grade students with disabilities who have Met or Exceeded CAASPP ELA Standards	No data reported	3%
Percentage of 11th grade students who are economically disadvantaged who have Met or Exceeded CAASPP ELA Standards	65%	68%

Complete a copy of the Strategy/Activity 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 11th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 0

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 60 minutes per week of differentiated reading intervention for grade 11.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$16,476

General Fund

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 peer coaching to improve reading instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 0

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

All students have access to standards aligned curriculum and supplementary ELA instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,117.67

Lottery - 6300

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

ELA grade 11 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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$181

Title I - 3010

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

Provide after school tutoring and homework support to supplement ELA instruction outside of the regular school day, including summer school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2875

Title I - 3010

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$32,885	Special Education - 3310

Annual Review

SPSA Year Reviewed: 2018-2019

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for this goal were executed as planned. Even though some matrices are being met or exceeded, performance on the CAASPP could be improved.

Shandon High School had a significant increase (+32%) in all students who met or exceeded standards in ELA.

Economically disadvantaged students how met or exceeded standard in ELA also increased (+51%) as measured by CAASPP.

Realizing that the cohort of grade 11 students is very small in comparison to state standards, there is great volatility in the scores each year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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.

The metrics for this goal will remain the same for the 2019-2020 school year; however, the following activities have been added to support the school in reaching their objective:

Goal 1, Activity 5: The District will pay teachers at their curriculum rate to develop test prep questions and materials to help students become fluent in test taking skills and strategies needed for success on standardized tests.

Goal 2

The percentage of students in grade 11 who score as Met or Exceeded Standard will increase by 3% as measured by the 2019 SBAC Math Assessment.

Identified Need

More than 75% of students in grade 11 are performing below expectation on standardized assessments. There is a need to increase student achievement for all subgroups in order for them to achieve expected state performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of 11 grade students who have Met or Exceeded CAASPP Math Standards	25%	28%
Percentage of 11 grade students with disabilities who have Met or Exceeded CAASPP Math Standards	No data reported	3%
Percentage of 11 grade students who are economically disadvantaged who have Met or Exceeded CAASPP Math Standards	25%	28%

Complete a copy of the Strategy/Activity 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 60 minutes per week of differentiated math intervention for the 11th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 0

General Fund

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

Math grade 11 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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$181

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)

Low Socio-Economic

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$2,875

Title I - 3010

Strategy/Activity 4

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$32,885

Special Education - 3310

Annual Review

SPSA Year Reviewed: 2018-2019

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for this goal were executed as planned. Even though some matrices are being met or exceeded, performance on the CAASPP could be improved.

Shandon High School had an increase (+3%) in all students who met or exceeded standards in Math.

Economically disadvantaged students now met or exceeded standard in Math showed no growth (0% change) as measured by CAASPP.

Realizing that the cohort of grade 11 students is very small in comparison to state standards, there is great volatility in the scores each year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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.

The metrics for this goal will remain the same for the 2019-2020 school year; however, the following activities have been added to support the school in reaching their objective:

Goal 2, Activity 2: The District will pay teachers at their curriculum rate to develop test preparation questions and materials to help students become fluent in test taking skills and strategies needed for success on standardized tests.

Goal 3

The number of suspensions for vaping-related offenses will decrease by 20% as measured by suspensions reported in CALPADS.

Identified Need

During the 2018-19 year, 6% of white males were suspended for vaping-related offenses. There is a need to reduce the number of all students vaping on campus as well as those found to have vaping-related paraphernalia in their possession. Vaping-related offenses are a violation of California Education Code as well as being a significant health and safety concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of total students suspended for vaping related offenses.	6%	4%
Percentage of students with disabilities who have been suspended for vaping related offenses.	No data reported	
Percentage of students who are economically disadvantaged who have been suspended for vaping related offenses.	80% of the students who were suspended for vaping-related offenses.	60%

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 access to two Thrive! Counselors two days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$56,335

3182-CSI

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 Students

Strategy/Activity

Provide access to one on one counseling and drug rehabilitation program strategies through two Thrive! Counselors two days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$18,785

3182-CSI

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

Specialized Training for school counselor in the areas of substance abuse, positive decision making and trauma informed care.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$438

3182-CSI

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

Installation of monitoring cameras and devices to capture errant behavior on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$13,300

3182-CSI

Annual Review

SPSA Year Reviewed: 2018-2019

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for this goal are new – first year of implementation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

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.

NA

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$148,878

Total Federal Funds Provided to the School from the LEA for CSI

\$ 172,442

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 178,334

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A-3010	\$1,206.00
Special Education-3310	\$33,399
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school: \$34,605

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
State Lottery-6300	\$4,447
General Fund-0000	\$16,476
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school: \$20,923

Total of federal, state, and/or local funds for this school: \$55,528

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total

allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. 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).
- F. 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
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.3

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Discussion and Approval of CMAS Request for Offer (RFO) SJUSD E-Rate Year 23 (2020/2021)

PREPARED BY:

K. Benson

AGENDA SECTION:

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

SUMMARY:

For the 2020/2021 school year we are entitled to request networking hardgoods through the E-Rate process. In the upcoming year, we are requesting to go out to bid for additional and upgraded wireless access points which will increase our bandwidth and speed when students and teachers are on the network. Upgraded units will allow for more access per access point.

RECOMMENDED ACTION:

CMAS REQUEST FOR OFFER (RFO)
Shandon Joint Unified School District
E-RATE YEAR 23 (2020/2021)
Service Provider Criteria and Contract Requirements

CMAS Requirements

All Service Providers responding to the posted Form 470 are to be listed as California Multiple Awards Schedule (CMAS) Service Providers unless expressly noted otherwise in the quote or Applicant's Scope of Work (SOW).

Public Contract Code (PCC) Sections 10290 et seq. and 12101.5 include approval for local government agencies to use CMAS for acquisition of information technology and non-information technology products and services.

A local government agency is any city, county, city and county, district, or other local governmental body or corporation, including the California State Universities (CSU) and University of California (UC) systems, K-12 schools and community colleges empowered to expend public funds.

In addition to the requirements outlined in this RFO, service providers may be subject to additional requirements as outlined in the CMAS Local Government Agency Guide (March 2010 edition) located at:

<http://www.documents.dgs.ca.gov/pd/cmas/LocalGovtAgencyPacketMarch10.pdf>

It is the responsibility for service providers to familiarize themselves with CMAS requirements.

Service Provider must provide a Bill of Materials for each school site separately.

E-RATE SUPPLEMENTAL TERMS AND CONDITIONS

Signed copy to be returned with bid response.

The Telecommunications Act of 1996 established a fund by which Schools and Libraries across the Country could access discounts on eligible telecommunications products and services. The program is commonly known as the E-rate Program. The eligibility for discounts on internet access, telecommunications products and services, internal connection products, services and maintenance is determined by the Federal Communications Commission (FCC). Funding is made available upon application approval by the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC), which was established by the Act. The amount of discount is based on the numbers of students receiving free and reduced price meals.

1) E-RATE CONTINGENCY

The project herein [is/may be] contingent upon the approval of funding from the Universal Service Fund's Schools and Libraries Program, otherwise known as E-rate. Even after award of contract(s) and/or E-rate funding approval is obtained, the District may or may not proceed with the project, in whole or in part. Execution of the project, in whole or in part, is solely at the discretion of the District.

2) SERVICE PROVIDER REQUIREMENTS

The District expects Service Providers to make themselves thoroughly familiar with any rules or regulations regarding the E-rate program.

- a. Service Providers are required to be in full compliance with all current requirements and future requirements issued by the SLD throughout the contractual period of any contract entered into as a result of this RFP.
- b. Service Providers are responsible for providing a valid SPIN (Service Provider Identification Number). More information about obtaining a SPIN may be found at this website:
<https://www.usac.org/e-rate/service-providers/step-1-obtain-a-spin/>
- c. Service Providers are responsible for providing a valid Federal Communications Commission (FCC) Registration Number (FRN) at the time the bid is submitted. More information about obtaining an FRN may be found at this website:
<https://fjallfoss.fcc.gov/coresWeb/publicHome.do>
- d. Service Providers are responsible for providing evidence of FCC Green Light Status at the time the bid is submitted. Any potential bidder found to be in Red Light Status must provide an explanation of the steps it is undertaking to be removed to Red Light Status and the expected timeframe for resolution. A Service Provider's sustained Red Light Status may be grounds for contract termination as it could prohibit the Service Provider from providing E-rate discounts in a timely manner which would cause harm to the Applicant. More information about FCC Red and Green Light Status may be found at this website:
http://www.fcc.gov/debt_collection/welcome.html

- e. Products and services must be delivered before billing can commence. At no time may the Service Provider invoice before July 1, 2020.
- f. Prices must be held firm for the duration of the associated E-rate Funding Year(s) or until all work associated with the project is complete (including any contract and USAC approved extensions).
- g. Goods and services provided shall be clearly designated as "E-rate Eligible". Non-eligible goods and services shall be clearly called out as 100% non-eligible or shall be "cost allocated" to show the percentage of eligible costs per SLD guidelines.
- h. Within one (1) week of award, the awarded Service Provider must provide the District a bill of materials using a completed USAC "Item 21 Template". Subsequent schedules of values and invoices for each site must match Item 21 Attachment or subsequent service substitutions. A summary sheet must also be provided to provide the cumulative amount for all sites.**
- i. In the event of questions during an E-rate pre-commitment review, post-commitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.
- j. The awarded Service Provider is required to send copies of all forms and invoices to the District prior to invoicing USAC for pre-approval. Failure to comply with this requirement may result in the District placing the vendor on an "Invoice Check" with the USAC <https://www.usac.org/e-rate/applicant-process/invoicing/invoice-check/>
- k. Services providers must comply with the FCC rules for Lowest Corresponding Price ("LCP"). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>

3) SERVICE PROVIDER ACKNOWLEDGEMENTS

- a. The Service Provider acknowledges that no change in the products and/or services specified in this document will be allowed without prior written approval from the district and a USAC service substitution approval with the exception of a Global Service Substitutions.
- b. The Service Provider acknowledges that all pricing and technology infrastructure information in its bid shall be considered as public and non-confidential pursuant to §54.504 (2)(i)(ii).
- c. The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Further details on LCP may be obtained at USAC's website: <https://www.usac.org/e-rate/service-providers/step-2-responding-to-bids/lowest-corresponding-price/>. Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.

- d. BIDDERS are required to comply with the FCC's Lowest Corresponding Price ("LCP") Requirement for all equipment and Services. BIDDER acknowledges that BIDDER is solely responsible to comply with LCP requirements. To the extent that USAC finds an LCP violation and reduces the E-rate Funding, BIDDER agrees that it will not hold the DISTRICT liable for any shortfall in E-rate funding and will be responsible for any ensuing appeals, COMADS and/or RIDFS.
- e. The Service Provider attests that its offer does not violate the FCC's REPORT AND ORDER, FURTHER NOTICE OF PROPOSED RULEMAKING, AND ORDER in the matter of "Protecting Against National Security Threats to the Communications Supply Chain Through FCC Programs" (FCC 19-121, adopted November 22, 2019, released November 26, 2019) and provisions contained in the Order and any subsequent Orders related to the FNPRM referenced in FCC 19-121. FCC 19-121 can be viewed at <https://docs.fcc.gov/public/attachments/FCC-19-121A1.pdf>
- f. This offer is in full compliance with USAC's Free Services Advisory <https://www.usac.org/e-rate/applicant-process/competitive-bidding/free-services-advisory/>. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.

4) STARTING SERVICES/ADVANCE INSTALLATION – Category 1 Services

The annual E-rate Funding Year begins on July 1 and expires on June 30 of each calendar year. Regardless of the contract "effective date", E-rate eligible goods and/or services requested in this RFP shall be delivered no earlier than the start of the 2020 funding year (July 1, 2020). If Category 1 services (Telecommunication Services and Internet access) will begin on or shortly after July 1 of a funding year, the service provider, in some cases, may need to undertake some construction and installation work prior to the beginning of that funding year. Within the limitations indicated below, the infrastructure costs of a service provider can be deemed to be delivered at the same time that the associated Category 1 services begin. That is, if services begin on July 1, then the delivery of service provider infrastructure necessary for those services can be considered as also delivered on July 1. However, NO INVOICING can take place prior to July 1 of the associated Funding Year.

EARLY FUNDING CONDITIONS

Category 1

There are four conditions that must be met in order for USAC to provide support in a funding year for Category 1 infrastructure costs incurred prior to that funding year.

- *Initiation of installation cannot take place before selection of the service provider pursuant to a posted Form 470 and in any event no earlier than six months prior to July 1 of the funding year.*
- *The Category 1 service must depend on the installation of the infrastructure.*
- *The underlying Category 1 service cannot have a service start date prior to July 1 of the funding year.*
- *No invoices can be submitted to USAC for reimbursement prior to July 1 of the funding year.*

For more information, please refer to the FCC Order involving the Nassau County Board of Cooperative Educational Services (DA 02-3365 ■, released December 6, 2002). This FCC decision only applies to Priority 1 services (telecommunications services and Internet access).

The complete text can be found at the following URL:

<https://www.usac.org/e-rate/applicant-process/starting-services/advance-installation/>

Category 2

There is one condition that allows USAC to provide support in a funding year for Category 2 installation costs incurred prior to that funding year.

- *We also amend our rules for category two non-recurring services to permit applicants to seek support for category two eligible services purchased on or after April 1, three months prior to the start of funding year on July 1. This will provide schools with the flexibility to purchase equipment in preparation for the summer recess and provide the maximum amount of time during the summer to install these critical networks.*

For more information, please refer to the FCC Report and Order and Further Notice of Proposed Rulemaking (FCC 14-99 ■, released July 23, 2014). This FCC decision only applies to Category 2 services (Internal Connections).

However, NO INVOICING can take place prior to July 1 of the funding year.

5) INVOICING

- a. The Service Provider agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from USAC via the Form 474 Service Provider Invoice (SPI). The District will only be responsible for paying its non-discounted share of costs and does not intend to use the BEAR process (Form 472). The maximum percentage the District will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a Funding Commitment Decision Letter from the SLD and submission, certification and USAC approval of Form 486, the District shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the District decide that it is in the best interest of the District to file a Form 472, the District will inform the Service Provider of its intent.
- b. All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the District will only be responsible for paying its non-discounted share.

6) FCC/SLD AUDITABILITY

The E-rate program requires that all records be retained for at least ten (10) years from the last date of service provided on a particular funding request. Respondent hereby agrees to retain all books, records, and other documents relative to any Agreement resulting from this RFP for ten (10) years after final payment. The District, its authorized agents, and/or auditors reserves the right to perform or have performed an audit of the records of the Respondent and therefore shall have full access to and the right to examine any of said materials within a reasonable period of time during said period.

7) PROCUREMENT OF ADDITIONAL GOODS AND/OR SERVICES/COTERMINOUS EXPIRATION

During the term of any Agreement resulting from this RFP, the District may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the District's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The District shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

I, the undersigned, as an authorized agent of _____ (Service Provider Name), hereby certify that I have read the E-rate Supplemental Terms and Conditions, am fully compliant and intend to cooperate with the E-rate process as outlined above.

Signature: _____ **Title:** _____

Phone Number: _____ **Email:** _____

Service Provider Name: _____

Prospective Service Providers will be required to submit the following:

Three (3) references describing Service Provider's portfolio experience with comparable projects within a K-12 customer market; Provider's appropriate CMAS Contract(s) cover page(s); Service Provider's SPIN number; and Service Provider's FCC Registration Number (FRN). Failure by Service Provider to supply these documents shall be considered grounds for disqualification.

Service Provider must meet the following qualifications to be considered for award. Documentation regarding the following qualifications MUST be included in the Service Provider's proposal. Non-inclusion of applicable documents is basis for disqualification.

1. When providing electronic equipment quotes for switches/hubs/routers, Service Provider must have at least 1 Certified Engineer or equivalent on staff.
2. When providing cable work, Service Provider must be RCDD certified.
3. When providing cable work, Service Provider must provide as-built diagrams in electronic and paper copy formats, and cable test results within 45 days of completion of work.
4. If providing cabling work, Service Provider and its subcontractors must have **C-7 or C-10** License and maintain compliance with all required State of California Public Works/Prevailing Wage requirements.
5. If requested by the Applicant, Service Provider must be willing to have employees fingerprinted.
6. All product pricing provided for Form 471 purposes must be functional equivalent or better, once the Applicant has received USAC approval for purchase.
7. Service Provider shall provide with its quote the complete CMAS contract pages, including all pages that show the goods and/or services in Service Provider's quotation submittal. Said products shall be clearly highlighted for ease of identification.
8. Service Provider shall provide references for staff to be associated with project work and implementation.
9. Service Provider shall provide **three (3)** original RFP Responses; **three (3)** complete copies of the CMAS Contract; and **one (1)** Digital Copy of the RFP submittal, including the summary sheet.

Right to Reject Any and All Quotes

The Applicant reserves the right to reject any or all quotation submittals and to waive any informalities or regularities. The Service Provider's quotation submission is recognition of this right.

In addition, the Applicant reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-Rate approval.

Evaluation Criteria

Shandon Joint Unified School District, in compliance with Federal Communications Commission (FCC) rules, will award to the vendor(s) providing the most cost-effective service offering. Per the Sixth Report and Order, FCC 10-175, FCC rules dictate the following:

§ 54.503 (c)(2)(vii) *All bids submitted for eligible products and services will be carefully considered, with price being the primary factor, and the bid selected will be for the most cost-effective service offering consistent with § 54.511.*

§ 54.511 Ordering Services (a) *Selecting a provider of eligible services. In selecting a provider of eligible services, schools, libraries, library consortia, and consortia including any of those entities shall carefully consider all bids submitted and must select the most cost-effective service offering. In determining which service offering is the most cost-effective, entities may consider relevant factors other than the pre-discount prices submitted by providers, but price should be the primary factor considered.*

Therefore, Shandon Joint Unified School District may consider factors other than price alone in the consideration of bids; price for E-rate eligible goods and services will be the primary factor considered.

Evaluation Criteria

Price is the most heavily weighted factor in selecting the awarded Service Provider	40%
Ability to deliver services within desired timeframe	15%
Understanding of needs	15%
Past successful E-Rate experience	15%
Completeness of response	15%
TOTAL: 100%	

Trade Names and Alternatives

For convenience in designation on the plans or in the specifications, certain articles or materials to be incorporated in the work may be designated under a trade name or in the name of a manufacturer. Whenever in specifications any materials, process, or article is indicated or specified by grade, patent, or proprietary name or by name of manufacturer, such specification shall be deemed to be used for the purpose of facilitating description of material, process or article desired and shall be deemed to be followed by the words "or equal," and service provider may, unless otherwise stated, offer any material, process or article which shall be substantially equal or better in every respect to that so indicated or specified. If material, process or article offered by service provider is not, in opinion of the District, substantially equal or better in every respect to that specified, then service provider shall furnish material, process or article specified. Burden of proof as to equality of any material, process or article shall rest with service provider. Service Provider shall submit request together with substantiating data for substitution of any "or equal" item within the sealed bid packet at the closing of bids. Provision authorizing submission of "or equal" justification data shall not in any way authorize an extension of time for performance of this contract.

Submission Instructions

Service Provider shall provide **three (3)** original RFP Responses; **three (3)** complete copies of the CMAS Contract; and **one (1)** Digital Copy of the RFP submittal, including the summary sheet. Any questions regarding RFP shall be submitted in writing to the Form 470 contact contained herein. Email inquiries are acceptable. The District will not respond to phone call inquiries.

E-mail inquiries are to be sent to the following individual:

Andrew Alsup

ajalsup@shandonschools.org

Last day to ask questions: December 18, 2019 AT 10:00 AM

All RFO responses must be submitted **BY JANUARY 13th, 2020, NO LATER THAN 10:00 AM (PST)** to the contact information contained herein:

Shandon Joint Unified School District
ATTN: Andrew Alsup
101 South First Street
Shandon, CA 93461

RESPONSE TIMELINE

DEADLINES AND PROJECT TIME-FRAME	
RFP ISSUED AND POSTED:	12/12/2019
DEADLINE FOR SUBMISSION OF QUESTIONS:	12/18/2019 AT 10:00 A.M.
PROPOSALS DUE:	01/13/2020 AT 10:00 A.M.
PROJECT START DATE:	PENDING BOARD APPROVAL

CMAS REQUEST FOR OFFER (RFO)
Shandon Joint Unified School District
E-RATE YEAR 23 (2020/2021)

PROJECT SPECIFICATIONS
Wireless Access Points

The Goal: To provide qualified vendors with the necessary information and specifications to allow them to respond with a solution that they determine will best meet the requirements. Shandon Joint Unified School District is looking to replace and upgrade wireless access points. The proposed solution must include a complete bill of materials, applicable sales tax, applicable shipping costs, and any E-Rate ineligible costs. Shandon is NOT looking for installation of any equipment.

ALL BILL OF MATERIALS AND ITEM 21S MUST BE SEPARATED OUT BY SCHOOL SITE

Minimum Technical requirements

In addition to the requirements listed above, the network switch equipment included in the proposals needs to at least meet the following minimum requirements:

- POE and POE+ Ready
- IPv4 & IPv6 ready/compliant

Minimum Hardware Specifications:

Shandon Joint Unified School District has standardized on Cisco Meraki Wireless Access Points throughout the district. The district is willing to accept bids from alternative manufacturers as long as they meet or exceed the current district standard and meet any other technical requirements listed below. Please see the "Trade Names and Alternatives" in this RFO for further information.

**Shandon Joint Unified School District Wireless Access Point (WAP)
Specification**

- Cisco Meraki WAP MR-55 or equivalent with Wi-Fi 6 (802.11ax) and Multi-Gigabit Ethernet with 4 radios
- Cisco Meraki MR-55 5-year cloud controller license or equivalent

Schools and Quantities

School #1: Shandon Elementary School

301 South First Street, Shandon, CA. 93461

805.238.0286

Wireless Access Point Specification: quantity 3

Licenses: quantity 3

School #2: Shandon High School

101 South First Street, Shandon, CA 93461

805.238.0286

Wireless Access Point Specification: quantity 2

Licenses: quantity 2

School #3: Parkfield Elementary School

70585 Parkfield Coalinga Road, Parkfield, CA 93451

805.238.0286

Wireless Access Point Specification: quantity 8

Licenses: quantity 8

SITE 1: SHANDON ELEMENTARY SCHOOL
DISTRICT CONTACT: ANDREW ALSUP
RFQ NO: WAP 2020-2021
EMAIL: ajalsup@shandonschools.org
DUE DATE: JANUARY 13, 2020 10:00 AM PST

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SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.4

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Approval of School Accountability Report Card for SHS, SES, PES (SARC)

PREPARED BY:

Kristina Benson

AGENDA SECTION:

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

SUMMARY:

California public & nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.

RECOMMENDED ACTION:

Approval

School Accountability Report Card **Reported Using Data from the 2018—19 School Year** **California Department of Education**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Shandon Joint Unified
Phone Number	(805) 238-0286
Superintendent	Kristina Benson
Email Address	kbenson@shandonschools.org
Website	www.shandonschools.org

School Contact Information (School Year 2019—20)	
School Name	Shandon High
Street	101 South First St.
City, State, Zip	Shandon, Ca, 93461-0079
Phone Number	805-238-0286
Principal	Ms. Kristina Louise Benson, Principal
Email Address	kbenson@shandonschools.org
Website	www.shandonschools.org
County-District-School (CDS) Code	40688334037008

Last updated: 1/8/2020

School Description and Mission Statement (School Year 2019—20)

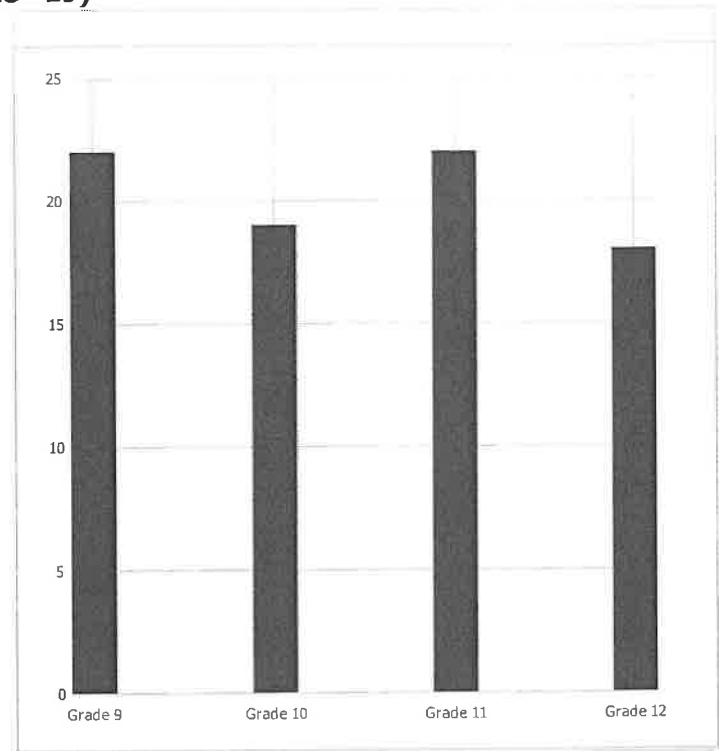
Shandon High School serves a large rural portion of Northern San Luis Obispo County and Southern Monterey County. The School is a comprehensive 9th through 12th grade high school. Shandon is a district composed of three schools: Shandon Elementary (K-8), Parkfield Elementary School (one-room K-6 school), and Shandon High School (9-12). The demographics of Shandon High School reflect the socioeconomic levels in the community. Many of the families in the Shandon area are engaged in agricultural production such as farm and ranch operators, farm laborers, and migrant farm workers. The High School's unique feature is its relatively small size.

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

Last updated: 1/8/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	22
Grade 10	19
Grade 11	22
Grade 12	18
Total Enrollment	81



Last updated: 1/8/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	76.50 %
Native Hawaiian or Pacific Islander	%
White	23.50 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.70 %
English Learners	37.00 %
Students with Disabilities	17.30 %
Foster Youth	%
Homeless	21.00 %

A. Conditions of Learning

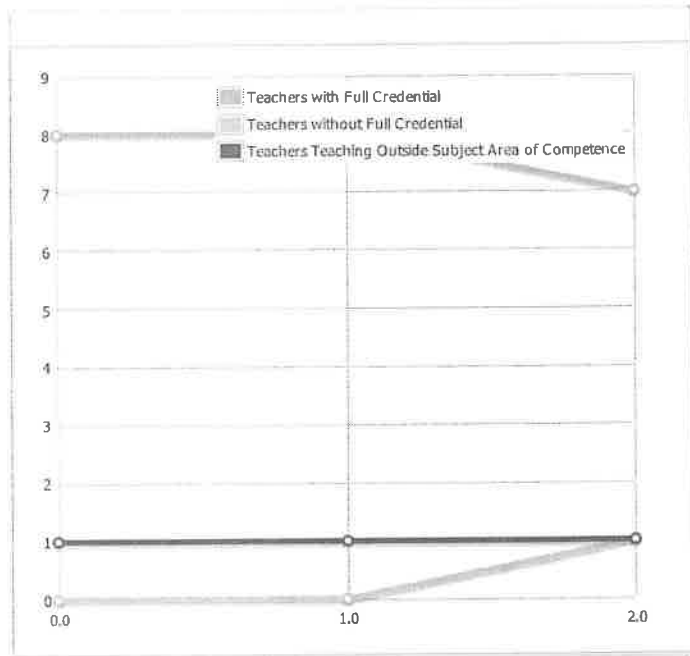
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

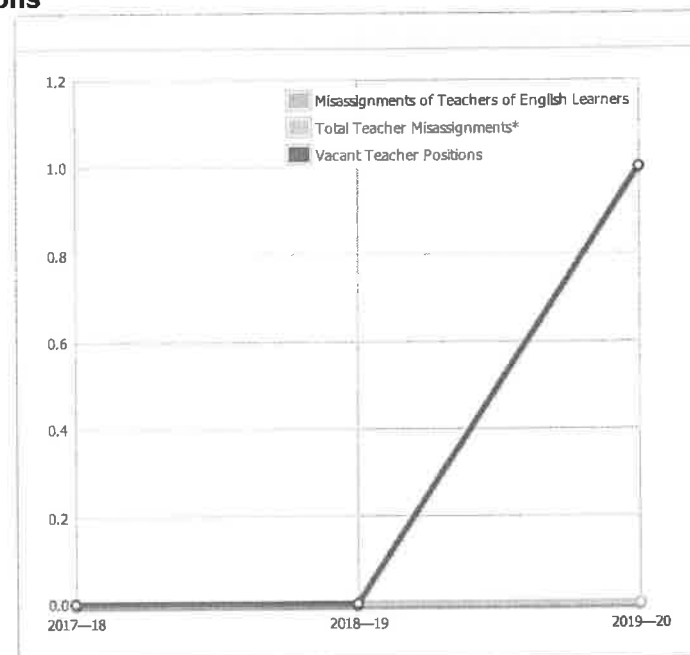
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	8	8	7	20
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	4



Last updated: 1/6/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language		Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/6/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2019

Overall Rating	Good
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Last updated: 1/6/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	29.0%	61.0%	36.0%	32.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	22.0%	21.0%	25.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/6/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	23	100.00%	0.00%	60.87%
Male	15	15	100.00%	0.00%	53.33%
Female	--	--	--	--	
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	17	17	100.00%	0.00%	58.82%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	65.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	23	100.00%	0.00%	21.74%
Male	15	15	100.00%	0.00%	13.33%
Female	--	--	--	--	
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	17	17	100.00%	0.00%	29.41%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	20	20	100.00%	0.00%	25.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/6/2020

Career Technical Education (CTE) Programs (School Year 2018–19)

Shandon High School offers Career Technical Education (CTE) primarily through the Agriculture education program to students in grades nine through twelve, and in the two basic pathways of agriculture science and agriculture mechanics. The courses in these pathways are aligned with the state instructional standards. Through participation in the new CTE grants for the 2017–18 school year, three more CTE pathways will be offered; Technology, Ornamental Horticulture and Culinary Arts.

The CTE pathway of agriculture science consist of courses that can be used to fulfill the graduation requirement in science. All grade ninth grade students are enrolled in the course of Agriculture Science I, which introduces them to plant and animal science and the Future Farmers of America (FFA) program in a hands-on laboratory format, and can be used to fulfill the laboratory science graduation requirement. Students in grade ten take Agriculture Biology, grades 11 or 12 can take Agriculture Chemistry; both of which fulfill the "d" admission requirement in laboratory science for the University of California and the California State University. Students in grade ten, eleven, and twelve may take the pathway's three CTE completer courses of ROP Nursery Greenhouse, ROP Landscape Maintenance or the advanced plant and animal science course of Agriculture Science III-IV.

Courses in the CTE pathway of agriculture mechanics can be used to fulfill the graduation requirements for electives. Students in grade nine may enroll in the course of Beginning Agriculture Mechanics, the completion of which is recommended before taking Beginning Agriculture welding that is available in grade ten. The completion of Beginning Agriculture Welding is a required prerequisite before students in grades eleven or twelve may be enrolled in the pathway's CTE course of Agriculture Construction, which teaches advanced skills in welding and wood construction.

In addition to the courses stated above, the Agriculture department offers one other course in Career Technical Education. The Agriculture Leadership courses is an elective that teaches leadership skills to students in FFA and other qualified students in grades ten through twelve, as well as providing organizational guidance for FFA and other school agriculture activities.

Students at Shandon High School are provided equitable access to our Career Technical Education program. The school counselor annually provides information to students about CTE courses during the spring courses registration process in the form of counseling presentations, the student registration booklet and individual walk-in counseling session. At the beginning of grade nine, the school counselor guides all student in the creation of a four-year plan that is maintained by the counselor and annually updated with students. Students are encouraged to complete appropriate courses to meet requirements for graduation as well as postsecondary career goals that include college admission and vocational preparation. As part of their English course curriculum, students in grade ten complete a career research paper on an occupation selected by the student, with guidance from their instructor, the librarian, and the school counselor. By the spring of grade twelve, all students must complete the job shadow graduation requirement, which requires a report of a job-site interview of a person working in a career of interest.

Beginning with the 2018-2019 school year, 100% of freshmen students enrolled in Success 100, a dual enrollment career/college planning course offered through Cuesta College.

Last updated: 1/9/2020

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	85
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.40%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.30%

Last updated: 1/6/2020

2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission

100.00%

2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission

20.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	19.00%	9.50%	0.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are an integral part of Shandon High School. Parents are encouraged to participate in parent organizations and activities throughout the school year.

Parent organizations include:

School Site Council

District English language Advisory Committee (DELAC)

FFA Advisory Group

The school web site, <http://www.shandonschools.org>, is a resource for parents as it includes the most current calendar information on events or programs.

Shandon High School has a high percentage of students with Spanish-speaking parents, and a bilingual clerk who is fluent in Spanish is available to interpret and translate for school needs including parent conferences, disciplinary matters, messages to teachers and all other school related needs.

State Priority: Pupil Engagement

Last updated: 1/8/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

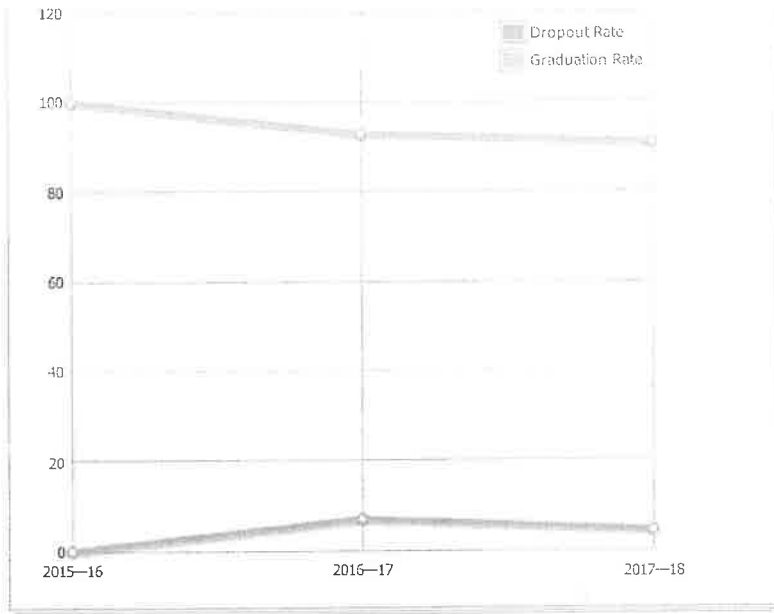
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	100.00%	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	7.10%	4.50%	7.10%	4.50%	9.10%	9.60%
Graduation Rate	92.90%	90.90%	92.90%	90.90%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/6/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	8.30%	10.20%	4.50%	5.00%	4.20%	2.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/6/2020

School Safety Plan (School Year 2019—20)

There is a district-wide Safe Plan that is evaluated and updated annually in accordance with Senate Bill 187 (SB 187). Safety procedures are reviewed with school and district staff at the beginning of every school year. The plan was last updated and reviewed with school staff in the 2018.

Key elements of the safety plan include bell signals, emergency phone numbers and radio stations, psychological survival, emergency action plans for cases of severe weather, fallen aircraft, bomb threats, chemical incident, explosion or threat of explosion, fire, earthquake, or hostile actions. School emergency teams are in place, as is a disaster response plan. The district safety committee meets the first Tuesday of each month. Fire drills are held each semester and regular emergency/disaster drills are scheduled.

The district has provided a safe environment that is conducive to student learning. The District has been active in ensuring safety for students and staff by establishing a "Conduct Policy" regarding weapons and drugs.

Shandon High School is a closed campus. Parents and visitors are welcome but, required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. Staff and students are watchful of persons without the proper identification and are quick to report them to the office. Employees supervise students and school grounds to ensure a safe and orderly environment during lunch as well as before and after school. The campus is fully fenced, and there are alarms in the classrooms. An intercom system throughout the campus provides for communication both indoors and outdoors in case of an emergency. A Sheriff's Resource Officer is on campus daily providing a quick response time when needed.

Last updated: 1/9/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	7.00	15		
Mathematics	8.00	6		
Science	1.00	5		
Social Science	12.00	4	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	10.00	8		
Mathematics	13.00	5	1	
Science	11.00	1		
Social Science	11.00	5	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	11.00	8		
Mathematics	9.00	8		
Science	7.00	1		
Social Science	15.00	4		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	80.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0.50
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$59913.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/6/2020

Types of Services Funded (Fiscal Year 2018—19)

All school sites benefit from district-wide resources such as instructional materials, lottery, routine maintenance, safety and other funding. Some of the special funding sources supporting student programs include:

Title I (NCLB)

Title II - Teacher Quality

Title III - Consortium

Carl Perkins Grant (Voc-Ag)

CTEIG (Voc-Ag)

Special Education

Economic Impact Aide

Comprehensive School Improvement Grant

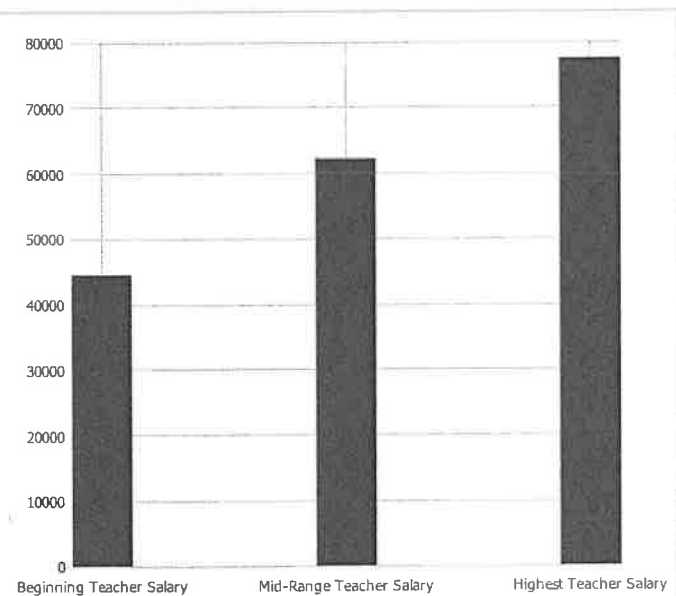
Last updated: 1/6/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

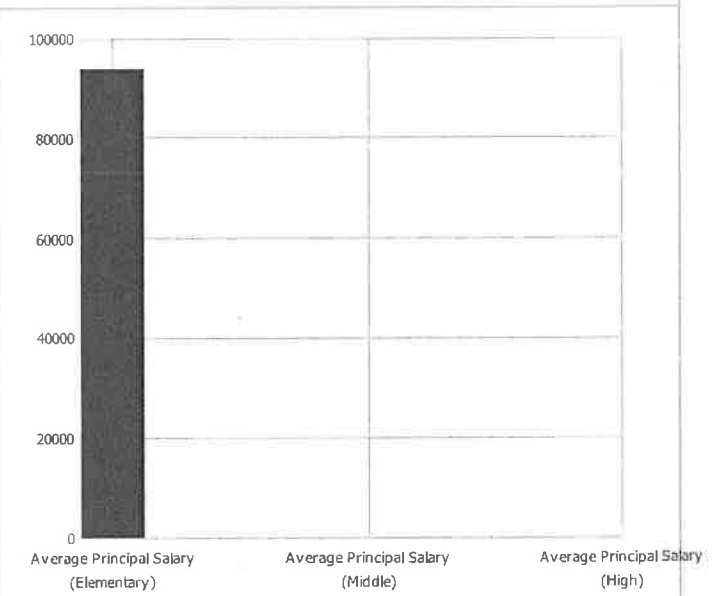
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,609	\$43,574
Mid-Range Teacher Salary	\$62,283	\$63,243
Highest Teacher Salary	\$77,547	\$86,896
Average Principal Salary (Elementary)	\$93,982	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$123,000	\$136,125
Percent of Budget for Teacher Salaries	29.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/6/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/6/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/7/2020

Shandon Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mrs. Shannon Kepins, Principal

 Principal, Shandon Elementary

About Our School

Contact

*Shandon Elementary
301 South First St.
Shandon, CA 93461-0049*

*Phone: 805-238-1782
Email: skepins@shandonschools.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Shandon Joint Unified
Phone Number	(805) 238-0286
Superintendent	Kristina Benson
Email Address	kbenson@shandonschools.org
Website	www.shandonschools.org

School Contact Information (School Year 2019—20)	
School Name	Shandon Elementary
Street	301 South First St.
City, State, Zip	Shandon, Ca, 93461-0049
Phone Number	805-238-1782
Principal	Mrs. Shannon Kepins, Principal
Email Address	skepins@shandonschools.org
Website	www.shandonschools.org
County-District-School (CDS) Code	40688336043343

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019–20)

Shandon Elementary School serves a large rural portion of Northern San Luis Obispo County and Southern Monterey County. The School is a TK through 8th grade high school. Shandon is a district composed of three schools: Shandon Elementary (K-8), Parkfield Elementary School (one-room K-6 school), and Shandon High School (9-12). The demographics of Shandon Elementary School reflect the socioeconomic levels in the community. Many of the families in the Shandon area are engaged in agricultural production such as farm and ranch operators, farm laborers, and migrant farm workers. The Elementary School's unique feature is its relatively small size.

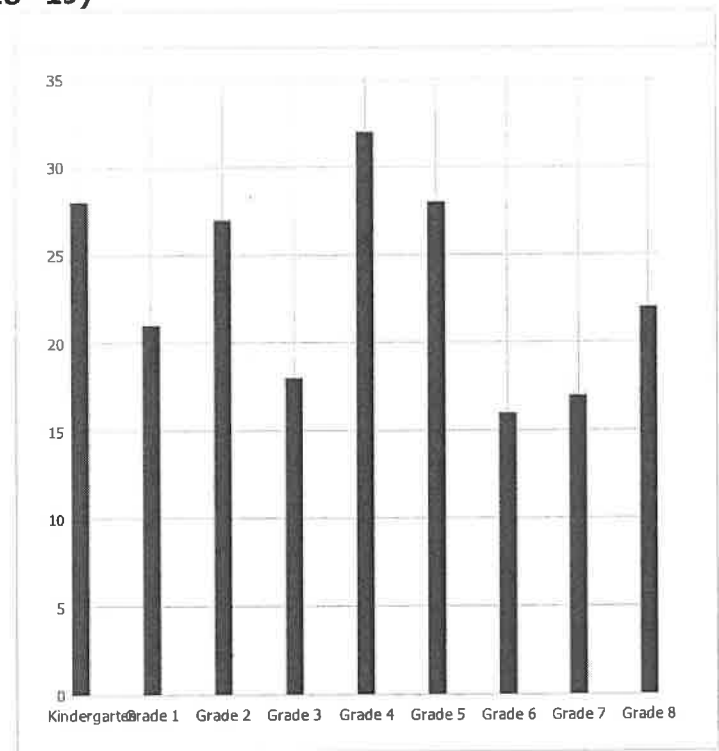
At Shandon Elementary we strive to provide our students with an environment conducive to learning and a quality curriculum, which keeps them actively involved throughout the instructional day. We want our students to be able to apply academic principals and critical thinking skills to solve real world problems relevant to their lives. This includes the ability to work together, to communicate well, and to share knowledge wit others.

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

Last updated: 1/7/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	28
Grade 1	21
Grade 2	27
Grade 3	18
Grade 4	32
Grade 5	28
Grade 6	16
Grade 7	17
Grade 8	22
Total Enrollment	209



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.40 %
American Indian or Alaska Native	%
Asian	1.00 %
Filipino	0.50 %
Hispanic or Latino	76.60 %
Native Hawaiian or Pacific Islander	1.00 %
White	17.70 %
Two or More Races	1.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.80 %
English Learners	43.50 %
Students with Disabilities	13.40 %
Foster Youth	%
Homeless	34.90 %

A. Conditions of Learning

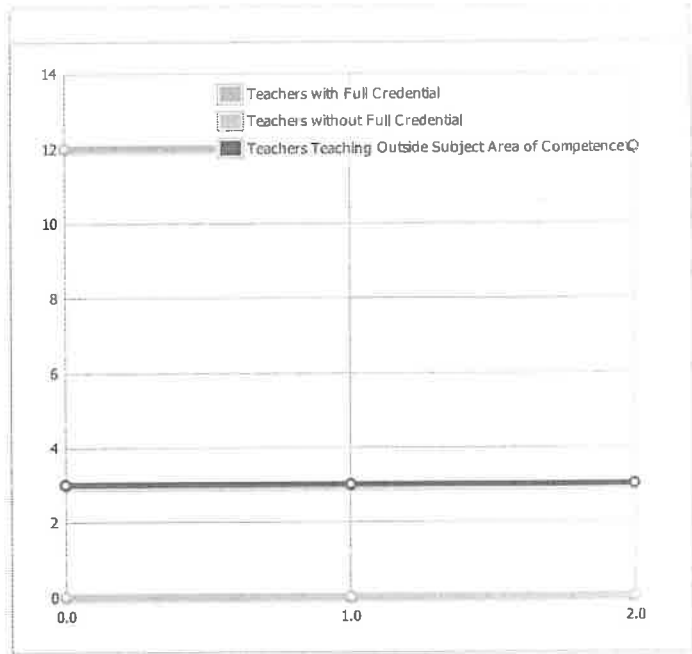
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

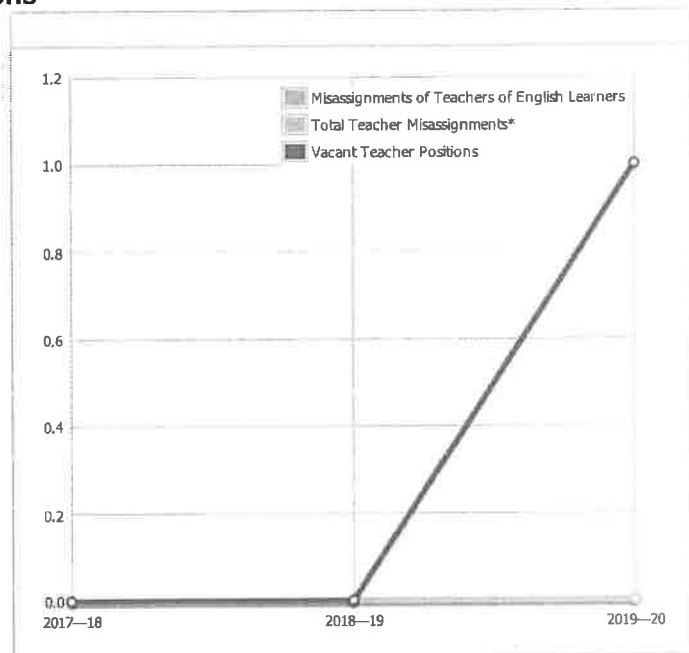
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	12	12	12	20
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	3	4



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/7/2020

School Facility Conditions and Planned Improvements

Shandon Elementary School (SES) is an upgraded school maintained by a crew of custodians and maintenance staff. The school has a library and a cafeteria that are used by the school and community groups. The school is cleaned daily, is well maintained and adequate in space. The facility has no emergency facilities needs as specified in Education Code Section 17592.72(c)(1). The school grounds are attractively landscaped and clean. The restrooms are cleaned on a daily basis, and fixtures are maintained and repaired as needed (all toilets working). Physical education and sports activities take place in a field on the school property. In addition, there is a large blacktopped area that includes basketball courts, volleyball courts, a ball wall, and an open area for other activities.

Last updated: 1/9/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating: Good

Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	26.0%	36.0%	32.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	24.0%	21.0%	25.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	125	97.66%	2.34%	25.60%
Male	66	64	96.97%	3.03%	26.56%
Female	62	61	98.39%	1.61%	24.59%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	98	97	98.98%	1.02%	23.71%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	24	23	95.83%	4.17%	30.43%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	101	98	97.03%	2.97%	26.53%
English Learners	69	68	98.55%	1.45%	19.12%
Students with Disabilities	22	21	95.45%	4.55%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				4.65%	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	126	98.44%	1.56%	23.81%
Male	66	64	96.97%	3.03%	25.00%
Female	62	62	100.00%	0.00%	22.58%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	98	98	100.00%	0.00%	23.47%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	24	23	95.83%	4.17%	21.74%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	101	99	98.02%	1.98%	21.21%
English Learners	69	69	100.00%	0.00%	18.84%
Students with Disabilities	22	21	95.45%	4.55%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				2.33%	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/7/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/7/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	5.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.80%	8.30%	4.20%
7	22.20%	27.80%	11.10%

Note: Percentages are not calculated and double dashes (—) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are an integral part of Shandon Elementary School. Parents are encouraged to participate in a number of parent organizations and activities throughout the school year. Back to School Night and Open House afford an opportunity for parents to interact with the school community. Parent organizations include:

School Site Council

District English Language Advisory Council (DELAC)

Volunteers are always welcome for the Halloween Carnival, Winter Program, fundraisers, Colt Stampede, and various field trips, social events and classroom activities. Parent teacher conferences occur after the second trimester for students that need extra support. The local community college offers English classes for Spanish-speaking parents and community members. Through the Boys and Girls Club after school program, parents education is provided on different issues/topics. Classroom volunteers are always welcome.

State Priority: Pupil Engagement

Last updated: 1/7/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

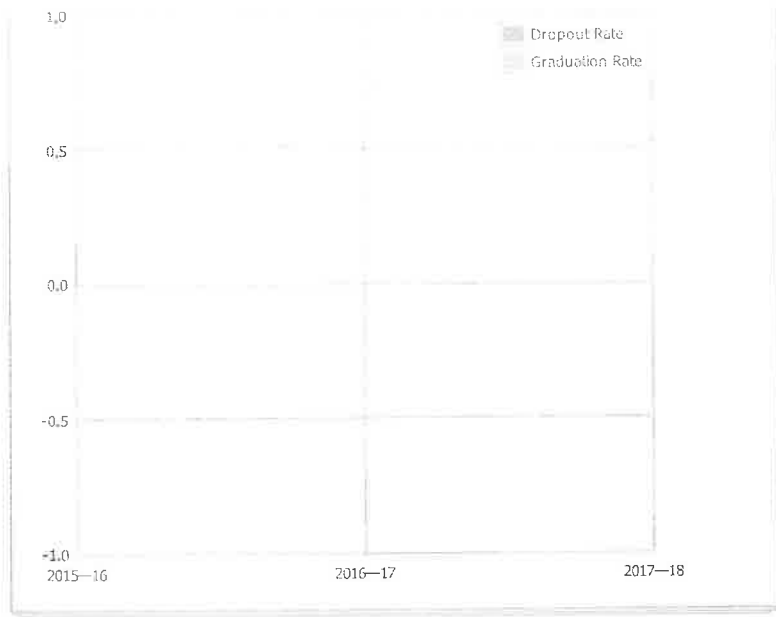
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	7.10%	4.50%	9.10%	9.60%
Graduation Rate	--	--	92.90%	90.90%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/7/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	4.10%	2.10%	2.20%	5.00%	4.20%	2.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.40%	0.00%	0.00%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

Shandon Elementary School is focused on providing a positive, safe, secure learning environment for students, staff, parents, and the community. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. The Site Safe School Plan is updated annually. School emergency teams are in place, as is a disaster response plan. The district safety committee meets the first Tuesday of each month, and regular emergency drills are scheduled. Safety issues are discussed, as they arise and positive solutions are found and implemented.

Our School Safety Plan was revised and reviewed in Spetember of 2015 and no significant chnages have been made since that time. Faculty from both Parkfield Elementary and Shandon Elementary sat down to discuss procedures, responsibilities and actual emergency scenarios. This exercise occurs every two years. Our plan includes an organizational chart that assigns each faculty to a duty station in case of disaster or emergency. We heavily reviewed lock down procedures. We also reviewed several disaster scenarios and what action to be taken and by whom.

Last updated: 1/9/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		1	
1	23.00		1	
2	28.00		1	
3	28.00		1	
4	23.00		1	
5	21.00		1	
6	18.00	1	0	
Other**	5.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.00	1	1	
1	25.00		1	
2	23.00		1	
3	30.00		1	
4	27.00		1	
5	21.00		1	
6	19.00	1		
Other**	5.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	14.00	2		
1	20.00	1		
2	25.00		1	
3	18.00	1		
4	31.00		1	
5	26.00		1	
6	14.00	1		
Other**	6.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	17.00	5		
Mathematics	1.00	1		
Science	14.00	3		
Social Science	14.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	2	2	
Mathematics	11.00	4		
Science	23.00	1	1	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	11		
Mathematics	11.00	13		
Science	20.00	2		
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	2.00
Other	1.60

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$59913.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

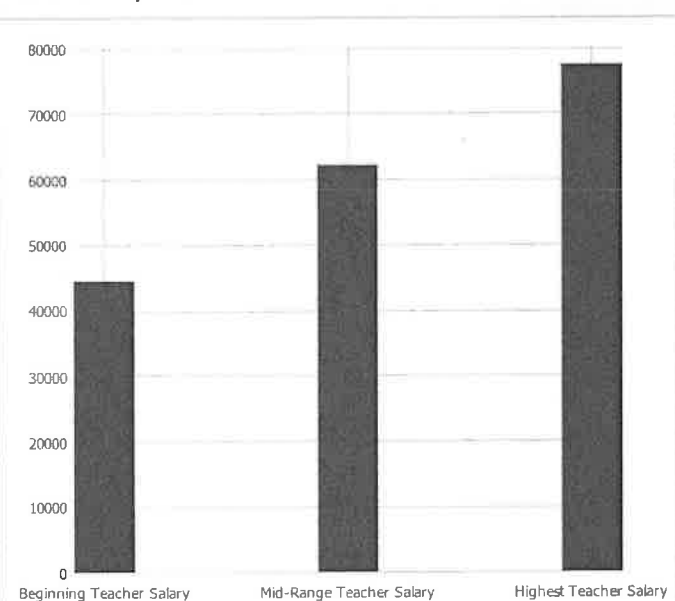
Last updated: 1/7/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

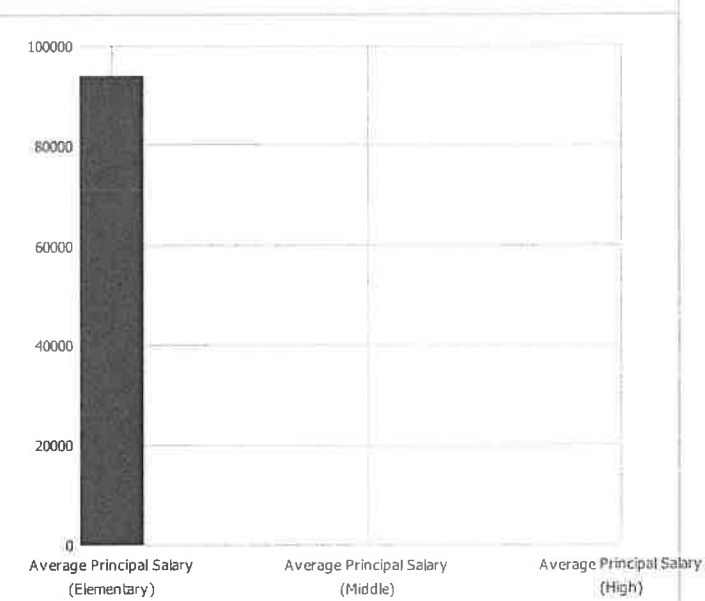
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,609	\$43,574
Mid-Range Teacher Salary	\$62,283	\$63,243
Highest Teacher Salary	\$77,547	\$86,896
Average Principal Salary (Elementary)	\$93,982	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$123,000	\$136,125
Percent of Budget for Teacher Salaries	29.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/7/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/7/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/7/2020

Parkfield Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/k/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mrs. Shannon Kepins, Principal

Principal, Parkfield Elementary

About Our School

Contact

Parkfield Elementary
70585 Parkfield Coalinga Rd.
San Miguel, CA 93451-9727

Phone: 805-463-2331
Email: skepins@shandonschools.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Shandon Joint Unified
Phone Number	(805) 238-0286
Superintendent	Kristina Benson
Email Address	kbenson@shandonschools.org
Website	www.shandonschools.org

School Contact Information (School Year 2019—20)	
School Name	Parkfield Elementary
Street	70585 Parkfield Coalinga Rd.
City, State, Zip	San Miguel, Ca, 93451-9727
Phone Number	805-463-2331
Principal	Mrs. Shannon Kepins, Principal
Email Address	skepins@shandonschools.org
Website	www.shandonschools.org
County-District-School (CDS) Code	40688336043335

Last updated: 1/9/2020

School Description and Mission Statement (School Year 2019—20)

Parkfield Elementary School is located in the town of Parkfield, a small, rural, agricultural community. Parkfield Elementary School is part of the Shandon Joint Unified School District. The district encompasses approximately 600 square miles and is located in San Luis Obispo and Monterey Counties. Parkfield Elementary School is one of California's last remaining one-room schoolhouses with grades kindergarten through sixth grade and one full-time teacher with a part-time paraeducator. The instructional program is a standards-based rigorous program; the core curriculum is taught in small groups or individually. The teacher is able to provide individualized instruction, assisted by the paraeducator and with the help of parents who volunteer on a daily basis. Peer tutors are used in the classroom throughout the day. Large projects are done as a whole group. Parkfield elementary participates in the district's collaboration time on Wednesdays, which enables the teacher to meet with other Shandon teachers for professional development.

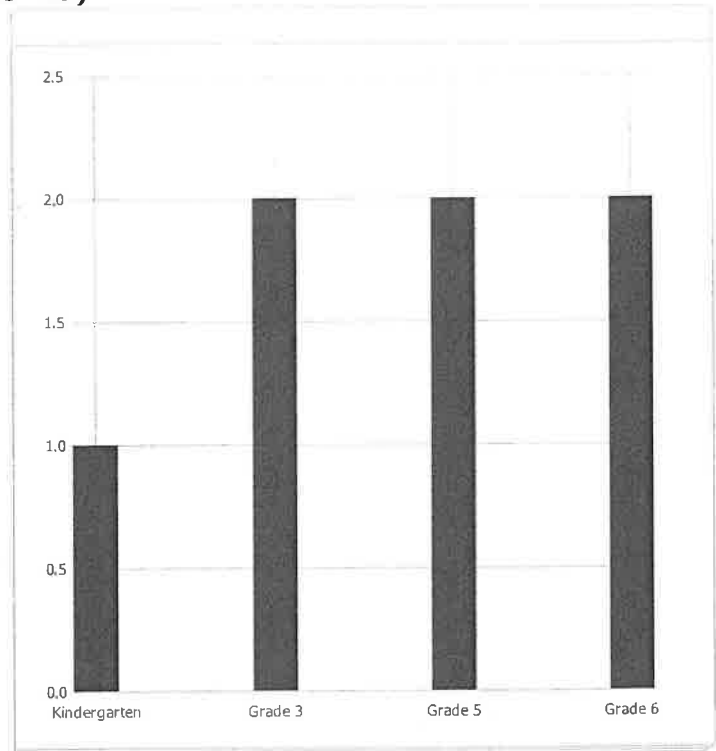
DISTRICT MISSION STATEMENT

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

Last updated: 1/9/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	1
Grade 3	2
Grade 5	2
Grade 6	2
Total Enrollment	7



Last updated: 1/8/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	71.40 %
Native Hawaiian or Pacific Islander	%
White	14.30 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.10 %
English Learners	57.10 %
Students with Disabilities	28.60 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

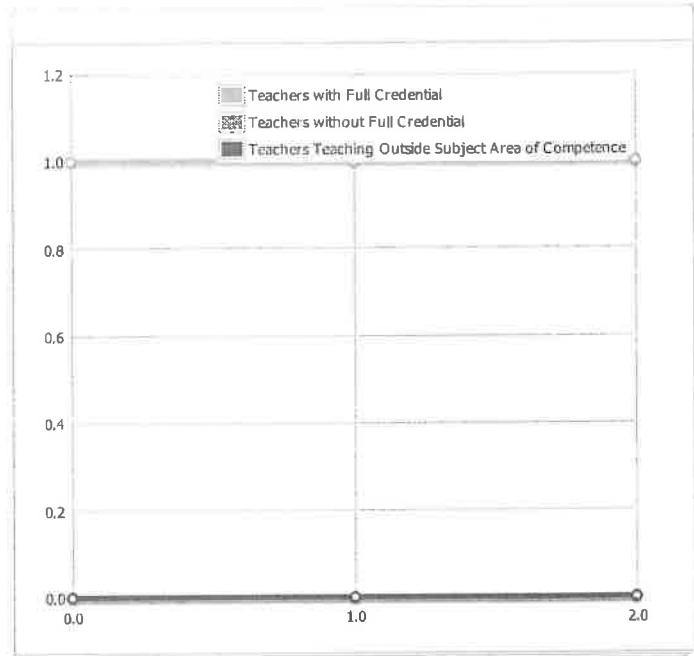
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

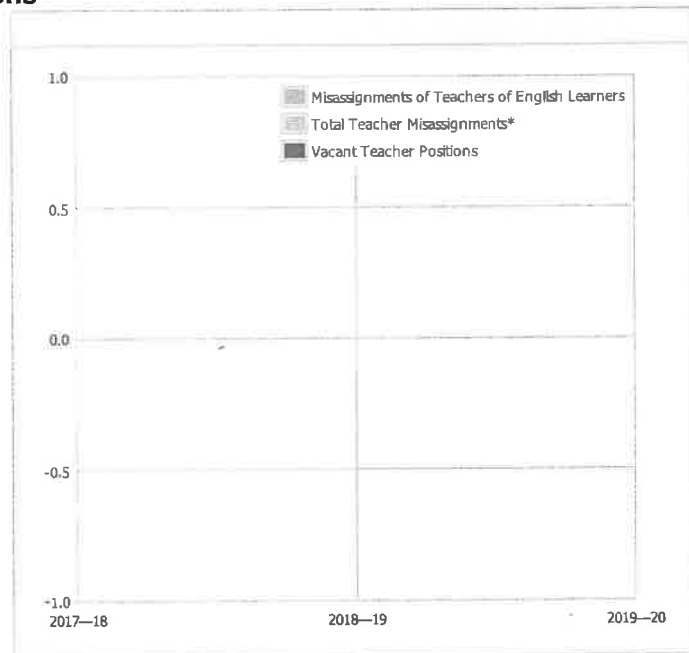
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	1	1	1	20
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/8/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/8/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.00 %
Mathematics		Yes	0.00 %
Science		Yes	0.00 %
History-Social Science		Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/8/2020

School Facility Conditions and Planned Improvements

School staff cleans Parkfield Elementary School daily. District maintenance staff assists with larger maintenance jobs such as painting, repairs, tree trimming, etc. The classroom and restrooms are cleaned daily (all toilets working), are well maintained, and are adequate in space. There are no emergency facilities needs as specified in Education Code Section 17592.72(c)(1). The school grounds are clean, attractively landscape, and repairs are made as needed. There is a large playing field for organized games and recess.

Last updated: 1/8/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating Fair

Last updated: 1/8/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)			36.0%	32.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)			21.0%	25.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/8/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/8/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/8/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/8/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled In Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/8/2020

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/8/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

A one-room school has unique and plentiful opportunities for parental involvement within a multi-grade classroom, and daily assistance is an important asset. The entire community is involved in community/school events such as Back to School Night, the Winter Program, and Open House.

State Priority: Pupil Engagement

Last updated: 1/8/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

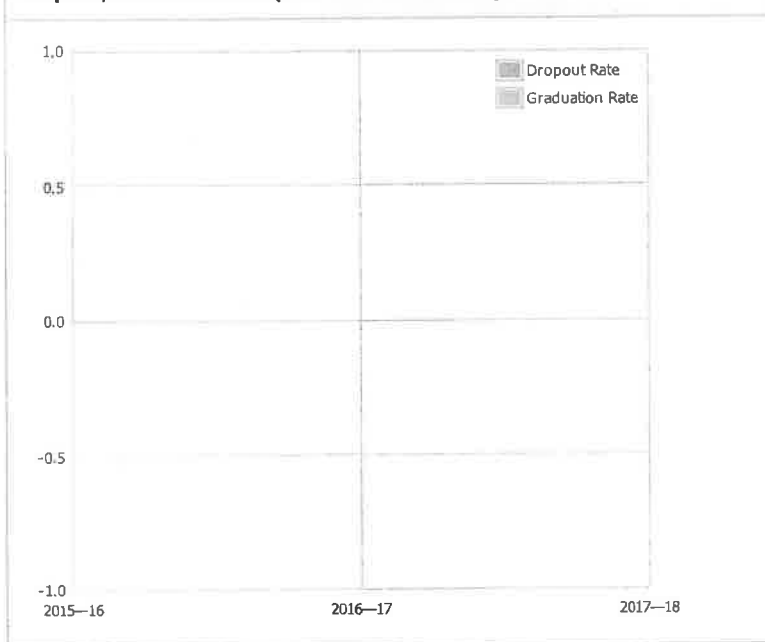
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	7.10%	4.50%	9.10%	9.60%
Graduation Rate	--	--	92.90%	90.90%	82.70%	83.00%

Dropout / Graduation Rate (Four-Year Cohort Rate) Chart



State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	--	5.00%	4.20%	2.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	--	0.00%	0.00%	0.30%	0.10%	0.10%	0.10%

Last updated: 1/8/2020

School Safety Plan (School Year 2019—20)

Our School Safety Plan was revised and reviewed in September of 2015 and no significant changes have been made since that time. Faculty from both Parkfield Elementary and Shandon Elementary sat down to discuss procedures, responsibilities and actual emergency scenarios. This exercise occurs every two years. Our plan includes an organizational chart that assigns each faculty to a duty station in case of disaster or emergency. We heavily reviewed lock down procedures. We also reviewed several disaster scenarios and what action would be taken and by whom. It is also important to note that a staffed Cal Fire Department Facility is across the street from Parkfield Elementary.

Last updated: 1/9/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	14.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	9.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	8.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/9/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/8/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.20
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/8/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$59913.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64732.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

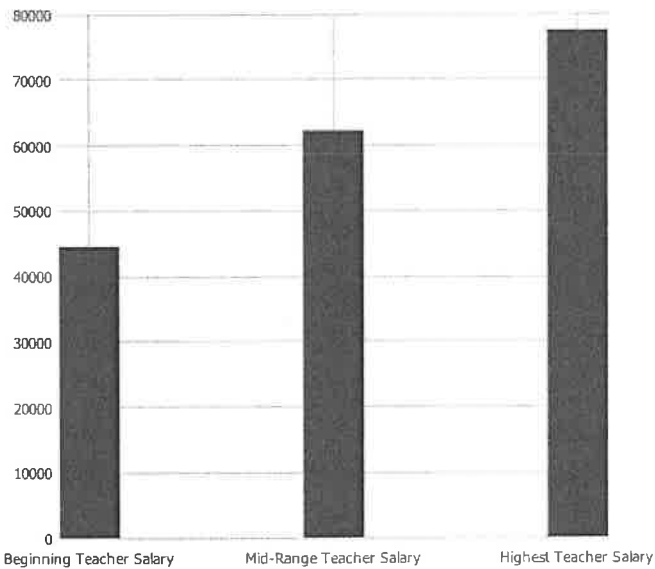
Last updated: 1/8/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

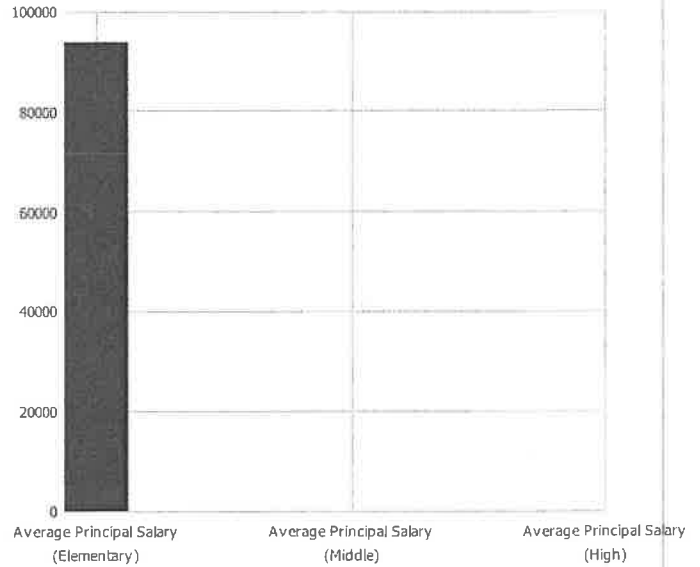
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,609	\$43,574
Mid-Range Teacher Salary	\$62,283	\$63,243
Highest Teacher Salary	\$77,547	\$86,896
Average Principal Salary (Elementary)	\$93,982	\$103,506
Average Principal Salary (Middle)	\$	\$108,961
Average Principal Salary (High)	\$	\$108,954
Superintendent Salary	\$123,000	\$136,125
Percent of Budget for Teacher Salaries	29.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/8/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/8/2020

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

10.5

AGENDA ITEM TITLE:

Discussion and Approval of the Agreement for Purchase of Portable Classrooms

PREPARED BY:

K. Benson

AGENDA SECTION:

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

SUMMARY:

This agreement is for the purchase of portable classroom located at 291 S 1st St, Shandon, CA. for \$20,000.
This agreement has been reviewed by School Legals.

RECOMMENDED ACTION:

AGREEMENT FOR PURCHASE OF PORTABLE CLASSROOMS

THIS AGREEMENT FOR PURCHASE OF PORTABLE CLASSROOM ("Agreement"), dated November 18, 2019, is entered into by and between the Shandon Joint Unified School District, a California public school district ("District"), and Community Action Partnership of San Luis Obispo County, Inc., a California public benefit corporation ("Seller", collectively with District the "Parties"), with reference to the following facts:

RECITALS

- A. WHEREAS, the Seller owns certain items of personal property described as one (1) 48 ft. x 48 ft. relocatable building identification # _____ including a shed and playground equipment (collectively the "Building"), located in the Shandon Joint Unified School District at 291 South First Street in Shandon, CA. 93461.
- B. WHEREAS, rather than remove the Building from the site, the Seller has offered to have ownership of the Building transferred to the District from the Seller;
- C. WHEREAS, the District has offered to buy the Building from the Seller for consideration;
- D. WHEREAS, pursuant to the terms and conditions set forth in this Agreement, District desires to purchase, and Seller desires to sell, the Building in its as-is condition.

In consideration of the mutual promises set forth herein and for other good and valuable consideration, the receipt and legal sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

1. Transfer Ownership of the Building: Seller hereby transfers, conveys and quitclaims to District and District hereby accepts and assumes all of Seller's right, title and interest in and to the Building in exchange for Twenty Thousand Dollars (\$20,000) (the "Sales Price").
2. Effective Date of Agreement: The transfer of ownership and acceptance of the Building shall be deemed effective as of the date of full execution by authorized representatives of Seller and District ("Effective Date"). The conveyance and transfer of the Building shall be evidenced by the Parties execution of the Agreement. All risk of loss with respect to the Building shall be deemed transferred to District as of the Effective Date. District shall take all necessary action at its own expense to convey and transfer title to the Building from Seller to District and Seller shall take all necessary actions to change all record of title required by or recorded with any governmental agency to show District as owner of Building. Seller shall execute a Bill of Sale in

the form attached hereto as Exhibit A, conveying the Building to the District upon receipt of the Sales Price.

3. Status of the Building: Seller represents and warrants that it has good and marketable title to the Building and that the Building is transferred to District free and clear of all liens, claims and/or encumbrances of whatever kind or nature, other than usual and customary liens for personal property taxes not yet due and payable and for transfer taxes that may arise upon the transfer of ownership of the Building.

4. Indemnification Obligations:

a. Seller shall be liable for and hold District harmless from any and all damages, fines, penalties, expenses or any other liability resulting from or arising in connection with the negligent or otherwise improper use of occupancy of the Building or on the Site which existed prior to the Effective Date of this Agreement.

b. Seller agrees that the indemnity and insurance provisions contained in this Agreement shall be in addition to and shall not replace any other indemnity agreements between Parties.

5. Governing Law: This Agreement shall be governed by and construed in accordance with, the laws of the State of California.

6. Taxes and Transfer Costs: Seller shall be responsible for filing all required income, transfer of ownership and use tax returns in connection with the transfer of the Building. Seller shall also pay, and indemnify District against, all required income, transfer of ownership and use taxes and other transfer costs and expenses that arise as a result of the transfer of the Building. Seller shall pay all personal property taxes associated with the ownership or use of the Building and accrued as of the Effective Date.

7. Multiple Counterparts: The Agreement may be executed in any number of counterparts, and the signatures delivered by telecopy, each of which shall be an original, with the same effect as if the signatures thereto and hereto were upon the same instrument.

8. Further Assurances: The Parties agree to cooperate with each other and to execute, deliver and record such other agreements and documents and to consummate the transactions contemplated under this Agreement and to carry out its purpose and intent.

9. Attorney's Fees: Each party hereto shall bear its own costs and attorney's fees incurred or connected with the drafting and signing of this Agreement and the events leading up to this Agreement.

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

DISTRICT: SHANDON JOINT UNIFIED SCHOOL DISTRICT

BY: _____

TITLE: _____

PRINT NAME: _____

SELLER: COMMUNITY ACTION PARTNERSHIP OF SAN LUIS OBISPO COUNTY, INC.

BY: _____

TITLE: Chief Executive Officer

PRINT NAME: Elizabeth "Biz" Steinberg

EXHIBIT A
FORM OF BILL OF SALE
BILL OF SALE

For good and valuable consideration in the amount of Twenty Thousand Dollars and No Cents (\$20,000.00), the adequacy and receipt of which is acknowledged, and as of _____, 2020, the undersigned, COMMUNITY ACTION PARTNERSHIP OF SAN LUIS OBISPO COUNTY, INC., a California public benefit corporation ("Seller"), whose address is _____, has this _____ (____) day of _____, 2020, sold to SHANDON JOINT UNIFIED SCHOOL DISTRICT, a California public entity ("Buyer"), whose address is 291 South First Street in Shandon, CA, 93960, one (1) 48 ft. x 48 ft. relocatable building identification # _____ and appurtenant Shed and Play Ground Equipment (collectively "Building") as of the date first written above.

The parties agree that the sale and transfer of the Building by Seller to Buyer, and Buyer's acceptance of same from Seller, is subject to the express warranty of Seller to Buyer that Seller has good title to the Building.

Except for the aforementioned express warranty of good title, Seller makes this Bill of Sale without any warranties of any nature regarding the physical condition of the Building. Again except for said express warranty of good title, Seller is selling the Building, upon an "AS IS"/"WITH ALL FAULTS"/"WHERE IS" basis to Buyer, which Buyer acknowledges and understands.

DATED: _____, 2020

COMMUNITY ACTION PARTNERSHIP OF SAN LUIS
OBISPO COUNTY, INC., a California public benefit
corporation ("Seller")

By: _____

Its: Chief Executive Officer

SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.6

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Interdistrict Transfer Student 2019-20-10

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Provided for your review is Interdistrict Transfer 2019-20-10.

RECOMMENDED ACTION:

Denial

10.7

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Regular Meeting of the Board of Trustees
MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Discussion and Approval of Purchase of Novels

PREPARED BY:

L. Hurley

AGENDA SECTION:

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

SUMMARY:

Approval of the purchase of novels for English class.

RECOMMENDED ACTION:

Denial

Book Rationales Mrs. Hurley December 2019

Chains by Laurie Halse-Anderson

(currently in the Shandon High School Library)

(Intended for 9th grade literature circle groups.)

The historical fiction novel *Chains*, set in New York during the American Revolution, is narrated by Isabel, a young girl enslaved by a Loyalist couple, this novel will both engage students and expand their knowledge of the Revolutionary War and slavery in colonial America. Students will analyze how Isabel finds strength amidst impossible challenges. They will track how and why Isabel changes over time, and what themes the author conveys through her development.

Students will analyze the historical backdrop of the American Revolution. A major goal of this unit is for students to read and analyze a variety of texts across genres (news articles/current events, poetry, informational texts, primary sources) in order to develop a meaningful understanding of different topics. They will investigate the perspective and motivations of both the “Loyalists” and the “Patriots,” and explore the complexity of life during the American Revolution. Through Isabel’s experiences and informational texts, students will also learn about the dramatic history of that time period in America.

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

(currently in the Shandon High School Library)

(Intended for 9th grade literature circle groups.)

This book is a coming-of-age story written in first person narrative from the perspective of a young boy living on an Indian reservation. The main character describes his life in an honest and funny manner as he depicts the struggles of his disability (a brain condition) and the challenges of not knowing whether to identify more in his Native American culture, or to try to fit into mainstream American culture.

While the novel's protagonist Junior is his own character, Alexie drew from his own experiences as a child with hydrocephalus, or excess cerebral fluid, growing up on the Spokane Indian Reservation in Washington and leaving the reservation to attend high school. Providing students with the author's background and information on the Spokane tribe will help contextualize the story and reveal Alexie's personal motives for writing this book. Since the novel discusses life on a reservation, it will be useful to have a lesson on the history of Indian reservations, tribal government, the US education system, and other issues that many modern-day Native Americans face. The book also includes illustrations by Ellen Forney. Class discussion can involve why her how her artwork contributes to the reader experience and depicts major themes or motifs. Students can use these illustrations as a starting point for analyzing Junior, his search for identity, and how his self-perceptions change.

Themes: Culture, identity, disability, overcoming challenges, personal narrative writing

Fever 1793 by Laurie Halse-Anderson

(currently available in the Shandon High School Library)

(Intended for reading and writing lab class)

Summary

This book is a gripping piece of historical fiction that examines the Yellow Fever epidemic of 1793 in America. It is told through the perspective of Mattie Cook, a young girl who lives above the family coffee shop with her widowed mother and grandfather. Disease sweeps the streets, destroying everything in its path and turning Mattie's world upside down. At her feverish mother's insistence, Mattie flees the city with her grandfather. But she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease.

Students will learn: American history during that time period, the history of the epidemic, how to identify theme, study plot, character analysis, writing style

I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban
by Malala Yousafzai

(currently in the Shandon High School Library)

(Intended for English 2)

Malala Yousafzai's powerful memoir, *I Am Malala*, is the inspirational story of a young Pakistani woman who, on her way to school, is shot in the head and severely wounded by a man from the Taliban. Malala is targeted because the Taliban prohibits females from attending school, and she and her family are involved in education advocacy. Students will find Malala's extraordinary story compelling, and the topics she addresses provide many opportunities for class discussion.

In choosing to narrate the brutal attempt on her life, Malala Yousafzai selected the literary form known as memoir, a well-established genre used by historical figures and other thoughtful but less recognized men and women to capture a certain moment in time. This theme will consider the particular characteristics of memoir as a literary device and its effectiveness in communicating Malala's story through a discussion of the following topics:

- The unique attributes of memoir as a literary genre
- The difference between autobiographies, memoirs, and diaries
- Memoir as a powerful witness to history
- The relationship between memoir and memory

Themes: The value of education, culture, perspective, perseverance, overcoming adversity, ways to become a leader and create positive change

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

10.8

AGENDA ITEM TITLE:

Proposed Revision to AR 5131.61 Drug Testing (First Reading)

PREPARED BY:

K. Benson

AGENDA SECTION:

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

SUMMARY:

Administrative regulation, random drug testing of student athletes. This AR was adopted in 2000, and it needs some changes.

RECOMMENDED ACTION:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Administrative Regulation

AR 5131.61**Students****Drug Testing**

Random Drug Testing of Student Athletes

All student-athletes and their parents must give written consent for drug testing prior to participation in sports. Those who do not will not be allowed to play.

1. All student-athletes will be tested (mandatory) at the beginning of the sports season. For those who do not play a Fall season sport, they will be tested at the beginning of whatever season they begin sports. Also, if a student comes out to the team late (after that season has begun), this individual will be tested at that time. If an individual plays more than one sport they are tested (mandatory) only at the beginning of their first season.
2. Testing will be performed randomly throughout the remainder of the year. Testing will take place at random times and with random people. A lottery type of system will be used where the student-athletes are assigned numbers and these corresponding numbers will be drawn on certain dates. If the student-athlete's number is drawn, this person will be tested. It is important to note that every single number will be available to be drawn and tested every time.
3. Testing will be administered by the Head Coach of the particular student-athlete's sport, or by a male or female administrator if the coach is of the opposite sex of the athlete to be tested.
4. Refusal to be tested will be treated the same as a positive verification
5. If a positive test occurs or proof of adulterated urine (failed drug test):
The student-athlete will be treated as innocent until proven guilty. The positive sample will be immediately sealed and sent to the company's professional laboratory for verification. If a positive verification returns from the company the following procedure will be used.

First time positive verification (failed drug test) or positive adulteration test:

1. Testing for that individual will become mandatory for the remainder of the athletic year. If that student tested positive during the fall season and they played during the winter season then testing would remain mandatory throughout Basketball season. If the individual also then played a Spring sport, testing would remain mandatory through the Spring season.
2. This mandatory testing will occur at least once every two weeks, but no more than three times for a two week period. This mandatory testing will be up to the coaches' discretion as to when and how much to test.
3. The cost of the mandatory drug testing will become the responsibility of the student-athlete. This cost will include the lab fees, if another positive test should occur.

4. The student-athlete will be suspended from game play, until the following occurs: a. a minimum of 45 days of the season has been missed and b. the individuals' mandatory drug tests are now "clean" and unadulterated.
5. The student-athlete will still be required to continue to practice with the team (throughout suspension). The goal here is to keep this individual involved. The individuals' practice attendance will be charted, and regular team rules regarding absence from practice will apply to the individual. If this person should be released from the team, due to unexcused missed practices, they will still be required to take mandatory drug tests for future sports seasons' eligibility (Winter and Spring). These mandatory drug tests will continue from the point of the positive test, NOT from the time of the new sports season. If the student-athlete refuses to take the tests he/she will not be eligible for play in the remaining seasons that year.

Second Time Failed or Second Time Adulterated Drug Test:

1. The student-athlete will be excluded completely from athletics for the remainder of that school year.

Notification of student-athlete and parent(s)/legal guardian:

1. After confirmation of a positive result from the laboratory has returned, the student-athlete and parent(s)/guardian(s) will be informed of the result. A conference will be held at which the student-athlete, parents/guardians, head coach and an administrator will be present. The results will be presented and the future of the student-athlete, in terms of athletics at Shandon High School, will be determined.

Student athletes may be tested for the presence of illegal drugs at the beginning of each sport season and shall be subject to random testing during the entire season.

Students desiring to participate in a district athletic program shall first provide their parent/guardian's written consent for urinalysis testing.

Before drug testing occurs, students who have been or are presently taking prescription medication shall present either a copy of the prescription or a physician's written verification of this fact.

If a student's initial drug test is positive, a second test shall be administered as soon as possible to confirm the results. Parents/ guardians shall be notified after the test results are confirmed. If requested by the student or parent/guardian, a hearing shall be conducted by the Superintendent or designee with the parent/guardian and the student.

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

SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.9

Regular Meeting of the Board of Trustees

MEETING DATE: January 14, 2020

AGENDA ITEM TITLE:

Discussion of Heights pathway lighting project

PREPARED BY:

K. Benson

AGENDA SECTION:

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

SUMMARY:

The purpose of this project is to provide a safe and well lit walkway from the Shandon High School campus to the neighboring "Heights" residential area. The improvements would provide a lighted pathway for approximately 30% of the high school population and many other SJUSD students from the middle and elementary schools, which use this pathway daily. The scope of the project is to install six outdoor light poles with LED light fixtures between the SJUSD gate/Cal Trans yard and the top of the walkway to the Heights residential area.

Additional funding will be requested via a SLO County Community Project Grant Application for a maximum contribution of \$ 1,499. The overall cost of the project is approximately \$9,000.

RECOMMENDED ACTION: