

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Board Meeting Agenda

March 31, 2020

Time: 4:00PM. – Closed Session 4:30PM 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 Student Discipline 2018-19-01

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 LCAP Update

-Local Control and Accountability Plan 2019-2020 update

8.2 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.

-Poetry Month

8.3 Superintendent's Report

-Poetry Month

-COVID-19 Updates

-Update on School Closure

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 March 3, 2020 Board Meeting
- 9.2 Approval of the Minutes of March 13, 2020 Special Board Meeting
- 9.3 Approval of Warrants and Payroll
- 9.4 Approval of Budget Report
- 9.5 Approval of Student Body Funds
- 9.6 Approval of Developer Fees
- 9.7 Approval of BP 2121 Superintendent's Contract (Second Reading)
- 9.8 Approval of BP 3600 Consultants (Second Reading)
- 9.9 Approval of BP 4033 Lactation Accommodation (Second Reading)
- 9.10 Approval of BP 4151/4251/4351 Employee Compensation (Second Reading)
- 9.11 Approval of BP 5116.1 Intradistrict Open Enrollment (Second Reading)
- 9.12 Approval of BP 5117 Interdistrict Attendance (Second Reading)
- 9.13 Approval of BP 5125 Student Records (Second Reading)
- 9.14 Approval of BP 5145.7 Sexual Harassment (Second Reading)
- 9.15 Approval of BP 5131.2 Bullying (Second Reading)
- 9.16 Approval of BP 5141.21 Administering Medication and Monitoring Health Conditions (Second Reading)
- 9.17 Approval of BP 5131.8 Mobile Communications Devices (Second Reading)
- 9.18 Approval of Williams Uniform Complaint Report

10.0 DISCUSSION/ACTION ITEM

10.1 Resolution 2019-20-07 Proclaiming May 18-22, 2020 As Classified School Employee Week

-A week in May has been designated as Classified School Employee Week in California by the CSEA and the California Legislature.

10.2 Resolution 2019-20-08 Proclaiming May 4-8, 2020 As Teacher Appreciation Week

-A week in May has been designated as Teacher Appreciation Week to honor the invaluable contribution of the Certificated professionals to quality education in our district as well as the State of California.

10.3 Resolution 2019-20-09 Classified Employee Of The Year- Leslie Almaguer

-The SJUSD adopts this resolution in honor of Leslie Almaguer, 2020 Classified Employee of the Year for her years of service and dedication to the district.

10.4 Approval of SELPA

-Special Education Local Plan Area Fiscal Year 2020-21

10.5 Approval of CDW Government LLC Purchase Agreement for E-Rate Customers LGWV343

-Purchase of additional wireless access points for PES, SES and SHS.

10.6 Discussion and Approval of Donation from District Supervisor John Peschong for the Lighting Project

-Donation of \$5,000 for the path lighting project.

11.0 BOARD POLICIES FIRST READINGS

11.1 BP 6143 Courses of Study

-Policy updated to include the prohibition against providing any course separately on the basis of specified characteristics or refusing the participation of a student on any such basis.

11.2 BP 6154 Homework/Makeup Work

-Policy updated to reflect new law (AB 982) which requires that, when a parent/guardian of a student who has been suspended for two or more days requests homework that the student would have otherwise been assigned, teachers must provide such homework.

12.0 FUTURE AGENDA ITEM REQUESTS

13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for May 5, 2020 at

Parkfield Elementary School, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM

14.0 ADJOURNMENT

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

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

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

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

OFFICIAL AGENDA POSTED AT THE DISTRICT OFFICE/SHANDON HIGH SCHOOL

Shandon Joint Unified School District Local Control and Accountability Plan 2019–2020 Update

LCAP Update March 3, 2020
Presented by Shannon Kepins

SJUSD LCAP Mapping State Priorities to District LCAP Goals

Goal 1 (5)

Increase attendance of all district students

Goal 2 (1, 2, 4, 5, 7, 8)

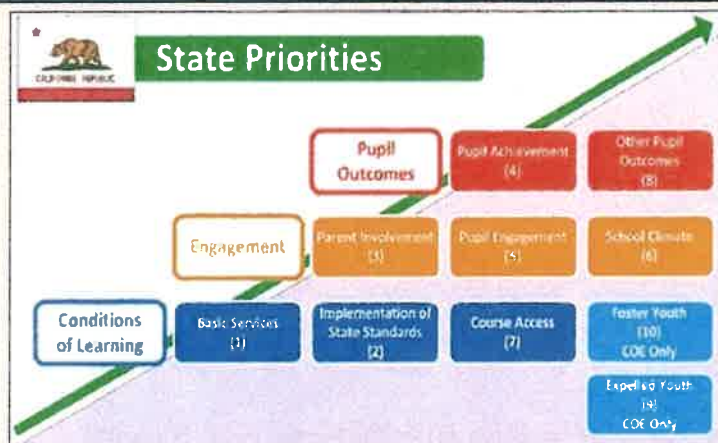
Increase academic achievement for all students so that they are career and college ready

Goal 3 (6)

Create a positive school climate

Goal 4 (3)

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



Progress Made on Meeting Goal 1:

Increase Attendance of all District Students

- The district revised procedures for monitoring absenteeism and implementing the SARB process.
- Students with perfect attendance or 1 excused absence with a doctor's note are being recognized at each quarter, trimester, or semester awards assembly and have the opportunity to receive a gift card from local vendors. 104 SES students were recognized during the first trimester and 82 students were recognized for the second Trimester.
- In the 2016-2017 school year All Chronic Absenteeism was at 13.6%. For the 2019-2020 school year All Chronic Absenteeism has decreased to 8.6%.

Progress Made on Meeting Goal 2:

Increase Academic Achievement for all Students so they are Career and College Ready

- 52 out of 82 high school students had a 3.0 GPA or higher during the first semester of 2019-2020 and only 10 students were reported as having a failing grade.
- Push-in classroom supports serve approximately 60 students per day. Data indicates that out of the EL students receiving para-educator support, 36 students have been redesignated over the past three years, as opposed to 7 students being redesignated in the three years prior to this.
- Students participating in reading intervention average 1.16 years of growth in a school year.
- 17% of our English Learners are being recommended to redesignate as English Fluent Proficient and 54.4% of all English Learners are making progress towards becoming English language proficient surpassing our goal of 40%.
- 75% of 9th grade students are enrolled in Algebra 1 or higher mathematics which fell short of our goal of 100%.
- 32.03% of students met or exceeded CAASPP ELA Standards falling short of our goal of 45%.
- 25.32% of students met or exceeded CAASPP Math Standards falling short of our goal of 33%.
- Staff participated in staff development to help close our achievement gaps: Thinking Maps, NGSS, Math Instruction, CAASPP Test Prep, Guided Reading, Trauma Informed Care, PBIS, Special Education Mandates and Communication, Crisis Intervention, Suicide Prevention, and Resiliency Training

Progress Made on Meeting Goal 3: **Create a Positive School Climate**

- Second Step Social Emotional Curriculum and Anti-Bullying Curriculum is being implemented in grades K-5.
- Over 95% of K-5 students were recognized or rewarded for making positive behavior choices during the 2019-2020 school year.
- District suspension rate declined by 1.4%.

Progress Made on Meeting Goal 4: **Expand Communication Between the District, Community, Parents, Staff, and Students**

- Academic expectations have been reviewed, revised, and defined in student handbooks and the athletic packet.
- Academic requirements and citizenship expectations are defined and presented to students and parents at the beginning of the school year and before joining team sports.
- SES provided AERIES portal training for parents on August 14, 2019.
- SHS hosted a College Night on October 28, 2019 to educate families on college and career opportunities.
- SES hosted a Family Literacy Night on November 13, 2019. K-5 staff has expressed an interest in also hosting a Family Math Night in the future.
- Written and verbal communication continues to be provided in both English and Spanish.

Guiding Questions

1. Based on the progress made, what recommendations do you have for improving family communication, strengthening academics, improving school climate, and increasing student attendance?
2. What services or actions would you suggest be adjusted or added to specifically address the needs of English Learners, students qualifying for Free and Reduced Lunch, and Homeless/Foster Youth?

Thank You!

Board Report for April 2020

Shandon and Parkfield Elementary

School Closure

This has been a challenging time for all of us as we transitioned to distance learning models across all grade levels. Teachers have put together two weeks of written work and I compiled a list of online resources and teacher contact information for students and parents. Work packets and Chromebooks were handed out on March 19th. As of March 20th, SES still had three students who had not picked up their educational materials. Teachers are finding a variety of creative ways to connect with their students and keep instruction progressing to the best of their ability. Many teachers are using Remind to communicate direct messages to families, others are using Google Classroom to post assignments and check student work, and others are exploring posting instructional videos that the students can access to learn new concepts. I am grateful to our community and staff for pulling together to find viable solutions in these difficult times.

State Testing

All state testing (ELPAC and CAASPP) is being waived by the state of CA and the Federal Government due to COVID-19.

Poetry

- **Parkfield-** I present poetry to the students in several ways. One way is by reading books written in different poetry styles. They love listening to the rhythm and visualizing the words and phrases illustrate by the author. Another way I teach the kids about poetry is by teaching the lessons that their ELA curriculum offers. These lessons teach the different elements of poetry in a more formal way as well as give examples of each style. Then the kids write their own poems and read them to the class.
- **Room 2-** I use poetry in my class during morning reading time when I model reading aloud for the students. I choose books from the local library system (black gold) with emphasis on choosing poetry that is effective at holding the students' attention and interest. Class discussion is welcomed after (and sometimes during) the readings. I gladly take student volunteers to read aloud to the class, and one student has shown a lot of growth in her interest in reading to the class!
- **Tk-** uses poetry as a tool to develop phonemic awareness, sight words, rhyming, and oral presentations
- **Kindergarten-** "I just completed a unit on Dr. Seuss where the main focus was identifying rhyming words. In addition, I read daily poems from the F and P poetry book. For student work this year, I was doing descriptive poetry with the class. Every day we chose a different food item and wrote a descriptive poem about it. I have one sample I had taken a picture of."
- **1st grade-** We did Dr. Seuss poetry. The students made a poem using the structure of Green Eggs and Ham and illustrated it. I was going to make it into a class book with pictures of the students with their favorite Dr. Seuss books.

- **2nd grade** -For poetry second grade listened to some different poems read aloud by me from Shel Silverstein and a couple of other authors. We discussed different types of poetry and then students made a silly rhyming poem. Then during centers, they got to make a couple more poems. We were going to take our favorites this week and rewrite and publish the one we wanted to submit to the board, but that last part did not happen of course in light of current circumstances.
- **3rd grade**-During Dr. Seuss week and the week that followed, we analyzed the various aspects of Dr. Seuss's books. We looked at the different techniques that he used to write his books. While doing this, we noticed that he often used rhyming and alliteration. We also looked into different rhyming patterns that he used. The students practiced each of these techniques and then took everything they learned about poetry and created their own silly poem books.
- **4th grade**-I try to incorporate figurative language lessons throughout the year as well as integrate poems into our reading comprehension practice. I do a small poetry project for holidays (Halloween haikus, Dr Seuss rhyming stanzas and nonsensical language, and spring haikus for a few examples) to encourage the kids to be creative!
- **5th grade**-So far this year the fifth-grade students have been introduced to poetry on an almost weekly basis through the use of paired texts. As part of implementation of common core standards, we explore multiple texts that are conceptually related in some way, for example, topic, theme, or genre. Most of our paired texts include a related fiction text, non-fiction text, and a piece of poetry. Later in the year I would like to explore writing different types of poetry surrounding a specific topic, or theme.
- **Middle School** -The students were taught about figurative language at the beginning of the school year and reviewed many times in reading literature pieces. I usually introduce poetry with an additional review of: alliteration, metaphors, similes, idioms, hyperbole, onomatopoeia, personification and irony.

Examples are provided and the class is assigned creating seven poems in the form of a Haiku, Tanka, Cinquain, Photo-prompt, Diamante, Free-verse and Clerihew.

Last year they used Google Slides as their presentation platform, this year I had planned on using a "pop-up" book format, teaching the students how to create a book with a spine and using at least two out of three types of pop-up pages.

Donors Choose

Mrs. Stanley was funded \$1,100 for Summer Book Bags for grades TK-4. This project was motivated by the need to build summer reading and minimize regression. Each book bag includes 3-7 books, a pencil and writing journal.

Ms. Larinto was funded \$926 to create "A Small Group Oasis" or small group/guided reading center. Her funds went towards a large floor table, 6 flexible seating folding chairs, a table pocket chart stand and sentence strips.

Data Collection/Student Monitoring

Teachers in grades k-8 have completed grading of their students' second Interim Assessments, writing benchmarks, and local assessments. Student scores have been added to their class profile sheets reflecting student progress and are attached for your review along with Interim assessment data.

Prepared and Submitted by Shannon Kepins

[Home \(/\)](#) / Shandon Elementary

Shandon Elementary - Grade 6

[District / School Exports \(/custom-export\)](#)[Printable Reports](#)

School

Shandon Elementary

Assessment Grade

Grade 6 ▼

School Year

2019-20 ▼

Advanced Filters

Show ☒

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G6

Grade 6 ELA - Brief Writes (IAB)

✕

G6

Grade 6 ELA - Interim Assessment (ICA)

✕

G6

Grade 6 Math - Ratios and Proportional Relationships (IAB)

✕

G6

Grade 6 Math - The Number System (IAB)

✕

Click an assessment to add or remove it from your list of selections above.

✕

Grade 6

Grade 6 ELA - Brief Writes (IAB)

Grade 6 ELA - Interim Assessment (ICA)

Grade 6 Math - Ratios and Proportional Relationships (IAB)

Grade 6 Math - The Number System (IAB)

Results

Display value as

Percent

Number

Expand All ☒[Export CSV](#)[Filter Results](#)

G6 Grade 6 ELA - Brief Writes (IAB)Average Scale Score
for **26** results**2503** \pm 30¹

Student Score Distribution

Above Standard 	19%
Near Standard 	66%
Below Standard 	15%

Show Results ▼

G6 Grade 6 ELA - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **19** results**2489** \pm 18¹

Student Score Distribution

Exceeded Standard	5%
Met Standard	21%
Nearly Met Standard	37%
Did Not Meet Standard	37%

Show Results ▼

G6 Grade 6 Math - Ratios and Proportional Relationships (IAB)Average Scale Score
for **46** results**2455** \pm 18¹

Student Score Distribution

Above Standard 	7%
Near Standard 	30%
Below Standard 	63%

Show Results ▼

▼ Filter Results

G6

Grade 6 Math - The Number System (IAB)

Average Scale Score
for **48** results

2457 \pm 14 ⁱ

Student Score Distribution

Above Standard 

6%

Near Standard 

27%

Below Standard 

67%

Show Results ▼

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▼ Filter Results

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Shandon Elementary - Grade 7

[District / School Exports \(/custom-export\)](#)[Printable Reports](#)**School**

Shandon Elementary

Assessment Grade

Grade 7 ▼

School Year

2019-20 ▼

Advanced FiltersShow ☒

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G7

Grade 7 ELA - Brief Writes (IAB)

✕

G7

Grade 7 ELA - Editing (IAB)

✕

G7

Grade 7 ELA - Interim Assessment (ICA)

✕

G7

Grade 7 ELA - Read Literary Texts (IAB)

✕

G7

Grade 7 Math - Ratios and Proportional Relationships (IAB)

✕

G7

Grade 7 Math - The Number System (IAB)

✕

Click an assessment to add or remove it from your list of selections above.

✕

Grade 7

Grade 7 ELA - Brief Writes (IAB)

Grade 7 ELA - Editing (IAB)

Grade 7 ELA - Interim Assessment (ICA)

Grade 7 ELA - Read Literary Texts (IAB)

Grade 7 Math - Ratios and Proportional Relationships (IAB)

Grade 7 Math - The Number System (IAB)

[Filter Results](#)

Results

Display value as

Percent

Number

Expand All  Export CSV**G7** Grade 7 ELA - Brief Writes (IAB)Average Scale Score
for **20** results**2548** \pm 32 [Ⓢ]

Student Score Distribution

Above Standard  30%Near Standard  50%Below Standard  20%Show Results **G7** Grade 7 ELA - Editing (IAB)Average Scale Score
for **15** results**2406** \pm 34 [Ⓢ]

Student Score Distribution

Above Standard  0%Near Standard  53%Below Standard  47%Show Results **G7** Grade 7 ELA - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **17** results**2554** \pm 25 [Ⓢ]

Student Score Distribution

Exceeded Standard 12%

Met Standard 29%

Nearly Met Standard 47%

Did Not Meet Standard 12%

Show Results  Filter Results

G7 Grade 7 ELA - Read Literary Texts (IAB)Average Scale Score
for **1** results**2416** \pm 0 ⁱ




Student Score Distribution

Above Standard 	0%
Near Standard 	0%
Below Standard 	100%

Show Results ▼

G7 Grade 7 Math - Ratios and Proportional Relationships (IAB)Average Scale Score
for **39** results**2463** \pm 18 ⁱ




Student Score Distribution

Above Standard 	3%
Near Standard 	46%
Below Standard 	51%

Show Results ▼

G7 Grade 7 Math - The Number System (IAB)Average Scale Score
for **21** results**2552** \pm 24 ⁱ

Student Score Distribution

Above Standard 	19%
Near Standard 	57%
Below Standard 	24%

Show Results ▼

[Home \(/\)](#) / Shandon Elementary

Shandon Elementary - Grade 8

[District / School Exports \(/custom-export\)](#)[Printable Reports](#)

School

Shandon Elementary

Assessment Grade

Grade 8 ▼

School Year

2019-20 ▼

Advanced Filters

Show ☒

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G8

Grade 8 ELA - Brief Writes (IAB) ×

G8

Grade 8 ELA - Interim Assessment (ICA) ×

G8

Grade 8 Math - Expressions and Equations I (IAB) ×

G8

Grade 8 Math - Expressions and Equations II (IAB) ×

G8

Grade 8 Math - Functions (IAB) ×

G8

Grade 8 Math - The Number System (IAB) ×

Click an assessment to add or remove it from your list of selections above.

×

Grade 8

Grade 8 ELA - Brief Writes (IAB)

Grade 8 ELA - Interim Assessment (ICA)

Grade 8 Math - Expressions and Equations I (IAB)

Grade 8 Math - Expressions and Equations II (IAB)

Grade 8 Math - Functions (IAB)

Grade 8 Math - The Number System (IAB)


[Filter Results](#)

Results

Display value as

Percent

Number

Expand All  Export CSV**G8** Grade 8 ELA - Brief Writes (IAB)Average Scale Score
for **19** results**2639** \pm 30 ⁱ

Student Score Distribution

Above Standard 

63%

Near Standard 

26%

Below Standard 

11%

Show Results **G8** Grade 8 ELA - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **14** results**2609** \pm 29 ⁱ

Student Score Distribution

Exceeded Standard

36%

Met Standard

43%

Nearly Met Standard

0%

Did Not Meet Standard

21%

Show Results **G8** Grade 8 Math - Expressions and Equations I (IAB)Average Scale Score
for **36** results**2550** \pm 18 ⁱ

Student Score Distribution

Above Standard 

22%

Near Standard 

47%

Below Standard 

31%

Show Results  Filter Results

G8 Grade 8 Math - Expressions and Equations II (IAB)Average Scale Score
for **9** results**2395** \pm 35 ⁱ

Student Score Distribution

Above Standard 	0%
Near Standard 	11%
Below Standard 	89%

Show Results ▼

G8 Grade 8 Math - Functions (IAB)Average Scale Score
for **8** results**2540** \pm 28 ⁱ

Student Score Distribution

Above Standard 	0%
Near Standard 	75%
Below Standard 	25%

Show Results ▼

G8 Grade 8 Math - The Number System (IAB)Average Scale Score
for **16** results**2613** \pm 37 ⁱ

Student Score Distribution

Above Standard 	56%
Near Standard 	31%
Below Standard 	13%

Show Results ▼

[Home \(/\)](#) / Parkfield Elementary

Parkfield Elementary - Grade 6

[District / School Exports \(/custom-export\)](#)[Printable Reports](#)**School**

Parkfield Elementary

Assessment Grade

Grade 6 ▼

School Year

2019-20 ▼

Advanced FiltersShow ☒

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G6

Grade 6 ELA - Brief Writes (IAB) ✕

G6

Grade 6 ELA - Editing (IAB) ✕

G6

Grade 6 ELA - Interim Assessment (ICA) ✕

G6

Grade 6 Math - Expressions and Equations (IAB) ✕

G6

Grade 6 Math - Interim Assessment (ICA) ✕

G6

Grade 6 Math - Ratios and Proportional Relationships (IAB) ✕

Click an assessment to add or remove it from your list of selections above.

✕

Grade 6

Grade 6 ELA - Brief Writes (IAB)

Grade 6 ELA - Editing (IAB)

Grade 6 ELA - Interim Assessment (ICA)

Grade 6 Math - Expressions and Equations (IAB)

Grade 6 Math - Interim Assessment (ICA)

Grade 6 Math - Ratios and Proportional Relationships (IAB)


 Filter Results

Results

Display value as

Percent

Number

Expand All ☒ Export CSV**G6** Grade 6 ELA - Brief Writes (IAB)Average Scale Score
for **1** results**2715** ± 0 ⁱ

Student Score Distribution

Above Standard 

100%

Near Standard 

0%

Below Standard 

0%

Show Results ▼

12/5/19

G6 Grade 6 ELA - Editing (IAB)Average Scale Score
for **1** results**2388** ± 0 ⁱ

Student Score Distribution

Above Standard 

0%

Near Standard 

0%

Below Standard 

100%

Show Results ▼

12/5/19

G6 Grade 6 ELA - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **1** results**2568** ± 0 ⁱ

Student Score Distribution

Exceeded Standard

0%

Met Standard

100%

Nearly Met Standard

0%

▼ Filter Results

2/7/20

Average Scale Score
for **1** results

2568 ± 0 ⁱ

Student Score Distribution

Did Not Meet Standard

0%

Show Results ▼

G6 Grade 6 Math - Expressions and Equations (IAB)

Average Scale Score
for **1** results

2615 ± 0 ⁱ

Student Score Distribution

Above Standard 

100%

Near Standard 

0%

Below Standard 

0%

Show Results ▼

2/11/20

G6 Grade 6 Math - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **1** results

2562 ± 0 ⁱ

Student Score Distribution

Exceeded Standard

0%

Met Standard

100%

Nearly Met Standard

0%

Did Not Meet Standard

0%

Show Results ▼

12/6/19

G6 Grade 6 Math - Ratios and Proportional Relationships (IAB)

Average Scale Score
for **1** results

2617 ± 0 ⁱ

Student Score Distribution

▼ Filter Results

Average Scale Score
for **1** results

2617 ± 0 ¹

Student Score Distribution

Above Standard 

100%

Near Standard 

0%

Below Standard 

0%

2/13/20

Show Results ▼

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▼ Filter Results

[Home \(/\)](#) / Parkfield Elementary

Parkfield Elementary - Grade 4

[District / School Exports \(/custom-export\)](#)[Printable Reports](#)**School**

Parkfield Elementary

Assessment Grade

Grade 4 ▼

School Year

2019-20 ▼

Advanced FiltersShow ☒

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G4

Grade 4 ELA - Brief Writes (IAB) ✕

G4

Grade 4 ELA - Editing (IAB) ✕

G4

Grade 4 ELA - Interim Assessment (ICA) ✕

G4

Grade 4 Math - Interim Assessment (ICA) ✕

G4

Grade 4 Math - Number and Operations - Fractions (IAB) ✕

G4

Grade 4 Math - Number and Operations in Base Ten (IAB) ✕

Click an assessment to add or remove it from your list of selections above. ✕

Grade 4

Grade 4 ELA - Brief Writes (IAB)

Grade 4 ELA - Editing (IAB)

Grade 4 ELA - Interim Assessment (ICA)

Grade 4 Math - Interim Assessment (ICA)

Grade 4 Math - Number and Operations - Fractions (IAB)

Grade 4 Math - Number and Operations in Base Ten (IAB)

 Filter Results

Results

Display value as

Percent

Number

Expand All ☒☒ Export CSV**G4** Grade 4 ELA - Brief Writes (IAB)Average Scale Score
for **1** results**2590** ± 0¹

Student Score Distribution

Above Standard  100%Near Standard  0%Below Standard  0%

Show Results ▼

12/5/19

G4 Grade 4 ELA - Editing (IAB)Average Scale Score
for **1** results**2559** ± 0¹

Student Score Distribution

Above Standard  0%Near Standard  100%Below Standard  0%

Show Results ▼

12/5/19

G4 Grade 4 ELA - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **1** results**2544** ± 0¹

Student Score Distribution

Exceeded Standard 100%

Met Standard 0%

Nearly Met Standard 0%

Did Not Meet Standard 0%

Show Results ▼

Filter Results

2/6/20

G4 Grade 4 Math - Interim Assessment (ICA)

Overall

Claim

Average Scale Score
for **1** results**2504** ± 0 ⁱ

Student Score Distribution

Exceeded Standard

0%

Met Standard

100%

Nearly Met Standard

0%

Did Not Meet Standard

0%

Show Results ▼

12/5/19

G4 Grade 4 Math - Number and Operations - Fractions (IAB)Average Scale Score
for **1** results**2548** ± 0 ⁱ

Student Score Distribution

Above Standard 

100%

Near Standard 

0%

Below Standard 

0%

Show Results ▼

2/18/20

G4 Grade 4 Math - Number and Operations in Base Ten (IAB)Average Scale Score
for **1** results**2583** ± 0 ⁱ

Student Score Distribution

Above Standard 

100%

Near Standard 

0%

Below Standard 

0%

Show Results ▼

2/13/20

▼ Filter Results

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Shandon Elementary - Grade 8

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Shandon Elementary

Assessment Grade

Grade 8 ▼

School Year

2019-20 ▼

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Selected Assessments

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Select Assessments

G8

 Grade 8 ELA - Brief Writes (IAB) ✕

G8

 Grade 8 Math - Expressions and Equations I (IAB) ✕

G8

 Grade 8 Math - Expressions and Equations II (IAB) ✕

G8

 Grade 8 Math - Functions (IAB) ✕

G8

 Grade 8 Math - The Number System (IAB) ✕

Click an assessment to add or remove it from your list of selections above. ✕

Grade 8

Grade 8 ELA - Brief Writes (IAB)

Grade 8 Math - Expressions and Equations I (IAB)

Grade 8 Math - Expressions and Equations II (IAB)

Grade 8 Math - Functions (IAB)

Grade 8 Math - The Number System (IAB)

[Filter Results](#)

Results

Display value as

Percent

Number

Expand All ☒ Export CSV**G8** Grade 8 ELA - Brief Writes (IAB)Average Scale Score
for **19** results**2639** \pm 30¹

Student Score Distribution

Above Standard 

63%

Near Standard 

26%

Below Standard 

11%

Show Results ▼

10/8/19

G8 Grade 8 Math - Expressions and Equations I (IAB)Average Scale Score
for **36** results**2550** \pm 18¹

Student Score Distribution

Above Standard 

22%

Near Standard 

47%

Below Standard 

31%

Show Results ▼

12/9/19

G8 Grade 8 Math - Expressions and Equations II (IAB)Average Scale Score
for **9** results**2395** \pm 35¹

Student Score Distribution

Above Standard 

0%

Near Standard 

11%

Below Standard 

89%

Show Results ▼

2/7/20

 Filter Results

G8 Grade 8 Math - Functions (IAB)Average Scale Score
for **8** results**2540 ± 28** ⓘ

Student Score Distribution

Above Standard 

0%

Near Standard 

75%

Below Standard 

25%

Show Results ▼

2/18/20

G8 Grade 8 Math - The Number System (IAB)Average Scale Score
for **16** results**2613 ± 37** ⓘ

Student Score Distribution

Above Standard 

56%

Near Standard 

31%

Below Standard 

13%

Show Results ▼

10/10/19

🏠 (/) / Shandon Elementary

Shandon Elementary - Grade 7

📄 District / School Exports (/custom-export)

🖨️ Printable Reports

School

Shandon Elementary

Assessment Grade

Grade 7 ▼

School Year

2019-20 ▼

Advanced Filters

Show ☒

📋 Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G7

Grade 7 ELA - Brief Writes (IAB) ✕

G7

Grade 7 ELA - Editing (IAB) ✕

G7

Grade 7 ELA - Read Literary Texts (IAB) ✕

G7

Grade 7 Math - Ratios and Proportional Relationships (IAB) ✕

G7

Grade 7 Math - The Number System (IAB) ✕

Click an assessment to add or remove it from your list of selections above.

✕

Grade 7

Grade 7 ELA - Brief Writes (IAB)

Grade 7 ELA - Editing (IAB)

Grade 7 ELA - Read Literary Texts (IAB)

Grade 7 Math - Ratios and Proportional Relationships (IAB)

Grade 7 Math - The Number System (IAB)


⌵ Filter Results

Results

Display value as

Percent

Number

Expand All  Export CSV**G7** Grade 7 ELA - Brief Writes (IAB)Average Scale Score
for **20** results**2548 ± 32** ⁱ

Student Score Distribution

Above Standard 

30%

Near Standard 

50%

Below Standard 

20%

Show Results *10/24/19***G7** Grade 7 ELA - Editing (IAB)Average Scale Score
for **15** results**2406 ± 34** ⁱ

Student Score Distribution

Above Standard 

0%

Near Standard 

53%

Below Standard 

47%

Show Results *2/7/20***G7** Grade 7 ELA - Read Literary Texts (IAB)Average Scale Score
for **1** results**2416 ± 0** ⁱ

Student Score Distribution

Above Standard 

0%

Near Standard 

0%

Below Standard 

100%

Show Results *Only 1 student has been graded* Filter Results

G7 Grade 7 Math - Ratios and Proportional Relationships (IAB)Average Scale Score
for **39** results**2463** \pm 18 ⁱ

Student Score Distribution

Above Standard 

3%

Near Standard 

46%

Below Standard 

51%

10/11/19

Show Results ▼

G7 Grade 7 Math - The Number System (IAB)Average Scale Score
for **21** results**2552** \pm 24 ⁱ

Student Score Distribution

Above Standard 

19%

Near Standard 

57%

Below Standard 

24%

10/10/19

Show Results ▼

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School

Shandon Elementary

Assessment Grade

Grade 6 ▼

School Year

2019-20 ▼

Advanced Filters

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Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G6

Grade 6 ELA - Brief Writes (IAB)

✕

G6

Grade 6 Math - Ratios and Proportional Relationships (IAB)

✕

G6

Grade 6 Math - The Number System (IAB)

✕

Click an assessment to add or remove it from your list of selections above.

✕

Grade 6

Grade 6 ELA - Brief Writes (IAB)

Grade 6 Math - Ratios and Proportional Relationships (IAB)

Grade 6 Math - The Number System (IAB)

Results

Display value as

Percent

Number

Expand All ☒[Export CSV](#)[Filter Results](#)

G6 Grade 6 ELA - Brief Writes (IAB)Average Scale Score
for **26** results**2503** \pm 30 ⁱ

Student Score Distribution

Above Standard  19%Near Standard  66%Below Standard  15%

Show Results ▼

10/9/19

G6 Grade 6 Math - Ratios and Proportional Relationships (IAB)Average Scale Score
for **46** results**2455** \pm 18 ⁱ

Student Score Distribution

Above Standard  7%Near Standard  30%Below Standard  63%

Show Results ▼

3/5/2020

G6 Grade 6 Math - The Number System (IAB)Average Scale Score
for **48** results**2457** \pm 14 ⁱ

Student Score Distribution

Above Standard  6%Near Standard  27%Below Standard  67%

Show Results ▼

3/3/2020

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School

Shandon Elementary

Assessment Grade

Grade 5 ▼

School Year

2019-20 ▼

Advanced Filters

Show ☒

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G5

Grade 5 ELA - Performance Task - Whales (IAB) ✕

G5

Grade 5 ELA - Read Informational Texts (IAB) ✕

G5

Grade 5 Math - Number and Operations in Base Ten (IAB) ✕

G5

Grade 5 Math - Performance Task - Turtle Habitat (IAB) ✕

Click an assessment to add or remove it from your list of selections above. ✕

Grade 5

Grade 5 ELA - Performance Task - Whales (IAB)

Grade 5 ELA - Read Informational Texts (IAB)

Grade 5 Math - Number and Operations in Base Ten (IAB)

Grade 5 Math - Performance Task - Turtle Habitat (IAB)

[Filter Results](#)

Results

Display value as

Percent

Number

Expand All  Export CSV**G5** Grade 5 ELA - Performance Task - Whales (IAB)Average Scale Score
for **51** results**2560** ± 12 ¹

Student Score Distribution

Above Standard 

45%

Near Standard 

51%

Below Standard 

4%

Show Results **G5** Grade 5 ELA - Read Informational Texts (IAB)Average Scale Score
for **52** results**2479** ± 16 ¹

Student Score Distribution

Above Standard 

27%

Near Standard 

52%

Below Standard 

21%

Show Results **G5** Grade 5 Math - Number and Operations in Base Ten (IAB)Average Scale Score
for **51** results**2440** ± 11 ¹

Student Score Distribution

Above Standard 

4%

Near Standard 

31%

Below Standard 

65%

Show Results  Filter Results

G5

Grade 5 Math - Performance Task - Turtle Habitat (IAB)

Average Scale Score
for **24** results

2554 \pm 22 ¹

Student Score Distribution

Above Standard 

38%

Near Standard 

58%

Below Standard 

4%

2/7/2020


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School

Shandon Elementary

Assessment Grade

Grade 4 ▼

School Year

2019-20 ▼

Advanced Filters

Show 

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G4

Grade 4 ELA - Performance Task - Unlikely Animal Friends (IAB) ✕

G4

Grade 4 ELA - Read Literary Texts (IAB) ✕

G4

Grade 4 Math - Number and Operations in Base Ten (IAB) ✕

Click an assessment to add or remove it from your list of selections above. ✕

Grade 4

Grade 4 ELA - Performance Task - Unlikely Animal Friends (IAB)

Grade 4 ELA - Read Literary Texts (IAB)


Grade 4 Math - Number and Operations in Base Ten (IAB)

Results

Display value as

Percent

Number

Expand All  Export CSV Filter Results

G4 Grade 4 ELA - Performance Task - Unlikely Animal Friends (IAB)

Average Scale Score
for **16** results

2539 ± 18 ⁱ

Student Score Distribution

Above Standard  44%

Near Standard  56%

Below Standard  0%

10/3/19

Show Results ▼

G4 Grade 4 ELA - Read Literary Texts (IAB)

Average Scale Score
for **16** results

2386 ± 22 ⁱ

Student Score Distribution

Above Standard  6%

Near Standard  44%

Below Standard  50%

9/30/19

Show Results ▼

G4 Grade 4 Math - Number and Operations in Base Ten (IAB)

Average Scale Score
for **32** results

2395 ± 16 ⁱ

Student Score Distribution

Above Standard  3%

Near Standard  28%

Below Standard  69%

2/3/2020

Show Results ▼

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School

Shandon Elementary

Assessment Grade

Grade 3

School Year

2019-20

Advanced Filters

Show

Selected Assessments

Click an assessment to remove it from the list

Most Recent

Select Assessments

G3 Grade 3 ELA - Performance Task - Beetles (IAB)

G3 Grade 3 ELA - Read Informational Texts (IAB)

G3 Grade 3 ELA - Read Literary Texts (IAB)

G3 Grade 3 Math - Measurement and Data (IAB)

G3 Grade 3 Math - Multiplication and Division: Interpret, Represent, and Solve (IAB)

G3 Grade 3 Math - Number and Operations in Base Ten (IAB)

G3 Grade 3 Math - Performance Task - Order Form (IAB)

Click an assessment to add or remove it from your list of selections above.

Grade 3

Grade 3 ELA - Performance Task - Beetles (IAB)

Grade 3 ELA - Read Informational Texts (IAB)

Grade 3 ELA - Read Literary Texts (IAB)

Grade 3 Math - Measurement and Data (IAB)

Grade 3 Math - Multiplication and Division: Interpret, Represent, and Solve (IAB)

Grade 3 Math - Number and Operations in Base Ten (IAB)

Grade 3 Math - Performance Task - Order Form (IAB)

Results

Display value as

Percent

Number

Expand All

Export CSV

G3 Grade 3 ELA - Performance Task - Beetles (IAB)

Filter Results

Average Scale Score
for **45** results

2438 ± 19 ¹

Student Score Distribution

Above Standard  31%
Near Standard  58%
Below Standard  11%

Show Results ▼

1/23/2020

G3 Grade 3 ELA - Read Informational Texts (IAB)

Average Scale Score
for **23** results

2372 ± 16 ¹

Student Score Distribution

Above Standard  4%
Near Standard  57%
Below Standard  39%

Show Results ▼

2/5/2020

G3 Grade 3 ELA - Read Literary Texts (IAB)

Average Scale Score
for **23** results

2340 ± 19 ¹

Student Score Distribution

Above Standard  0%
Near Standard  39%
Below Standard  61%

Show Results ▼

4/4/2019

G3 Grade 3 Math - Measurement and Data (IAB)

Average Scale Score
for **20** results

2316 ± 16 ¹

Student Score Distribution

Above Standard  0%
Near Standard  25%
Below Standard  75%

Show Results ▼

2/14/2020

▼ Filter Results

G3 Grade 3 Math - Multiplication and Division: Interpret, Represent, and Solve (IAB)Average Scale Score
for **23** results**2364** \pm 18¹

Student Score Distribution

Above Standard 	4%
Near Standard 	35%
Below Standard 	61%

Show Results ▼

11/27/2020

G3 Grade 3 Math - Number and Operations in Base Ten (IAB)Average Scale Score
for **22** results**2361** \pm 16¹

Student Score Distribution

Above Standard 	5%
Near Standard 	36%
Below Standard 	59%

Show Results ▼

10/9/19

G3 Grade 3 Math - Performance Task - Order Form (IAB)Average Scale Score
for **46** results**2335** \pm 17¹

Student Score Distribution

Above Standard 	4%
Near Standard 	59%
Below Standard 	37%

Show Results ▼

2/6/2020

2nd Grade ELA
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

Teacher:

Lieber (2nd)

SY: 2019-2020

SY:

Student Name		ELL		RR			STAR G.E.			Writing			AR Points			Sight Words		
		CE	LD	B	T	T2	T3	B	T1	T2	T3	T1	T2	T3	T1	T2	T3	
		L	M	N				2.5	3.6	3.8		80	58		16.5	19.3		
		J	J	J				1.8	2.0	2.7		75	55		7.3	8		
		E	G	H				0.0	0.8	1.3		50	58		2.2	6.3		
		J	L	M				2.2	2.3	3.2		85	78		10.4	17.1		
		J	K	M				1.9	2.7	3.1		65	73		6	9.1		
		H	J	K				1.6	2.1	2.7		55	83		3.2	6.3		
		N	O	O				2.8	3.1	2.9		65	80		13.3	18.1		
		F	H	I				1.2	2.0	1.7		55	65		4.3	9.2		
		L	M	N				2.2	3.1	3.1		85	58		7	14.9		
		G	H	J				0.9	1.9	2.4		80	60		5.7	9.5		
		B	B	C				NT	NT	NT		20	45		0.3	1.3		
		D	H	I				0.6	0.9	1.7		55	48		1.4	7.1		
		B	F	H				0.6	1.2	1.3		40	55		2.2	4.6		
		D	F	I				0.7	1.2	2.4		50	68		0.9	2.7		
		B	B	B				NT	NT	NT		NT	NT		0.4	1.2		
		N	O	NA				3.8	3.6	NA		60	NA		7.9	NA		
		H	I	K				0.7	1.8	1.8		45	70		6	7.3		
		G	J	L				1.4	1.4	2.2		50	53		4.7	8.1		
		K	L	M				2.2	2.9	2.9		45	70		6.6	13.5		
		N	O	O				2.1	3.9	3.8		85	80%		7.8	12.7		

[illegible][illegible]

SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

Teacher:

Stanley

SY: 2019-2020

Student Name	Add			Sub			ST Math		
	T1	T2	T3	T1	T2	T3	T1	T2	T3
	83	95	34	100			4	15	
	29		0		2		2	6	
	63		0	41			4	17	
	100	100		0	50		0	2	
	100	100	34	95			11	23	
	100	100	96	100			21	26	
	0	45	0	0			4	9	
	100	100	100	88			14	42	
	62	79	34	50			11	24	
	74	100	12	33			7	13	
	100		12				3	13	
	100	100	100	100			24	38	
	100	100	100	100			15	32	
	100	100	100	100			25	42	
	96	87	34	33			13	20	
	100	100	0	95			10	23	
	0	100	0	95			2	31	
	na	95	na	30			na	2	

3rd Grade ELA
SHANDON ELEMENTARY SCHOOL
STUDENT/CLASS PROFILE

Teacher: Ibarra

SY: 2019-2020

Student Name	ELL	ELA Interim	RR	STAR G.E.			Writing			AR Points			Comments
				T1	T2	T3	T1	T2	T3	T1	T2	T3	
	ELPAC	ELA Literary Texts Block	ELA Informational Texts Block	ELA Performance Task	9/19	10/23	11/23	12/23	1/24	2/24	3/24	4/24	Did not complete Interims
		2395	2423	2560	L	N	O	3.6	3.7	1.6	0	0	
	3	2395	2490	2560	M	N	O	3.0	3.2	2.7	12.4	19.6	
		2353	2370	2114	L	N	N	1.8	1.9	2.5	10.6	18.5	
	3	2278	2364	D	H	I	I	1.2	1.5	0.9	5.6	9.3	
	2	2323	2490	2451	K	M	O	2.5	2.6	2.4	3.6	4.4	Out of the Country for T2 Interims
		2406	2495	2451	L	N	O	2.7	3.3	2.7	5.2	9	
		2414	2532	2531	Q	R	S	5.3	4.7	4.3	11.3	16.4	
		2359	2416	2207	J	L	M	1.9	2.2	1.6	1.9	3.3	
	3	2336	2451	2454	M	N	N	2.9	3.2		11.2	16.2	Absent for STAR Test T2
		2414	2532	2458	M	N	P	3.6	4.2	5.4	7.5	7.8	
	3	2317	2495	2380	M	N	O	3.3			4.3	7.1	
	2	2325	2532	2458	H	H	I	1.4			2.6	4.9	
		2265	2402	2393	M	M	N	1.5	1.5	1.5	1.2	3	
		2422	2520	2438	Q	R	S	3.9	3.9		12.6	15.7	
		2345	2114	2354	G	H	I	1.4			0	0.7	
	4	2437	2490	2506	M	O	P	3.2	4.8	3.9	19.3	29.8	
				2388	M	N	N	2.4	2.6	2.7	0.4	3.8	Not enrolled for T1 Interims
	3	2336	2490	2374	M	N	N	2.9	3.2		10.7	15.5	
	4	2456	2565	2445	O	O	P	3.1	3.9	3.6	20.7	31.5	
		2400	2560	2446	R	S	T2	3.2	3.9	3.7	17.7	25.6	
		2114	2452	2384	M	N	N	1.0	1.1		0.6	0.6	Absent for STAR Test T2
	3	2265	2495	2387	M	N	O	2.6	2.6		8.4	13.8	
		2358	2353	2254	H	I	J	1.3	0.8	3.1	1.8	2.6	

2019-2020

Student Name	Math Interim										ST Math			Add	Sub			Multiplication			Division			Comments
	Math Number and Operations in Base Ten Block	Math PT	T2	Multiplication and Division: Interpret, Represent, and Solve	Math PT	T1	T2	T3	T1	T2	T3	T1	T2		T3	T1	T2	T3	T1	T2	T3			
	T1			2300	2405	8%	10%		6	14		15	13		0			0				Did not complete Interims		
		2384	2452	2450	2447	16%	30%		52	56		42	46		11	14		0	6					
		2392	2189	2378	2189	13%	16%		79	83		75	87		22	17		0	3					
		2303		2331	2189	2%	4%		35	43		12	11		13	1		0	0					
		2303	2369			7%	11%		35	31		12	24		7	0		0	0			Out of the Country for T2 Interims		
		2374	2413	2362	2189	14%	24%		91			66			17	47		0	6					
		2189	2406	23767	2372	9%	16%		61	61		26	28		35	28		10	17					
		2522	2452	2411	2533	25%	83%		100	100		99	99		13	16		1	18					
		2303	2189	2189	2189	3%	8%		22	18		23	14		4	20		5	5					
		2392	2372	2410	2406	12%	15%		46			29			48			12				Absent for Math Facts Tests		
		2386	2369	2395	2409	11%	13%		52	79		25	22		6	27		2	22					
		2291	2189	2378	2406	5%	13%		72	81		24	37		9	14		0	30					
		2395	2434	2317	2189	11%	3%		23	35		10	19		23	13		0	1					
		2290	2189	2189	2372	5%	9%		26	49		6	39		0	3		0	14					
		2406	2488	2467	2467	17%	41%		45	46		67	41		14	17		6	6					
		2367	2189	2410	2189	8%	13%		20	39		0	4		21	26		1	0					
		2419	2454	2490	2436	14%	31%		81	99		60	74		15	12		4	18			Not enrolled for T1 Interims		
				2189	2369	2%	11%		43	58		37	41		36	25		0	1					
		2432	2432	2376	2189	14%	21%		57	87		27	30		22	42		0	13					
		2401	2434	2497	2472	23%	59%		66	99		45	71		15	69		6	37					
		2565	2441	2463	2466	28%	83%		98	100		73	98		46	14		22	0					
		2303	2372	2382	2189	13%	19%		47			33			24			0				Absent for Math Facts Tests		
		2291	2189	2370	2189	9%	17%		52	60		18	22		10	22		0	0					
		2344	2379	2290	2189	11%	16%		30	64		13	29		16	5		1	1					

4th Grade ELA

Larinto

2019-2020

Student Name	ELL	ELA CAASPP	ELA Interim			RR			STAR G.E.			Writing			AR Points					
	CELD	LEVEL	SCORE	T1	LEV	SCR	T2	LEV	SCR	T1	T2	T3	T1	T2	T3	T1	T2	T3		
	394		2329			2484			2528	N	O		324	372		14	6		0	1.2
			2250			2462			2509	N	O		353	353		12	18		1	2.4
	484		2478			2663			2663	S	S		549	668		16	19		0.9	1.4
			2379			2499			2542	R	R		361	412		15	11		0.5	1.8
	373		2417			2567			2607	N	O		368	356		10	15		0	0.8
			2305			2478			2523	K	M		167	188		7	14		0	0.6
	406		2347			2599			2642	P	P		276	354		13	16		0.3	1.1
			2322			2549			2589	P	Q		286	397		9	12		3.6	5
	400		2300			2463			2510	N	N		94.0	215		5	6		0	0.4
	464		2394			2532			2572	Q	Q		373	422		7	13		0	0.4
	266		2369			2614			2659	P	P		314	331		13	12		2.6	4.1
			2395			2519			2560	Q	Q		429	489		10	10		1.2	3.4
			2407			2519			2560	P	P		388	285		9	15		0.8	0.8
	315		2260			2411			2470	H	H		101	83.0		6	12		0.3	0.3
	278		2386			2663			2663	P	P		327	364		17	13		1.4	2
	423		2402						2599	Q	Q		375	375		15	18		0.6	0.6
											H						4			0
																	9			0
					</															

2019-2020

[illegible]

TK

Esser- Class Poems that later
will go home in a book for the kids.

I'm a Little Spider



I'm a little spider,



Watch me spin.



If you'll be my dinner,



I'll let you come in.

Then I'll spin my web to hold you tight,

And gobble you up in one big bite!

pumpkin patch?

Dalton stole the pumpkin from the

pumpkin patch.



The

wheels

on

bus

go

umpity

ump,

umpity

ump,

umpity

ump.

The

wheels

on


bus

go

umpity

ump,

C my name is Cain

and I like  .

E my name is Ezekiel

To buy a pickle.

But I didn't buy a pickle.

I bought some grapes



flowers



milk



fish



juice



Yellow is the sun shining on me.



Blue is the ocean, oh, so big.



Green is the leaf on a twig.



Purple is the lamp by my bed.



Orange is the umbrella over my head.



Pink is the flower I see outside.



Grey is an elephant I like to ride.



Brown is a rabbit in a hat.



White is white and that is that!



Good morning to you,

Good morning dear — Ezekiel —.



_____ stole the cookies from the cookie jar.

Who me? Yes, you. Couldn't be. Then who?

eating some most delicious bugs.



Yum. Yum.

One jumped into the pool,



where it was nice and cool.



Now there are four ~~4~~ green speckled frogs

Glub. Glub.

Did you ever see a

snake in a lake?

Did you ever see a

snake in a lake?

No, I never, never, never.

Grandpa's Farm


big brown bunny 


We're on the way, we're on the way,

On the way to Grandpa's farm.

Down on Grandpa's Farm there is a


little green frog 


big pink pig 




big gray donkey 



small
black
cat 

The _____ (s)he makes a sound like this;

One  little teddy bears jumpin' on the bed.

One fell off and broke his head! 

Mama  called the doctor  and the doctor  said,

"No more teddy  bears jumpin' on the bed!" 



TACOS look yellow.

TACOS feel soft.

TACOS sound yum.

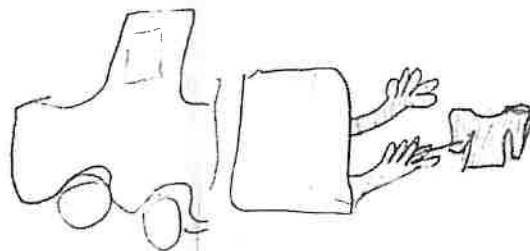
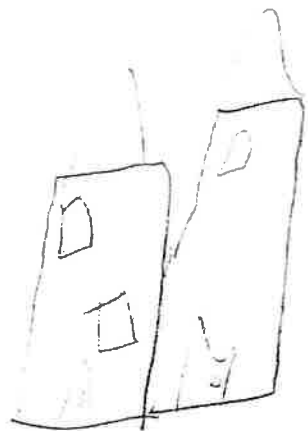
TACOS taste gud.

TACOS smell filled
gud.

Silly Poem Book



By: Emily



One day I sould \$hincobs
from a truffly tree. I gave
it to a town cold Hoolvell
thay had an owut and the said Hoo!

One day I saw a Seal
 + was on Steel.
 The Seal was in a Orange
ice Something was odd?
 All the Seals stuff was odd
 Ke any other day



~~hills to sea~~
~~hills to sea~~
~~hills to sea~~

One day a bee was born
Then it was really warm.
He played for his first time.
Then he found a home.

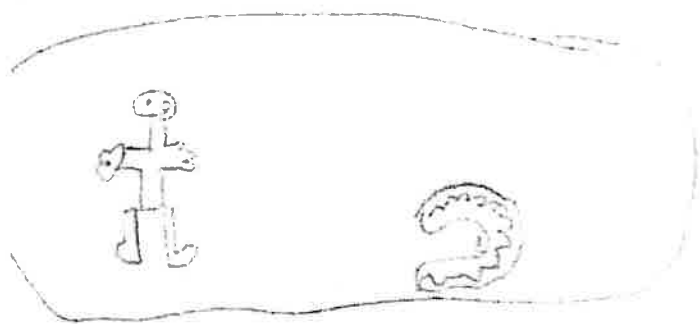


Sry this
part is not
used.



Q Purple Pearl Reef
at alex gmberson in
the warm warm
rushing to Russia.

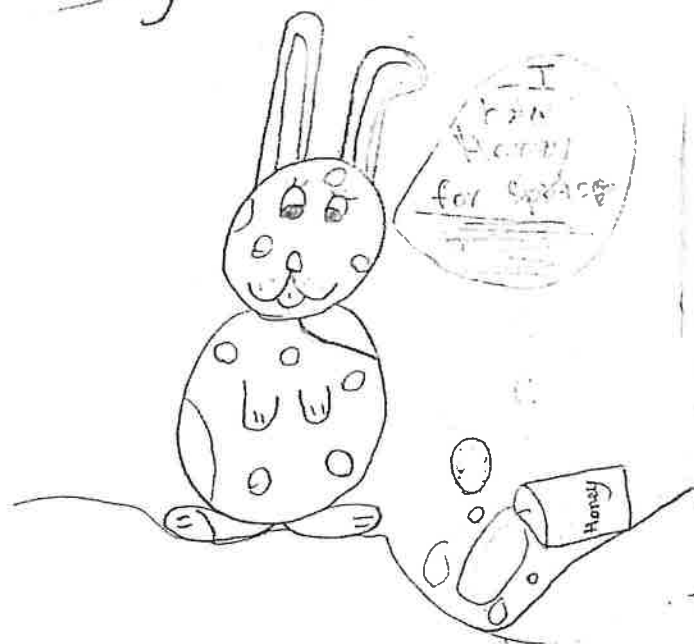
So we are
nothing here
again.



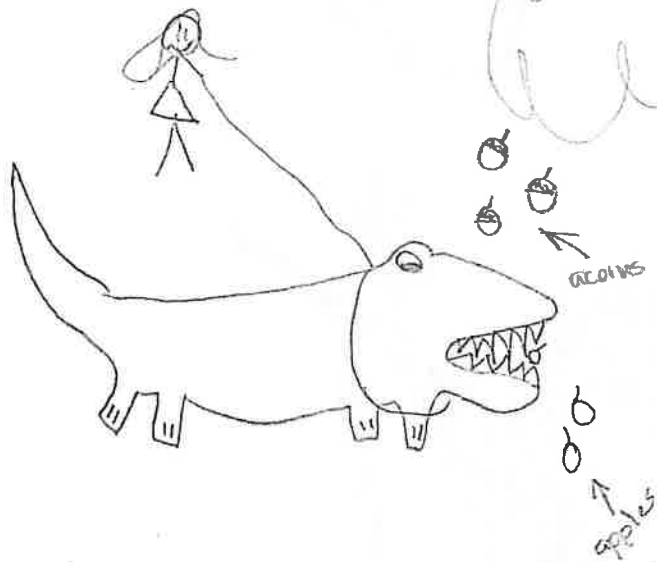
Annelise's
Crazy poem book



I Saw a funny
little and white bunny
who is eat Honey
on a nice Sunny
day.

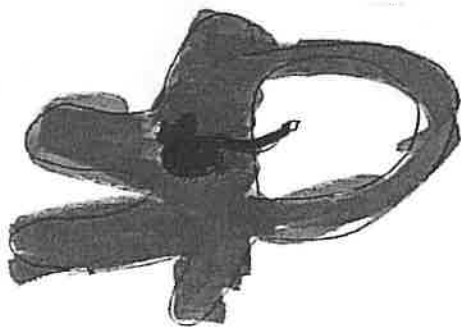


I have a alligator
who eat dillidid apples
but lots of acorn
fell on my alligator.
So he got angre

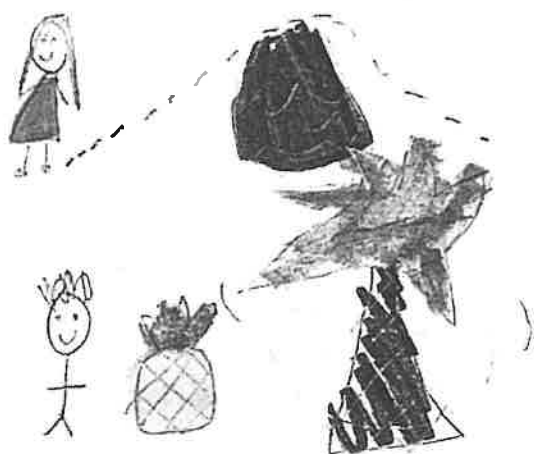


Ayleen's Silly Book

We make chain of traffulas tree
they are called thneeds bee
I put it in my house
I put it on my head within hours



Lucky Lang low over a
leaf. Peter cut pineapple
Pineapple over at the picnic.

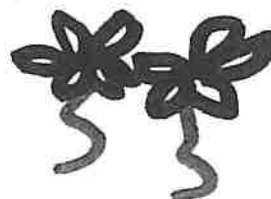
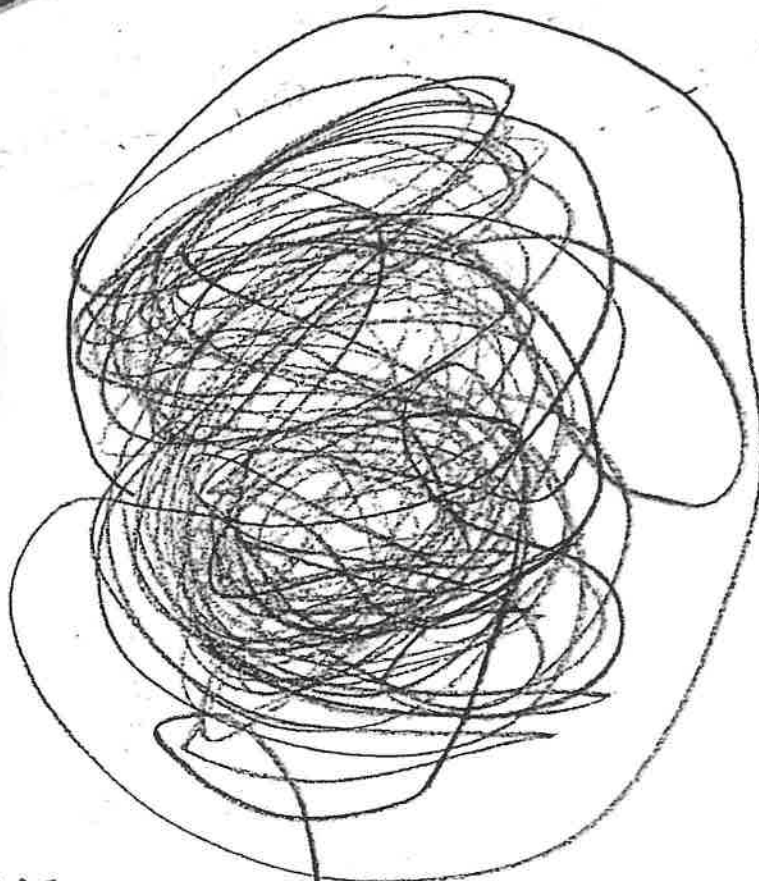


My Pomes

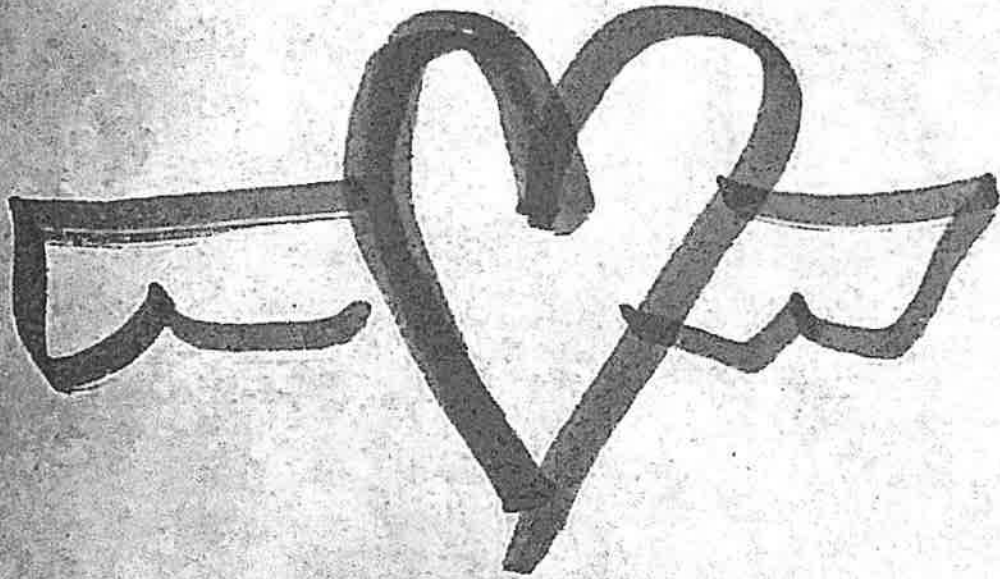
By

Ranier / e

roses are red
my heart is dead
pilots are blue
so are you



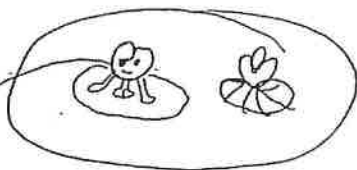
My Book



By: Betsi

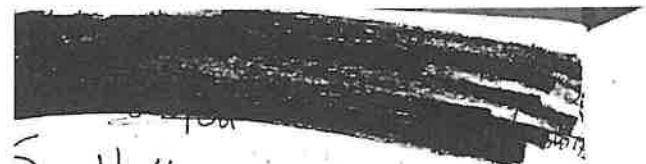
gray, Tamiya, Tabitha, and tom
Twenty thousand tacos
same watch and size.
m. Ben, mend bend, size





One Night I saw
a frog I + was on
a log. I wanted go
away but it went
away.





Sally sells seashells
by the seashore

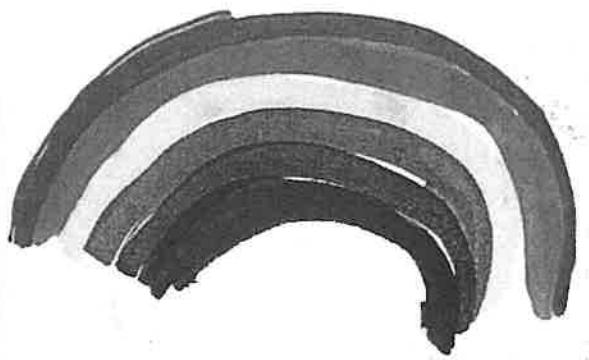
My

Silly Silly
Pokes

by: Camilas



one day I got a Bat
and I made it splat
and it came with clap
then it was a little cat



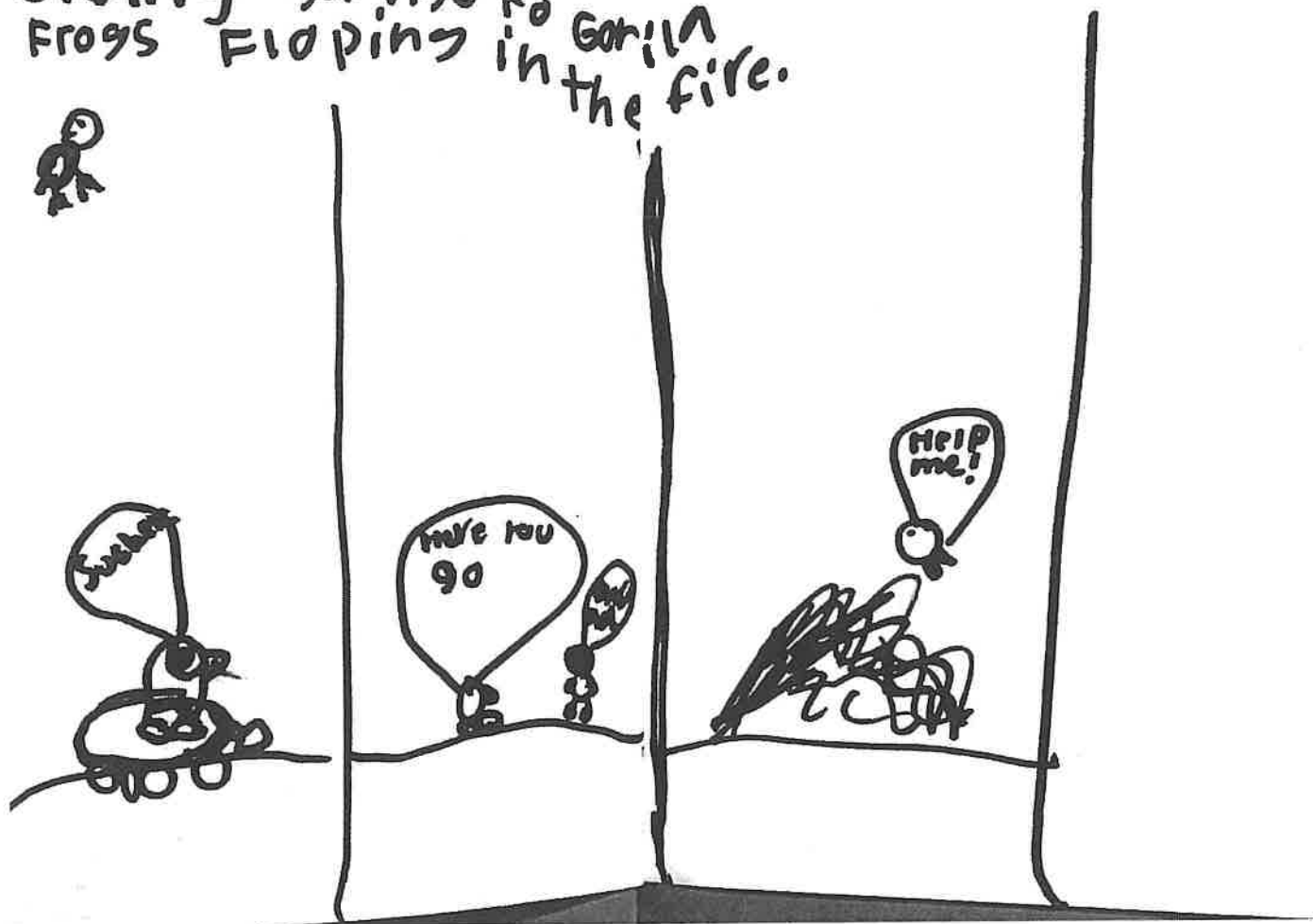


I 5.1 left
lucky
bananas Blat dat
over only orange cream
hell

By: Jose

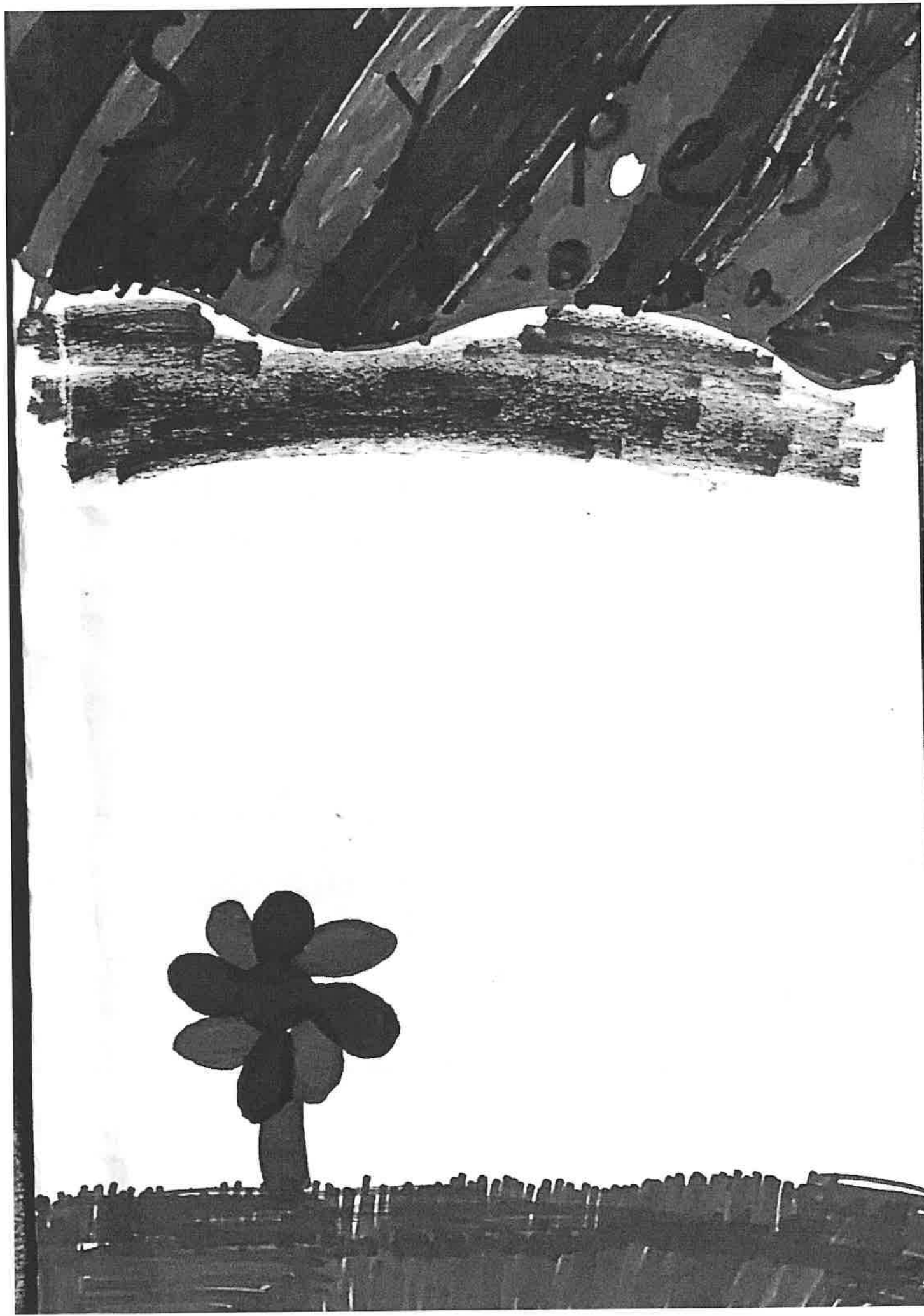


Penguin pattering the piffic
Beating Bird in a BO wooty.
Giving Garvie to Gorilla
Frogs Flopping in the fire.



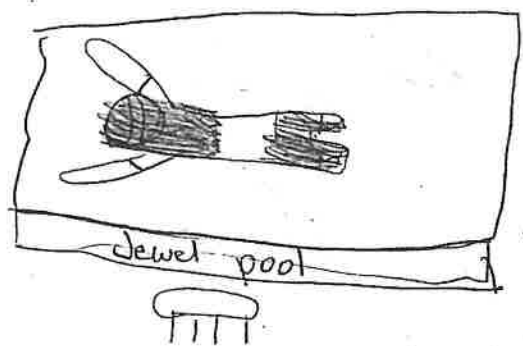
There were once a boy
who was a full-
he got all the cows
because he had a boy's bow.





I went to my cool
and very nice pool.

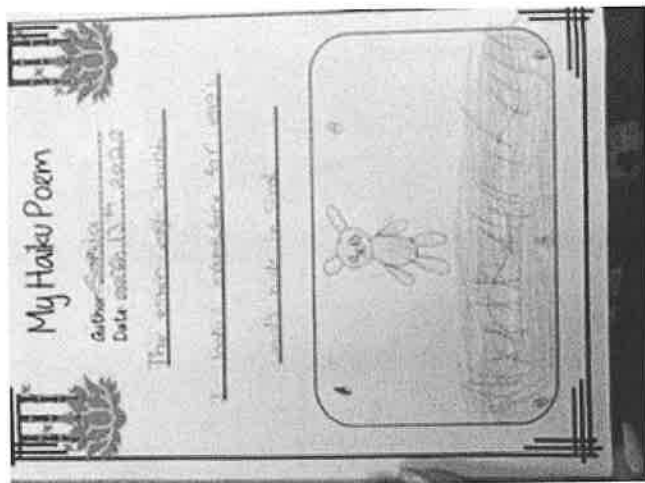
then I found a stool
in my Jewel pool



I have a Banana
So I gave it to my Bear.
But this Bear found a bar of candy
instead of a Bar he ate my book.



grade 4



My Haiku Poem

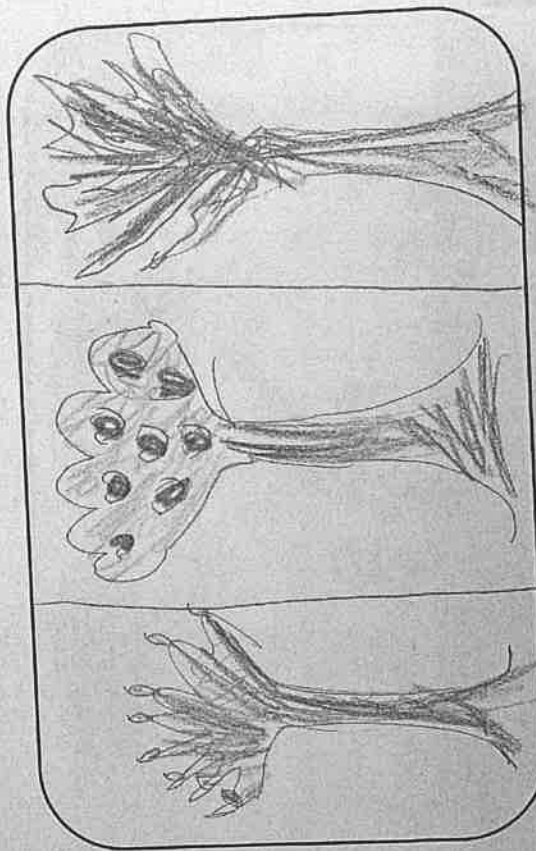
Author: Feliciano Sanchez

Date: March 13th 2020

Spring is fragrant.

Spring is a sound and awesome.

Spring is some and gone



My Haiku Poem

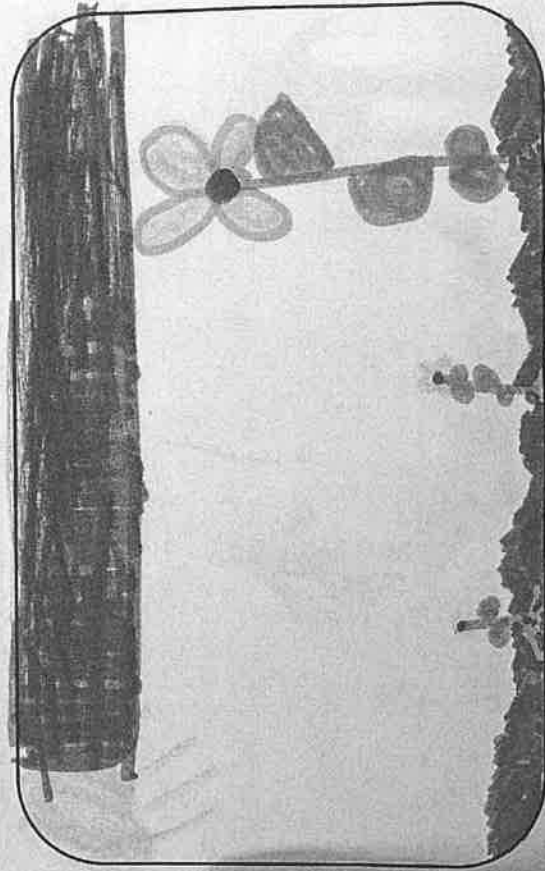
Author: my

Date: mar. 13 2020

Flowers are in bloom

smells so pretty in the spring

I'll pick some for you!



Poetry

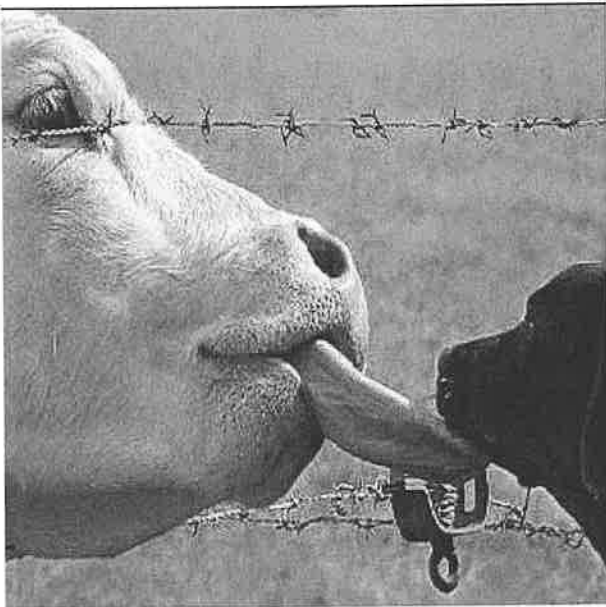
The students were taught about figurative language at the beginning of the school year and reviewed many times in reading literature pieces. I usually introduce poetry with an additional review of : alliteration, metaphors, similes, idioms, hyperbole, onomatopoeia, personification and irony.

Examples are provided and the class is assigned creating seven poems in the form of a Haiku, Tanka, Cinquain, Photo-prompt, Diamante, Free-verse and Clerihew.

Last year they used Google Slides as their presentation platform, this year I had planned on using a "pop-up" book format, teaching the students how to create a book with a spine and using at least two out of three types of pop-up pages.

Here is a picture that I had planned to use as an example for "Photo-prompt" poetry. Maybe the Board would like to try some written expression for this piece! This is mine.

It may hurt
To be my friend
Beyond these borders
Our souls run free
And full of love by:sm



SHANDON JOINT UNIFIED SCHOOL DISTRICT

9.1

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Approval of the Minutes March 3, 2020 Regular Board Meeting

PREPARED BY:

Gabriela Gavilanes

AGENDA SECTION:

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

SUMMARY:

Provided for your approval are the minutes from the March 3, 2020 Regular Board Meeting.

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Minutes
March 3, 2020

1.0 OPEN SESSION

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

Members present: Marlene Thomason, President; Nataly Ramirez; Robert Van Parlet

Members absent: Jennifer Moe; Kate Twisselman, Clerk

Staff Present: Kristina Benson, Superintendent; Diana Larsen

1.1 Public Comment Limited to Closed Session Items

There were no requests to address the governing Board on closed session items.

The Board adjourned to closed session at 6:31PM

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

Board President Thomason adjourned closed session at 6:55PM

3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Thomason reconvened the meeting to open session at 7:00PM and Board member Parlet led the Pledge of Allegiance.

4.0 REPORT ON ACTION FROM CLOSED SESSION

Board President Thomason reported that there was no action taken on any items discussed.

5.0 ADOPTION OF AGENDA

A motion passed to adopt the agenda (Parlet/Ramirez) (3/0/2) Ramirez, Parlet, and Thomason voted aye. Board members Moe and Twisselman were absent.

6.0 PUBLIC COMMENT

6.1 PUBLIC COMMENT- *Martina Contreras requested to speak about her grandson Uriel Contreras, she asked the Board Members to consider bringing Uriel back to Shandon High School, she is worried about Uriel's behavior and that he is not doing any better since he started attending the other school. She said if we cannot have Uriel at he school, that maybe we can put him in Independent Studies so she can keep a closer eye on him at home. The Board President said that they will bring this back to Close Session next regular meeting.*
Charlene Abels from Operation School Bell wanted to share with the Board that last year Operation School Bell clothed over 2,100 students county wide, 32 students which are from Shandon JUSD with a dollar value of \$4,050.

7.0 REPORTS FROM SCHOOL RELATED GROUPS (oral)

7.1 Student Body Reports- *ASB report was provided in the board packet*

7.2 *There was no Staff Reports*

7.3 *There was no Bargaining Representative Reports*

7.4 Board Report- *President Thomason reported that her and Ms. Benson attended the School Board Trustees Professional Development Evening at the Laguna Middle School in SLO on Feb. 24th.*

8.0 INFORMATION/PRESENTATION ITEMS

8.1 *District Calendar of Events- was provided in the board packet.*

8.2 *SJUSD Enrollment-was provided in the board packet.*

- 8.3 *Special Education Report- was provided in the board packet.*
- 8.4 *Shandon Elementary School Report- was provided in the board packet.*
- 8.5 **Superintendent's Report**
 - FOCUS Presentation*
 - Positive Press- FFA Barnyard Olympics was on KSBY news.*
 - Committees of staff members to create a "wish list" from the Monterey Co Money (examples are curriculum for reading intervention for K-3, Math K-12, new science adoption. Athletics, emergency response, infrastructure, etc.)*
 - Coronavirus Public Health and Safety Meeting*
 - Traffic study completed by SLO County and the study says 85% of drivers on first st were driving at or below the posted speed limit, and Ms. Benson asked for the reflective tape on the stop signs posts.*
 - Blaze Pizza Fundraiser made \$85.13.*

9.0 APPROVAL OF CONSENT AGENDA

A motion passed to approve the consent agenda (Parlet/Ramirez) (3/0/2) Parlet, Ramirez, and Thomason voted aye. Board members Moe and Twisselman were absent.

10.0 DISCUSSION/ACTION ITEM

- 10.1 *A motion passed to approve option 2 of Instructional Calendar for Upcoming School Year 2020-2021 (Parlet/Ramirez) (3/0/2) Parlet, Ramirez, and Thomason voted aye. Board members Moe and Twisselman were absent.*
- 10.2 *A motion passed to approve the Qualified Certification of 2nd Interim Report School Year 2019-20 (Ramirez/Parlet) (3/0/2) Parlet, Ramirez, and Thomason voted aye. Board member Moe and Twisselman were absent.*
- 10.3 *A motion passed to approve the Thrive Counselors MOU with the SJUSD and SLOCOE for the remainder of 2019-20 School Year and 2020-21 School Year (Ramirez/Parlet) (3/0/2) Parlet, Ramirez, and Thomason voted aye. Board member Moe and Twisselman were absent.*
- 10.4 *A motion passed to approve the revisions for BP 5131.8 Mobile Communications Devices (Parlet/Ramirez) (3/0/2) Parlet, Ramirez, and Thomason voted aye. Board members Moe and Twisselman were absent.*

11.0 BOARD POLICIES FIRST READINGS

11.1-11.10 A motion passed to approve the revisions (Parlet/Ramirez) (3/0/2) Parlet, Ramirez, and Thomason voted aye. Board members Moe and Twisselman were absent.

12.0 FUTURE AGENDA ITEM REQUESTS

13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for March 31, 2020 at
Shandon High School Library, Closed Session at 4:00 PM, Open/Regular Session at 4:30 PM

14.0 ADJOURMENT

Board President Thomason adjourned open session at 8:29PM

Marlene Thomason, President of the Board

Or

Kristina Benson, Superintendent and Secretary
to the Board of Trustees

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

9.2

AGENDA ITEM TITLE:

Approval of the Minutes March 13, 2020 Special Board Meeting

PREPARED BY:

Gabriela Gavilanes

AGENDA SECTION:

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

SUMMARY:

Provided for your approval are the minutes from the March 13, 2020 Special Board Meeting.

RECOMMENDED ACTION:

Approval

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Minutes
Friday, March 13, 2020

1.0 OPEN SESSION

Board President called the meeting to order at 2:32 PM

Members present: Marlene Thomason, President; Nataly Ramirez, via phone call; Robert Van Parlet; Kate Twisselman, Clerk

Members absent: Jennifer Moe

Staff Present: Kristina Benson, Superintendent; Gabriela Gavilanes, Administrative Assistant; Shannon Kepins, Principal

2.0 PLEDGE OF ALLEGIANCE TO THE FLAG

Board member Parlet led the Pledge of Allegiance.

3.0 ADOPTION OF THE AGENDA

A motion passed to adopt the agenda (Twisselman/Parlet) (4/0/1) Ramirez, Parlet, Thomason, and Twisselman voted aye.

Ms. Moe joined the meeting at 2:34PM.

4.0 DISCUSSION/ACTION ITEM

4.1 A motion passed to Close Schools due to COVID-19 for 2 weeks and to possibly change the dates for spring break (Moe/Ramirez) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.

4.2 A motion passed to give Superintendent Ms. Benson the Emergency Powers due to COVID-19 (Moe/Ramirez) (5/0) Moe, Parlet, Ramirez, Thomason, and Twisselman voted aye.

6.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for March 31, 2020 at Shandon High School Library, Closed Session at 4:00 PM, Open/Regular Session at 4:30 PM

7.0 ADJOURMENT

Board President Thomason adjourned open session at 3:15PM

Marlene Thomason, President of the Board

Or

Kristina Benson, Superintendent and Secretary
to the Board of Trustees

9.3

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Approval of Warrants and Payroll for March 2020

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 #31-35

General Fund (01)	\$ 187,275.66
-------------------	---------------

Food Service/Cafeteria Fund (13)	\$4,695.55
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<i>TOTAL WARRANT APPROVALS</i>	<i>\$191,971.21</i>
---------------------------------------	----------------------------

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.

Mar. 10 th	\$14,363.80
-----------------------	-------------

Mar. 31 st	\$216,956.25
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<i>TOTAL</i>	<i>\$235,303.65</i>
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RECOMMENDED ACTION:

Approve Accounts Payable and Payroll warrants

BOARD BILL APPROVAL LISTING

J72721 APYBRPLO L.00.00 03/19/20

FROM BATCH: 31 THRU BATCH:

35

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AERIES SOFTWARE	CLOSE PO	AERIES TRAINING	0.00	02/20/2020
AERIES SOFTWARE	CLOSE PO	AERIES TRAINING	0.00	02/20/2020
AERIES SOFTWARE	CLOSED PO	AERIES TRAINING	0.00	02/20/2020
AERIES SOFTWARE	CLOSE PO	AERIES TRAINING	0.00	02/20/2020
AIRGAS USA LLC	INV#9098705127,S		395.38	03/09/2020
AMERIPRIDE UNIFORM SERVICES	INV#1502571821,T	2019/2020 CUSTODIAL TOWELS	181.71	03/09/2020
AMERIPRIDE UNIFORM SERVICES	INV#1502563163,T	2019/2020 CUSTODIAL TOWELS	182.32	02/21/2020
AMERIPRIDE UNIFORM SERVICES	INV#1502555021,T	2019/2020 CUSTODIAL TOWELS	182.32	02/21/2020
BIG BRAND TIRE AND SERVICE	INV#11631442,201		133.42	02/26/2020
BIG BRAND TIRE AND SERVICE	INV#11658898,201		565.82	03/03/2020
BOYS & GIRLS CLUBS OF MID	INV#2020-02,FEB.	2019/20 BOYS & GIRLS CLUB	3,600.00	03/09/2020
BREZDEN PEST CONTROL	INV#351139,ELEM	2019/2020 PEST CONTROL	430.00	02/21/2020
BUS WEST	INV#XA4000356340		157.96	02/26/2020
CENTURY LINK	INV#90130354,	2019/2020 PHONE BILL	217.31	03/03/2020
COAST PIPE	INV#63686,SHOP S		468.24	03/09/2020
COUNTY OF SAN LUIS OBISPO	INV#042994,TB TE		20.00	02/20/2020
CULLIGAN WATER	ACC#SM01823351,D	2019/20 DRINKING WATER	150.83	03/09/2020
CULLIGAN WATER	ACC#SM01823369,D	2019/20 DRINKING WATER	131.76	03/09/2020
DALE SCOTT & CO. INC.	INV#202199,ANNUA		525.31	02/20/2020
DAVIS, MICHAEL LEE	INV#540,BUS#5,DR	2019/2020 BUS REPAIRS	50.00	02/21/2020
DAVIS, MICHAEL LEE	INV#539,BUS#7,45	2019/2020 BUS REPAIRS	150.00	02/21/2020
DAVIS, MICHAEL LEE	INV#546,BUS#1,45	2019/2020 BUS REPAIRS	200.00	02/26/2020
DAVIS, MICHAEL LEE	INV#547,BUS#2,45	2019/2020 BUS REPAIRS	175.00	02/26/2020
DAVIS, MICHAEL LEE	INV#548,BUS#5,45	2019/2020 BUS REPAIRS	100.00	02/26/2020
NPS	FEB. 2020 INVOIC	2019/2020 SPEC.ED SUPPLIES	5,852.22	03/10/2020
NPS	FEB.2020 MILEAGE	2019/2020 SPEC.ED SUPPLIES	457.70	03/10/2020
EASTERBROOK, SHERYL	REIMB.MILEAGE,2/		57.50	02/26/2020
FARM SUPPLY COMPANY	INV#190104,FFA S		139.06	03/09/2020
FARM SUPPLY COMPANY	INV#190104,HOG S		443.88	03/09/2020
FLUID SCREEN PRINT	INV#2659,VOLLEYB	VOLLEYBALL UNIFORMS	1,544.40	02/26/2020
FRONTIER COMMUNICATIONS	ACC#805463233105	2019/2020 PRKF LD PHONE BILL	13.27	02/20/2020
J.B.DEWAR INC.	INV#98036,	2019/2020 TRANSP. FUEL AND GAS	967.18	02/26/2020
J.B.DEWAR INC.	inv#99139,	2019/2020 TRANSP. FUEL AND GAS	375.55	03/04/2020
J.B.DEWAR INC.	INV#96541	2019/2020 TRANSP. FUEL AND GAS	1,266.24	03/03/2020
J.B.DEWAR INC.	INV#99325	2019/2020 TRANSP. FUEL AND GAS	1,116.52	03/04/2020
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,MOT SUP		196.14	03/04/2020
LOWE'S BUSINESS ACCT/GEMB	ACC#6675,CONCRET		60.32	03/04/2020
LOWE'S BUSINESS ACCT/GEMB	ACC#6675, GARDEN		13.70	03/04/2020
MERCADO, YESENIA	RIMB.MILEAGE,AD		34.50	02/26/2020
MICHAEL TINDELL	INV#22720-S,SIGN		379.67	02/27/2020
MTM CONSTRUCTION	INV#10447,CATTLE	AG TACK ROOM	13,975.00	03/09/2020
OFFICE DEPOT	INV#445123867001	2019/2020 ELEM SUPPLIES	120.87	02/26/2020
OFFICE DEPOT	INV#447923559001	2019/2020 PAPER	176.91	03/03/2020
OFFICE DEPOT	INV#448243582001	2019/2020 HIGH SCHOOL SUPPLIES	108.39	03/03/2020
OFFICE DEPOT	INV#448077297001	2019/2020 HIGH SCHOOL SUPPLIES	27.21	03/03/2020
OFFICE DEPOT	INV#447923559001	2019/2020 HIGH SCHOOL SUPPLIES	65.83	03/03/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#57621613900,	2019/2020 PG&E	136.45	03/09/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#57621613900,	2019/2020 PG&E	4,686.70	03/09/2020

VENDOR NAME	FUND : 01 DESCRIPTION	GENERAL FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
PACIFIC GAS & ELECTRIC COMPANY	ACC#57621613900,	2019/2020 PG&E	4,627.72	02/20/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#57621613900,	2019/2020 PG&E	119.51	02/20/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#17795275407,	2019/2020 PG&E	78.34	03/03/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#62309617983,	2019/2020 PG&E	128.28	03/03/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#36441878596,	2019/2020 PG&E	179.13	03/03/2020
PACIFIC GAS & ELECTRIC COMPANY	ACC#69789278566,	2019/2020 PG&E	64.77	03/03/2020
PASO ROBLES HEATING & AIR	INV#363138,PRKFL	2019/2020 HEATING/AC MAINT	170.10	02/21/2020
POLAR BEAR SERVICES INC	INV#31285,WALK I		852.19	02/20/2020
PROCARE JANITORIAL SUPPLY INC.	INV#133225,CUSTO		572.91	03/09/2020
PROCARE JANITORIAL SUPPLY INC.	INV#133310,TRASH		223.94	03/09/2020
PROCARE JANITORIAL SUPPLY INC.	INV#133099,TISSU		736.91	03/09/2020
PRW STEEL/PASO ROBLES WELDING	INV#5224993.HOG		165.07	03/09/2020
PSAT/NMSQT	INV#382046998A,T		60.00	03/10/2020
RANCH WIFI	INV#13861,PRKFLD	2019/2020 PRKFLD INTERNET	140.00	02/20/2020
RANCH WIFI	INV#13861,PRKFLD	2019/2020 PRKFLD INTERNET	140.00	02/27/2020
READY REFRESH	CLOSE PO	DRINKING WATER	0.00	02/20/2020
RECOGNITION WORKS	INV#349023,HS PL		10.78	02/27/2020
RENDON, KIM	REIMB.FIELD CHAL		294.09	03/03/2020
RIVERSIDE INSIGHTS	INV#035209,SPED	ORAL TESTING	119.99	03/09/2020
SAN LUIS OBISPO COUNTY OFFICE	INV#200759,CSI C	TRAINING AND SUPPORT HS. STAFF	18,785.00	03/03/2020
SAN LUIS OBISPO COUNTY OFFICE	INV#200706,CSI C	TRAINING AND SUPPORT HS. STAFF	37,570.00	02/27/2020
SAN LUIS OBISPO COUNTY OFFICE	INV#200735,FINGE		240.00	02/27/2020
SAN MIGUEL GRABAGE	ACC#318244,MARCH	2019/2020 GARBAGE FEES	1,044.50	03/09/2020
SCHOOL FACILITY CONSULTANTS	INV#14638,JAN.20	MODERNIZATION AND HARDSHIP MON	451.25	03/03/2020
SELF INSURED SCHOOLS OF CA.	ID#68833,MAR.202		55,591.60	03/03/2020
SPURR	INV#105000	2019/2020 NATURAL GAS	1,611.13	02/20/2020
STANLEY CONVERGENT SEC.SOLUT.	INV#17271610,MOD	2019/2020 ALARM MONITORING	401.28	03/03/2020
STEVE SCHMIDT TOPSOIL INC	PLANTE MIX,FORES		720.72	03/04/2020
TEMPLETON UNIFIED SCHOOL DIST.	INV#200171,MIS S		3,437.70	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	BENSON,SOFTBALL		242.68	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	MORTON,CLASSROOM		192.40	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	MORTON,FFA MEETI		146.80	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	FULLER,FFA MEETI		331.29	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	BENSON,MOT EXHUA		235.94	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	RENDON, MOT SUPP		143.60	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	BENSON,LICENSE F		165.00	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	FULLER,KING CITY		120.00	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	MORTON,SENIOR JA		1,938.48	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	RENODN, FUEL		149.57	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	BENSON,ASCA CONF		1,265.12	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	RENDON, VEHICLES		30.67	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	FULLER,AG EXPO T		230.00	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,ASB		2,881.10	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,ELEM ASB		562.64	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	SCIOCCHETTI,ELEM		167.18	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	BENSON,ASCA REG.		944.49	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,POSTAGE		4.60	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM	KEPINS,SURVEY MO		384.00	03/04/2020

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VENDOR NAME	FUND : 01		GENERAL FUND		AMOUNT	INVOICE DATE
	DESCRIPTION		EXTENDED DESCRIPTION			
U.S. BANK CORPORATE PMT SYSTEM	BENSON, MATH BOOK			69.71	03/04/2020	
U.S. BANK CORPORATE PMT SYSTEM	FULLER, FFA SUPPL			3,325.81	03/04/2020	
U.S. BANK CORPORATE PMT SYSTEM	MORTON, FFA SUPPL			2,157.70	03/04/2020	
U.S. BANK CORPORATE PMT SYSTEM	FULLER, FFA HATS			567.89	03/04/2020	
U.S. BANK EQUIPMENT FINANCE	INV#408024800, CO	2019/2020	COPIER FEES	1,710.61	03/03/2020	
VOORHEIS, ROBERT	REIMB. MUSIC SUPP			10.74	02/26/2020	
VOORHEIS, ROBERT	REIMB. CLASSROOM			37.52	02/26/2020	
VOORHEIS, ROBERT	REIMB. CLASSROOM			11.84	02/27/2020	
WASTE MANAGEMENT	INV#939854705273	2019/2020	PRKFLD TRASH	142.17	03/03/2020	
WESTERN JANITOR SUPPLY INC	INV#170741, CUSTO			282.74	02/21/2020	
WESTERN JANITOR SUPPLY INC	INV#170444, PLUNG			53.87	03/09/2020	

TOTAL FUND 01

187,275.66

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VENDOR NAME	FUND : 13 DESCRIPTION	CAFETERIA FUND EXTENDED DESCRIPTION	AMOUNT	INVOICE DATE
AMERIPRIDE UNIFORM SERVICES	INV#1502563163,T	2019/2020 CUSTODIAL TOWELS	20.00	02/21/2020
AMERIPRIDE UNIFORM SERVICES	INV#1502555021,C	2019/2020 CUSTODIAL TOWELS	20.00	02/21/2020
AMERIPRIDE UNIFORM SERVICES	INV#1502571821,C	2019/2020 CUSTODIAL TOWELS	40.00	03/09/2020
CRYSTAL CREAMERY	INV#621049007,CA	2019/2020 CAFE FOOD	363.73	02/20/2020
CRYSTAL CREAMERY	INV#621056007,CA	2019/2020 CAFE FOOD	327.81	02/26/2020
CRYSTAL CREAMERY	INV#621063008,CA	2019/2020 CAFE FOOD	301.49	03/04/2020
EDNA'S BAKERY	INV#1069590,CAFE	2019/2020 CAFE FOOD	149.80	03/10/2020
EDNA'S BAKERY	INV#1065519,CAFE	2019/2020 CAFE FOOD	112.80	02/26/2020
EDNA'S BAKERY	INV#1067647,CAFE	2019/2020 CAFE FOOD	220.05	03/04/2020
EDNA'S BAKERY	CREDIT	2019/2020 CAFE FOOD	86.10	03/04/2020
GOLD STAR FOODS INC.	INV#3177599,CAFE	2019/2020 CAFE FOOD	31.25	03/09/2020
GOLD STAR FOODS INC.	INV#3169827,CAFE	2019/2020 CAFE FOOD	742.06	03/09/2020
GOLD STAR FOODS INC.	CREDIT MEMO	2019/2020 CAFE FOOD	81.36	03/09/2020
GOLD STAR FOODS INC.	INV#3161910,CAFE	2019/2020 CAFE FOOD	488.26	02/26/2020
THE BERRY MAN INC.	INV#10641604,CAF	2019/2020 CAFE FOOD	225.00	02/20/2020
THE BERRY MAN INC.	INV#10646517,CAF	2019/2020 CAFE FOOD	460.90	03/04/2020
THE BERRY MAN INC.	INV#10644052,CAF	2019/2020 CAFE FOOD	193.15	02/26/2020
THE BERRY MAN INC.	INV#10648917,CAF	2019/2020 CAFE FOOD	360.75	03/10/2020
THE GROVES ON 41	INV#1243,CAFE CO		150.00	02/20/2020
U.S. BANK CORPORATE PMT SYSTEM WESCH,CAFE SUPPL			129.79	03/04/2020
U.S. BANK CORPORATE PMT SYSTEM WESCH,CAFE FOOD			526.17	03/04/2020
TOTAL FUND 13			4,695.55	
TOTAL DISTRICT			191,971.21	

9.4

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 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	1,127,070.00-	556,727.00	1,070,961.00	514,234.00-	192.36
8012	Rev Limit State Aid EPA	57,762.00	1,018.00-	56,744.00	30,251.00	26,493.00	53.31
8019	REV LIMIT STATE AID-PRIOR YEAR	.00		.00	4,208.00-	4,208.00	NO BDGT
8021	HOME OWNERS EXEMPTION	11,748.00	15,605.00	27,353.00	7,324.00	20,029.00	26.77
8041	SECURED TAX ROLLS	1,870,835.00	3,496,492.00	5,367,327.00	3,160,261.62	2,207,065.38	58.87
8042	UNSECURED ROLL TAXES	49,463.00	212,261.00	261,724.00	198,390.86	63,333.14	75.80
8043	PRIOR YEARS TAXES	4,670.00	1,125.00-	3,545.00	2,844.93	700.07	80.25
8044	SUPPLEMENTAL TAXES	61,792.00	61,792.00-	.00	30,100.14	30,100.14-	NO BDGT
8045	EDUC REV AUGMENTATION FUND	161,357.00	161,357.00-	.00	.00	.00	NO BDGT
8097	PROPERTY TAXES TRANSFERS	101,467.00	7,291.00	108,758.00	55,032.00	53,726.00	50.60
TOTAL REVENUE LIMIT SOURCES :		4,002,891.00	2,379,287.00	6,382,178.00	4,550,957.55	1,831,220.45	71.30
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	.00	625.00	0.00
8290	ALL OTHER FEDERAL REVENUES	213,287.00	52,792.00	266,079.00	87,419.00	178,660.00	32.85
TOTAL FEDERAL REVENUES :		264,454.00	52,806.00	317,260.00	87,419.00	229,841.00	27.55
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	13,219.00	73,134.00	25,908.37	47,225.63	35.42
8590	ALL OTHER STATE REVENUES	146,156.00	224,195.00	370,351.00	139,141.00	231,210.00	37.57
TOTAL OTHER STATE REVENUES :		217,685.00	237,288.00	454,973.00	176,537.37	278,435.63	38.80
OTHER LOCAL REVENUES :							
8650	LEASES & RENTALS	22,500.00		22,500.00	16,525.00	5,975.00	73.44
8660	INTEREST	15,000.00	10,000.00	25,000.00	13,111.30	11,888.70	52.44
8677	INTERAGENCY SERV BETWN LEA'S	16,963.00	2,200.00	19,163.00	9,390.00	9,773.00	49.00
8699	ALL OTHER LOCAL REVENUES	35,936.00	13,485.00	49,421.00	18,466.01	30,954.99	37.36
8792	TF OF APPORT FROM COE	174,529.00	6,385.00-	168,144.00	101,528.09	66,615.91	60.38
TOTAL OTHER LOCAL REVENUES :		264,928.00	19,300.00	284,228.00	159,020.40	125,207.60	55.94
* TOTAL YEAR TO DATE REVENUES		* 4,749,958.00	* 2,688,681.00	* 7,438,639.00	* 4,973,934.32	* 2,464,704.68	* 66.86

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	49,985.00-	1,267,257.00	803,745.61	463,511.39	63.42
1130	CERTIFICATED TEACHER HOURLY	.00	470.00	470.00	469.62	.38	99.91
1150	CERTIFICATED TCHER EXTRA DUTY	21,796.00	2,016.00	23,812.00	9,420.12	14,391.88	39.56
1160	CERTIFICATED TEACHER SUBSTITUT	43,000.00	11,312.00-	31,688.00	25,195.00	6,493.00	79.50
1161	CERT TCHR SUBS-LONG TERM	.00	28,490.00	28,490.00	16,200.00	12,290.00	56.86
1190	CERTIFICATED TEACHER OTH ASSIG	45,448.00	5,740.00-	39,708.00	19,755.27	19,952.73	49.75
1200	CERT PUPIL SUPPORT SALARY	161,519.00	9,494.00	171,013.00	108,814.90	62,198.10	63.62
1300	CERTIFICATED SUPERV & ADM SAL	37,950.00	1,497.00	39,447.00	26,544.00	12,903.00	67.29
1340	SCHOOL ADMINISTRATORS	188,716.00	5,414.00	194,130.00	130,635.36	63,494.64	67.29
TOTAL CERTIFICATED SALARIES :		1,815,671.00	19,656.00-	1,796,015.00	1,140,779.88	655,235.12	63.51
CLASSIFIED SALARIES :							
2100	INSTRUCTIONAL AIDE SALARIES	183,538.00	7,844.00	191,382.00	116,118.43	75,263.57	60.67
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	830.00-	12,170.00	3,364.46	8,805.54	27.64
2190	INSTRUCTIONAL AIDE STUDENTS	28,276.00		28,276.00	12,052.80	16,223.20	42.62
2200	CLASSIFIED SUPPORT SALARIES	297,947.00	3,275.00-	294,672.00	186,297.76	108,374.24	63.22
2250	CLASSIFIED SUPPORT EXTRA DUTY	3,000.00		3,000.00	1,234.63	1,765.37	41.15
2260	CLASSIFIED SUPPORT SUBSTITUTE	3,000.00		3,000.00	2,567.37	432.63	85.57
2270	CLASSIFIED SUPPORT OVERTIME	8,500.00		8,500.00	5,632.34	2,867.66	66.26
2400	CLERICAL/TECHNICAL/OFFICE SAL	193,674.00	5,000.00-	188,674.00	116,217.80	72,456.20	61.59
2450	CLERICAL AND OFFICE EXTRA DUTY	4,000.00		4,000.00	60.00	3,940.00	1.50
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	177.60	4,322.40	3.94
2900	OTHER CLASSIFIED SALARIES	20,673.00		20,673.00	6,051.08	14,621.92	29.27
TOTAL CLASSIFIED SALARIES :		763,998.00	1,261.00-	762,737.00	450,021.34	312,715.66	59.00
EMPLOYEE BENEFITS :							
3101	STRS CERTIFICATED	433,004.00	86,764.00	519,768.00	186,907.92	332,860.08	35.95
3201	PERS CERTIFICATED	10,427.00	69.00	10,496.00	6,281.73	4,214.27	59.84
3202	PERS CLASSIFIED	150,877.00	12,534.00-	138,343.00	83,006.47	55,336.53	60.00
3301	SOCIAL SECURITY CERTIFICATED	3,035.00	170.00-	2,865.00	1,847.05	1,017.95	64.46
3302	SOCIAL SECURITY CLASSIFIED	47,379.00	3,809.00-	43,570.00	25,928.01	17,641.99	59.50
3311	MEDICARE - CERTIFICATED	27,116.00	1,584.00-	25,532.00	15,763.97	9,768.03	61.74
3312	MEDICARE - CLASSIFIED	11,085.00	1,298.00-	9,787.00	6,063.66	3,723.34	61.95
3401	HEALTH & WELFARE CERTIFICATED	275,815.00	20,622.00-	255,193.00	152,674.20	102,518.80	59.82
3402	HEALTH & WELFARE CLASSIFIED	137,067.00	35.00	137,102.00	79,532.61	57,569.39	58.00
3420	HEALTH & WELFARE BOARD	8,835.00	8,835.00-	.00	.00	.00	NO BDGT
3501	UNEMPLOYMENT - CERTIFICATED	936.00	2,099.00	3,035.00	654.46	2,380.54	21.56
3502	UNEMPLOYMENT - CLASSIFIED	376.00	36.00-	340.00	209.05	130.95	61.48

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 :							
3601	WORKERS COMP - CERTIFICATED	43,197.00	2,030.00-	41,167.00	24,685.89	16,481.11	59.96
3602	WORKERS COMP - CLASSIFIED	17,134.00	1,601.00-	15,533.00	9,534.73	5,998.27	61.38
TOTAL EMPLOYEE BENEFITS :		1,166,283.00	36,448.00	1,202,731.00	593,089.75	609,641.25	49.31
BOOKS AND SUPPLIES :							
4100	APPRVD TEXTBKS/CORE CURRICULA	74,909.00	682.00-	74,227.00	36,307.17	37,919.83	48.91
4200	BOOKS AND REFERENCE MATERIALS	225.00	1,301.00	1,526.00	1,301.77	224.23	85.30
4300	MATERIALS AND SUPPLIES	82,384.00	96,791.00	179,175.00	109,481.63	69,693.37	61.10
4310	FUEL GAS	36,750.00	989.00	37,739.00	20,861.93	16,877.07	55.27
4318	COPIER USAGE	30,000.00		30,000.00	15,395.49	14,604.51	51.31
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	499.36	500.64	49.93
4321	CUSTODIAL SUPPLIES	12,000.00		12,000.00	9,505.90	2,494.10	79.21
4325	TOOLS	500.00		500.00	439.27	60.73	87.85
4328	TESTING MATERIALS	700.00	169.00-	531.00	255.00	276.00	48.02
4339	REPAIR PARTS	10,550.00	2,044.00	12,594.00	6,968.36	5,625.64	55.33
4355	SOFTWARE	70.00	4,189.00	4,259.00	4,258.65	.35	99.99
4375	FOOD FOR IN-HOUSE INSERVICE	.00	262.00	262.00	261.90	.10	99.96
4380	PAPER	4,479.00		4,479.00	1,736.92	2,742.08	38.77
4398	FUEL TAX	500.00		500.00	198.40	301.60	39.68
4400	NON-CAPITALIZED EQUIPMENT	10,000.00	48,618.00	58,618.00	42,064.21	16,553.79	71.75
4700	FOOD	1,800.00		1,800.00	.00	1,800.00	0.00
TOTAL BOOKS AND SUPPLIES :		269,867.00	153,343.00	423,210.00	250,286.95	172,923.05	59.14
SERVICES, OTHER OPER. EXPENSE:							
5110	Subagrmt SPED outside agency	90,978.00	33,978.00-	57,000.00	16,362.50	40,637.50	28.70
5200	TRAVEL & CONFERENCE	53,315.00	13,705.00	67,020.00	22,259.56	44,760.44	33.21
5230	MILEAGE	9,027.00	588.00	9,615.00	2,656.51	6,958.49	27.62
5300	DUES & MEMBERSHIPS	10,180.00	1,442.00	11,622.00	10,352.00	1,270.00	89.07
5400	INSURANCE	35,625.00	5,234.00	40,859.00	40,753.30	105.70	99.74
5510	WATER	5,000.00		5,000.00	2,616.78	2,383.22	52.33
5520	GAS	6,800.00	3,500.00	10,300.00	8,179.60	2,120.40	79.41
5530	ELECTRICITY	75,000.00	3,000.00	78,000.00	60,745.20	17,254.80	77.87
5550	DISPOSAL/GARBAGE REMOVAL	12,040.00	633.00	12,673.00	10,573.41	2,099.59	83.43
5600	RENTALS, LEASES, REPAIRS, IMPROVM	10,000.00		10,000.00	1,362.00	8,638.00	13.62
5630	REPAIRS/MAINT - BUILDING	.00	14,000.00	14,000.00	13,975.00	25.00	99.82
5640	REPAIRS/MAINT OF EQUIPMENT	15,600.00		15,600.00	8,166.70	7,433.30	52.35
5650	REPAIRS/MAIN - VEHICLES	500.00	872.00	1,372.00	1,372.25	.25-	100.01
5800	PROFES'L/CONSULTG SVCS/OP EXP	132,791.00	26,642.00	159,433.00	121,531.82	37,901.18	76.22
5809	TRANSLATOR	.00	253.00	253.00	252.70	.30	99.88
5810	SERVICES PROVIDED BY SLOCOE	144,435.00	67,285.00	211,720.00	116,621.24	95,098.76	55.08

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:							
5811	SERVICES PROVIDED BY DISTRICTS	.00	30,000.00	30,000.00	.00	30,000.00	0.00
5822	MAINTENANCE AGREEMENTS	7,000.00	2,750.00	9,750.00	6,362.07	3,387.93	65.25
5830	HAZARDOUS WASTE DISPOSAL	1,000.00	992.00	1,992.00	1,991.50	.50	99.97
5840	PHYSICAL EXAMS-FINGERPRINTING	1,150.00	397.00	1,547.00	1,437.32	109.68	92.91
5841	PHYSICAL EXAMS-IMMUNIZATION	500.00		500.00	.00	500.00	0.00
5845	RANDOM DRUG/ALCOHOL TESTING	400.00	600.00	1,000.00	216.00	784.00	21.60
5855	OUTSIDE PRINTING	1,200.00	1,236.00	2,436.00	1,236.24	1,199.76	50.74
5861	FIELD TRIPS (OUTSIDE VENDOR)	.00	100.00	100.00	100.00	.00	100.00
5865	IN LIEU OF TRANSPORTATION	18,148.00	18,148.00-	.00	.00	.00	NO BDGT
5872	LEGAL FEES	22,675.00	34,650.00	57,325.00	33,134.85	24,190.15	57.80
5874	AUDIT FEES	6,165.00	2,220.00	8,385.00	2,165.00	6,220.00	25.81
5881	Software/Licenses	.00	2,775.00	2,775.00	2,775.80	.80-	100.02
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	84,463.00-	1,567.00	.00	1,567.00	0.00
5922	COMMUNICATION - TELEPHONE SVCS	9,810.00		9,810.00	6,204.17	3,605.83	63.24
5930	COMMUNICATION - POSTAGE/METER	3,400.00		3,400.00	2,053.98	1,346.02	60.41
TOTAL SERVICES, OTHER OPER. EXPENSE:		762,740.00	89,110.00	851,850.00	509,753.50	342,096.50	59.84
CAPITAL OUTLAY :							
6221	DSA PLAN CHECK FEES	.00	3,566.00	3,566.00	3,566.47	.47-	100.01
6400	EQUIPMENT	10,000.00	10,000.00-	.00	.00	.00	NO BDGT
TOTAL CAPITAL OUTLAY :		10,000.00	6,434.00-	3,566.00	3,566.47	.47-	100.01
OTHER OUTGOING :							
7141	OTH TUIT,EXC CST PMT TO DIST	74,498.00	11,722.00	86,220.00	6,554.31-	92,774.31	0.00
7142	OTH TUIT,EXC CST PMT TO COE	104,850.00		104,850.00	48,671.13	56,178.87	46.41
TOTAL OTHER OUTGOING :		179,348.00	11,722.00	191,070.00	42,116.82	148,953.18	22.04
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 *	263,272.00 *	5,231,179.00 *	2,989,614.71 *	2,241,564.29 *	57.14

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-	7,211.00	24,032.00-	.00	24,032.00-	0.00
TOTAL INTERFUND TRANSFERS - OUT :		31,243.00-	7,211.00	24,032.00-	.00	24,032.00-	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-*	7,211.00 *	24,032.00-*	.00 *	24,032.00-*	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	1,765,378.27	3,112,693.73
9130	REVOLVING CASH ACCOUNT	1,500.00	.00	1,500.00
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	122,127.42	122,127.42-	.00
9508	SALES TAX PAYABLE	854.11-	195.75-	1,049.86-
9510	ACCOUNTS PAYABLE (CURRENT LIAB)	258,418.27-	227,616.27	30,802.00-
9515	UNEMPLOYMENT	68.34	44.65	112.99
9516	W/COMP PASS THROUGH		13,173.85-	13,173.85-
9521	MEDICAL	146,102.32-	83,666.44	62,435.88-
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 *	1,984,319.61 *	3,006,811.13 *
9791	FUND BAL-BEGINNING BALANCE	1,022,491.52-	.00	1,022,491.52-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	1,984,319.61 *	1,984,319.61 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	4,749,958.00	2,688,681.00	7,438,639.00	4,973,934.32	2,464,704.68	66.86
B.	EXPENDITURES	4,967,907.00	263,272.00	5,231,179.00	2,989,614.71	2,241,564.29	57.14
C.	EXCESS REVENUES (EXPENDITURES)	217,949.00-	2,425,409.00	2,207,460.00	1,984,319.61	223,140.39	89.89
D.	OTHER FINANCING SOURCES (USES)	31,243.00-	7,211.00	24,032.00-	.00	24,032.00-	0.00
E.	NET CHANGE IN FUND BALANCE	249,192.00-	2,432,620.00	2,183,428.00	1,984,319.61	199,108.39	90.88
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	2,432,620.00	3,205,919.52	3,006,811.13	199,108.39	93.78

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	120,222.14	85,777.86	58.36
TOTAL FEDERAL REVENUES :		206,000.00	.00	206,000.00	120,222.14	85,777.86	58.36
OTHER STATE REVENUES :							
8520	CHILD NUTRITION	15,735.00		15,735.00	9,725.48	6,009.52	61.80
TOTAL OTHER STATE REVENUES :		15,735.00	.00	15,735.00	9,725.48	6,009.52	61.80
OTHER LOCAL REVENUES :							
8634	FOOD SERVICE SALES	8,000.00	793.00	8,793.00	3,955.80	4,837.20	44.98
8660	INTEREST	149.00		149.00	259.97-	408.97	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	793.00	10,942.00	4,215.53	6,726.47	38.52
* TOTAL YEAR TO DATE REVENUES		231,884.00 *	793.00 *	232,677.00 *	134,163.15 *	98,513.85 *	57.66

EXPENDITURE DETAIL

CLASSIFIED SALARIES :							
2200	CLASSIFIED SUPPORT SALARIES	64,127.00		64,127.00	38,753.27	25,373.73	60.43
2260	CLASSIFIED SUPPORT SUBSTITUTE	2,304.00	85.00	2,389.00	877.50	1,511.50	36.73
2300	CLASSIFIED SUPERV & ADMIN SAL	50,430.00		50,430.00	32,548.47	17,881.53	64.54
TOTAL CLASSIFIED SALARIES :		116,861.00	85.00	116,946.00	72,179.24	44,766.76	61.72
EMPLOYEE BENEFITS :							
3202	PERS CLASSIFIED	24,191.00		24,191.00	13,097.39	11,093.61	54.14
3302	SOCIAL SECURITY CLASSIFIED	7,245.00	5.00	7,250.00	3,964.42	3,285.58	54.68
3312	MEDICARE - CLASSIFIED	1,695.00	1.00	1,696.00	927.16	768.84	54.66
3402	HEALTH & WELFARE CLASSIFIED	36,778.00		36,778.00	18,947.10	17,830.90	51.51
3502	UNEMPLOYMENT - CLASSIFIED	58.00		58.00	32.00	26.00	55.17
3602	WORKERS COMP - CLASSIFIED	2,665.00	2.00	2,667.00	1,457.89	1,209.11	54.66
TOTAL EMPLOYEE BENEFITS :		72,632.00	8.00	72,640.00	38,425.96	34,214.04	52.89
BOOKS AND SUPPLIES :							
4300	MATERIALS AND SUPPLIES	6,000.00	718.00	6,718.00	5,084.95	1,633.05	75.69
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	50,463.99	14,536.01	77.63
TOTAL BOOKS AND SUPPLIES :		71,305.00	718.00	72,023.00	55,548.94	16,474.06	77.12
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	3,652.57	319.43	91.95
5890	OTHER SERVICES	733.00		733.00	.00	733.00	0.00
5894	LICENSES AND PERMITS	612.00	18.00-	594.00	630.00	36.00-	106.06
TOTAL SERVICES, OTHER OPER. EXPENSE:		2,329.00	3,024.00	5,353.00	4,282.57	1,070.43	80.00
* TOTAL YEAR TO DATE EXPENDITURES *		263,127.00 *	3,835.00 *	266,962.00 *	170,436.71 *	96,525.29 *	63.84
OTHER FINANCING SOURCES (USES)							
INTERFUND TRANSFERS - IN :							
8916	INTFD TF TO CAFETERIA FR GEN	31,243.00	7,211.00-	24,032.00	.00	24,032.00	0.00
TOTAL INTERFUND TRANSFERS - IN :		31,243.00	7,211.00-	24,032.00	.00	24,032.00	0.00
* TOTAL YEAR TO DATE OTHER FINANCING *		31,243.00 *	7,211.00-*	24,032.00 *	.00 *	24,032.00 *	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-	5,420.07-	25,982.33-
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 *	36,273.56-*	26,019.75-*
9791	FUND BAL-BEGINNING BALANCE	10,253.81-	.00	10,253.81-
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	36,273.56-*	36,273.56-*

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	793.00	232,677.00	134,163.15	98,513.85	57.66
B.	EXPENDITURES	263,127.00	3,835.00	266,962.00	170,436.71	96,525.29	63.84
C.	EXCESS REVENUES (EXPENDITURES)	31,243.00-	3,042.00-	34,285.00-	36,273.56-	1,988.56	105.80
D.	OTHER FINANCING SOURCES (USES)	31,243.00	7,211.00-	24,032.00	.00	24,032.00	0.00
E.	NET CHANGE IN FUND BALANCE	.00	10,253.00-	10,253.00-	36,273.56-	26,020.56	353.78
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	10,253.00-	.81	26,019.75-	26,020.56	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	41.00	41.00	40.93	.07	99.82
TOTAL OTHER LOCAL REVENUES :		.00	41.00	41.00	40.93	.07	99.82
* TOTAL YEAR TO DATE REVENUES		* .00	* 41.00	* 41.00	* 40.93	* .07	* 99.82

EXPENDITURE DETAIL							
SERVICES, OTHER OPER. EXPENSE:							
5800	PROFES'L/CONSULTG SVCS/OP EXP	.00	350.00	350.00	350.00	.00	100.00
5874	AUDIT FEES	.00	2,000.00-	2,000.00-	2,000.00-	.00	100.00
TOTAL SERVICES, OTHER OPER. EXPENSE:		.00	1,650.00-	1,650.00-	1,650.00-	.00	100.00
* TOTAL YEAR TO DATE EXPENDITURES		* .00	* 1,650.00-	* 1,650.00-	* 1,650.00-	* .00	* 100.00

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	10,118.61-	1,690.93
9510	ACCOUNTS PAYABLE (CURRENT LIAB)	11,809.54-	11,809.54	.00
* NET YEAR TO DATE FUND BALANCE * *		.00 *	1,690.93 *	1,690.93 *
* EXCESS REVENUES (EXPENDITURES) * *		.00 *	1,690.93 *	1,690.93 *

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	41.00	41.00	40.93	.07	99.82
B.	EXPENDITURES	.00	1,650.00-	1,650.00-	1,650.00-	.00	100.00
C.	EXCESS REVENUES (EXPENDITURES)	.00	1,691.00	1,691.00	1,690.93	.07	99.99
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	.00	1,691.00	1,691.00	1,690.93	.07	99.99
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	1,691.00	1,691.00	1,690.93	.07	99.99

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	68.00	568.00	21,837.34	21,269.34-	3844.60
TOTAL OTHER LOCAL REVENUES :		500.00	68.00	568.00	21,837.34	21,269.34-	3844.60
* TOTAL YEAR TO DATE REVENUES		500.00 *	68.00 *	568.00 *	21,837.34 *	21,269.34-	3844.60
EXPENDITURE DETAIL							
CAPITAL OUTLAY :							
6200	BUILDINGS & IMPROVEMNT OF BLDG	.00	20,000.00	20,000.00	20,000.00	.00	100.00
TOTAL CAPITAL OUTLAY :		.00	20,000.00	20,000.00	20,000.00	.00	100.00
* TOTAL YEAR TO DATE EXPENDITURES		.00 *	20,000.00 *	20,000.00 *	20,000.00 *	.00 *	100.00
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	1,837.34	56,656.30
* NET YEAR TO DATE FUND BALANCE	* *	54,818.96 *	1,837.34 *	56,656.30 *
9791	FUND BAL-BEGINNING BALANCE	54,818.96-	.00	54,818.96-
* EXCESS REVENUES (EXPENDITURES)	* *	.00 *	1,837.34 *	1,837.34 *

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	68.00	568.00	21,837.34	21,269.34-	3844.60
B.	EXPENDITURES	.00	20,000.00	20,000.00	20,000.00	.00	100.00
C.	EXCESS REVENUES (EXPENDITURES)	500.00	19,932.00-	19,432.00-	1,837.34	21,269.34-	0.00
D.	OTHER FINANCING SOURCES (USES)	.00	.00	.00	.00	.00	NO BDGT
E.	NET CHANGE IN FUND BALANCE	500.00	19,932.00-	19,432.00-	1,837.34	21,269.34-	0.00
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	19,932.00-	35,386.96	56,656.30	21,269.34-	160.10

9.5

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 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 February 2020.

RECOMMENDED ACTION:

Approve the Student Body Funds.

SHANDON UNIFIED SCHOOL DISTRICT
SHANDON HIGH SCHOOL STATEMENT OF STUDENT BODY FUNDS

February-2020

CLASSES CLUBS	Authorized Advisor	ENDING BAL. 1/31/2020	BALANCE FORWARD	WITHDRAWALS	DEPOSITS	ENDING BAL. 2/28/2020
High General	D. Sciocchetti	\$ 28.32	\$ 28.32	750.92	1,580.11	857.51
Seniors	Fuller/Morton	\$ 4,940.79	\$ 4,940.79	753.97	813.00	4,999.82
Junior	Stuart/Voorhies	\$ 1,583.91	\$ 1,583.91			1,583.91
Sophomore	Dobberpuhl	\$ 727.78	\$ 727.78	34.47	250.00	943.31
Freshman	D. Sciocchetti	\$ 541.23	\$ 541.23	547.33		(6.10)
Thanksgiving feast	D. Sciocchetti	\$ 244.59	\$ 244.59			244.59
FNL	D. Sciocchetti	\$ 59.70	\$ 59.70			59.70
Gate/Officials	Sciocchetti/Bus. Off.	\$ (723.80)	\$ (723.80)	211.00	1,207.00	272.20
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	\$ 10,863.30	\$ 10,863.30	1,494.59	595.00	9,963.71
F.F.A. Revolving	Morton/Fuller	\$ 1,353.30	\$ 1,353.30	911.25	1,350.00	1,792.05
YearBook Class	D. Sciocchetti	\$ 282.42	\$ 282.42		227.00	282.42
BLOCK-S	D. Sciocchetti	\$ 451.44	\$ 451.44			678.44
*Football	D. Sciocchetti	\$ -	\$ -			0.00
*H.S. Volleyball	D. Sciocchetti	\$ 398.10	\$ 398.10			398.10
*Basketball	D. Sciocchetti	\$ -	\$ -			0.00
*Softball	D. Sciocchetti	\$ -	\$ -	810.70	4,035.59	3,224.89
*Baseball	D. Sciocchetti	\$ -	\$ -			0.00
TOTAL in Fund Balances/Ties to Bank Balance		\$ 21,951.98	\$ 21,951.98	\$ 5,514.23	\$ 10,057.70	\$ 26,495.45

Shandon Elementary ASB Heritage Oaks Bank
February 1, 2020

CLASSES/CLUBS	BALANCE FORWARD 1/30/2020	WITHDRAWALS	DEPOSIT	ENDING BALANCE 2/29/2020
SES ABS General	\$ 3,955.31	\$ 3,392.46	\$ 2,418.99	\$ 2,981.84
SES ASB Middle School	\$ 2,487.32	\$ 87.77	\$ 907.00	\$ 3,306.55
8th Grade	\$ 2,893.02	\$ 148.29	\$ 747.00	\$ 3,491.73
Library	\$ 154.85			\$ 154.85
Parkfield	\$ 4,722.28			\$ 4,722.28
Gate	\$ (142.50)	\$ 130.00	\$ 523.00	\$ 250.50
Cross County	\$ 0.41			\$ 0.41
Kindergarten	\$ 184.92			\$ 184.92
Stabley PGE Funds	\$ 631.56			\$ 631.56
Drone Program	\$ 298.97			\$ 298.97
TOTAL	\$ 15,186.14	\$ 3,758.52	\$ 4,595.99	\$ 16,023.61

9.6

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Regular Meeting of the Board of Trustees
MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Developer Fees

PREPARED BY:

Sadie Howard

AGENDA SECTION:

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

SUMMARY:

Attached for your information is the Developer Fees that were paid in March 2020.

RECOMMENDED ACTION:

Approve the Student Body Funds.



COUNTY OF SAN LUIS OBISPO
DEPARTMENT OF PLANNING & BUILDING
SCHOOL FEE CERTIFICATION FORM
PMTR2019-02306

This form provides information about the size and type of building for which a building permit has been requested. It also provides certification that the required fee has been paid to the district by the developer. This is required prior to issuance of a permit.

Applicant and Permit Information

Applicant Name: FALLINGSTAR HOMES INC
Site Address: 256 ARCHER CIR, SHANDON

Assessor Parcel Number(s): 017-322-011
Project Valuation: \$343,078.03

Building Type and Size Indicated by Permit Application

SINGLE FAMILY DWELLING (2022 SF) WITH ATTACHED GARAGE (525 SF) AND PATIO (261 SF) WITH NEW SEPTIC SYSTEM - TRACT 2451 - LOT 11 - 256 ARCHER CIR (PLAN CHECK ONLY MODEL/PLAN 3 PMTR2018-00893)

Residential SQ FT 2,022

Permit Application Reviewed by

Signature: Monica C Hollubert

Date: 2-13-2020

Title: LAND USE TECHNICIAN

School District Verification of Fee Payment

I hereby certify that the required development fee has been paid to the school district for the building described above.

Primary District AB 2926 Fee: SQ FT: 2,022 x Fee: \$ 3.79 = Total: \$ 7,663.38

Signature: [Signature]

Date: _____

Other district fees as noted below by the Primary District Staff:

SHANDON UNIFIED

101 SOUTH FIRST STREET, SHANDON, CA 93461

Primary District Staff: Kristina Benson

Signature: [Signature]

Date: 3-5-20

805-238-0286

SQ FT: 2022

x Fee: \$ 3.79

= Total: \$ 7,663.38

Section 66020 of the Government Code enacted by Assembly Bill 3081, effective January 1, 1997, required that this district provide (1) a written notice to the project applicant at the time of payment of school fees, mitigation payments, or other exaction ("Fees") of the 90-day period to protest the imposition of these Fees and (2) the amount of Fees. Therefore, in accordance with Section 66020 of the Government Code and other applicable law, this Notice shall serve to advise you that the 90-day protest period in regard to such Fees or the validity thereof, commences with such payment or performance of any other requirement as described in Section 66020 of the Government Code.



COUNTY OF SAN LUIS OBISPO
DEPARTMENT OF PLANNING & BUILDING
SCHOOL FEE CERTIFICATION FORM
PMTR2019-02307

This form provides information about the size and type of building for which a building permit has been requested. It also provides certification that the required fee has been paid to the district by the developer. This is required prior to issuance of a permit.

Applicant and Permit Information

Applicant Name: FALLINGSTAR HOMES INC
Site Address: 255 ARCHER CIR, SHANDON

Assessor Parcel Number(s): 017-322-012
Project Valuation: \$325,409.62

Building Type and Size Indicated by Permit Application

SINGLE FAMILY DWELLING (1,882 SF) W/GARAGE (518 SF) W/COVERED PORCH (203 SF) W/NEW SEPTIC SYSTEM - TRACT 2451 LOT 12, 255 ARCHER CIR (PLAN CHECK ONLY PMTR2018-00892)

Residential SQ FT 1,882

Permit Application Reviewed by

Signature: Monica C. Hollubek
Title: LAND USE TECHNICIAN

Date: 2-13-2020

School District Verification of Fee Payment

I hereby certify that the required development fee has been paid to the school district for the building described above.

Primary District AB 2926 Fee: SQ FT: 1882 x Fee: \$ 3.79 = Total: \$ 7,132.78

Signature: Usha Benson

Date: _____

Other district fees as noted below by the Primary District Staff:

SHANDON UNIFIED

101 SOUTH FIRST STREET, SHANDON, CA 93461

Primary District Staff: Kristina Benson
Signature: Usha Benson
Date: 3-5-20

805-238-0286
SQ FT: 1882
x Fee: \$ 3.79
= Total: \$ 7132.78

Section 66020 of the Government Code enacted by Assembly Bill 3081, effective January 1, 1997, required that this district provide (1) a written notice to the project applicant at the time of payment of school fees, mitigation payments, or other exaction ("Fees") of the 90-day period to protest the imposition of these Fees and (2) the amount of Fees. Therefore, in accordance with Section 66020 of the Government Code and other applicable law, this Notice shall serve to advise you that the 90-day protest period in regard to such Fees or the validity thereof, commences with such payment or performance of any other requirement as described in Section 66020 of the Government Code.



COUNTY OF SAN LUIS OBISPO
DEPARTMENT OF PLANNING & BUILDING
SCHOOL FEE CERTIFICATION FORM
PMTR2019-02309

This form provides information about the size and type of building for which a building permit has been requested. It also provides certification that the required fee has been paid to the district by the developer. This is required prior to issuance of a permit.

Applicant and Permit Information

Applicant Name: FALLINGSTAR HOMES INC
Site Address: 259 ARCHER CIR, SHANDON

Assessor Parcel Number(s): 017-322-013
Project Valuation: \$296,238.97

Building Type and Size Indicated by Permit Application

SINGLE FAMILY DWELLING (1708 SF) WITH ATTACHED GARAGE (515 SF) AND PATIO (190 SF) WITH NEW SEPTIC SYSTEM - TRACT 2451 - LOT 13, 265 ARCHER CIR (PLAN CHECK ONLY MODEL/PLAN 1 PMTR2018-00891)

Residential SQ FT 1,708

Permit Application Reviewed by

Signature: Monica C Hollubek
Title: LAND USE TECHNICIAN

Date: 2-13-2020

School District Verification of Fee Payment

I hereby certify that the required development fee has been paid to the school district for the building described above.

Primary District AB 2926 Fee: SQ FT: 1708 x Fee: \$ 3.79 = Total: \$ 6,473.32

Signature: Ygha Benson Date: _____

Other district fees as noted below by the Primary District Staff:

SHANDON UNIFIED

101 SOUTH FIRST STREET, SHANDON, CA 93461

Primary District Staff:

Signature:

Date:

Kristina Benson
Ygha Benson
3-5-20

805-238-0286
SQ FT: 1708
x Fee: \$ 3.79
= Total: \$ 6,473.32

Section 66020 of the Government Code enacted by Assembly Bill 3081, effective January 1, 1997, required that this district provide (1) a written notice to the project applicant at the time of payment of school fees, mitigation payments, or other exaction ("Fees") of the 90-day period to protest the imposition of these Fees and (2) the amount of Fees. Therefore, in accordance with Section 66020 of the Government Code and other applicable law, this Notice shall serve to advise you that the 90-day protest period in regard to such Fees or the validity thereof, commences with such payment or performance of any other requirement as described in Section 66020 of the Government Code.

9.7

Shandon Joint Unified School District

Board Policy

Superintendent's Contract

BP 2121

Administration

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent will work together as a governance team to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the value of stability in district administration, the best use of district resources, and the Board's duty to ensure accountability to the public for the performance of the district's schools.

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 4312.1 - Contracts)

(cf. 9000 - Role of the Board)

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. Salary, health and welfare benefits, and other compensation for the position, including a statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the use of a personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

(cf. 4161.5/4261.5/4361.5 - Military Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

6. Professional development

7. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

8. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 calendar days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in writing and in a timely manner of the requirement to give notice

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date

12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's official capacity in the performance of employment-related duties

The Board may deliberate about terms of the contract in closed session at a regular meeting. However, discussions regarding the salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only between the Board and its designated representative(s), as permitted under Government Code 54957.6 (the "labor exception"), for the purpose of reviewing the Board's position and/or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent. Such deliberations shall not be held during a special meeting. (Government Code 54956, 54957, 54957.6)

The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall take final action on the Superintendent's contract during an open session of a regularly scheduled Board meeting, and that action shall be reflected in the Board's minutes. At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on the Superintendent's salary or compensation in the form of fringe benefits. (Government Code 3511.1, 53262, 54953)

Copies of the contract and other public records created or received in the process of developing the recommendation related to the Superintendent's salary, benefits, and other compensation shall be available to the public upon request. (Government Code 53262, 54953)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

In such an event, the maximum cash settlement that the Superintendent may receive upon termination of the contract shall not exceed the Superintendent's monthly salary multiplied by the number of months left on the contract or the Superintendent's monthly salary multiplied by 12, whichever is less. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of office or position, the Superintendent shall reimburse the district for payments received as paid leave salary pending investigation or as cash settlement upon termination, and for any funds expended by the district in defending the Superintendent against a crime involving the Superintendent's office or position. (Government Code 53243-53243.4, 53260)

Legal Reference:

EDUCATION CODE

35031 Term of employment

41325-41328 Conditions of emergency apportionment

GOVERNMENT CODE

3511.1-3511.2 Local agency executives

6250-6270 California Public Records Act

53243-53243.4 Abuse of office

53260-53264 Employment contracts

54953 Oral summary of recommended salary and benefits of superintendent

54954 Time and place of regular meetings

54956 Special meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

54957.6 Closed sessions regarding employee matters

UNITED STATES CODE, TITLE 26

105 Self-insured medical reimbursement plan; definition of highly compensated individual
UNITED STATES CODE, TITLE 42

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals
CODE OF FEDERAL REGULATIONS, TITLE 26

1.105-11 Self-insured medical reimbursement plan

COURT DECISIONS

San Diego Union v. City Council (1983) 146 Cal.App.3d 947

ATTORNEY GENERAL OPINIONS

57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:

CSBA PUBLICATIONS

Superintendent Contract Template

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Office of the Attorney General: <http://oag.ca.gov>

No current policy

(6/16 5/17) 12/19

9.8

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

BP 3600

Business and Noninstructional Operations

Consultants

The Governing Board authorizes the use of consultants and other independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience or knowledge. Individuals, firms or organizations employed as independent contractors may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional or other matters.

(cf. 3551 - Food Service Operations/Cafeteria Fund)

As part of the contract process, the Superintendent or designee shall determine that the individual, firm, or organization is properly classified as an independent contractor. A person, firm, or organization shall be considered an employee rather than an independent contractor unless the district is able to demonstrate that all of the following conditions have been met:

(Labor Code 2750.3)

1. The person or entity is free from the control and direction of the district in connection with the performance of the work.
2. The person or entity is performing work that is outside the usual course of the district providing educational services.
3. The person or entity is customarily engaged in an independently established trade, occupation, or business of the same nature as the work to be performed.

Specific statutory exceptions to this analysis for the determination of whether a person, firm, or organization is an independent contractor may apply. (Labor Code 2750.3)

All consultant contracts shall be brought to the Board for approval.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 4132/4232/4332 - Publication or Creation of Materials)

All qualified independent contractors shall be accorded equal opportunity for contracts regardless of actual or perceived race, color, national origin, ancestry, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 220; Government Code 12940)

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

(cf. 0415 - Equity)

(cf. 4030 - Nondiscrimination in Employment)

Independent contractors shall submit a written conflict of interest statement disclosing financial interests as determined necessary by the Superintendent or designee, depending on the range of duties to be performed by the consultant. The

Superintendent or designee shall consider this statement when deciding whether to recommend approval of the contract.

Any consultant hired by the district who is subject to the filing requirements in the district's conflict of interest code shall file a Statement of Economic Interests within the time period required by law. (Government Code 87302)

(cf. 9270 - Conflict of Interest)

When employees of a public university, county office of education, or other public agency serve as consultants or independent contractors in other capacities for the district they shall certify as part of the agreement that they will not receive salary or remuneration other than vacation pay from any other public agency for the specific days when they work for this district.

The Board prohibits the harassment of an independent contractor by any district employee or by any other person with whom the independent contractor comes in contact during the course of employment with the district. Additionally, the Board prohibits the harassment of a district employee by an independent contractor. Any complaint of harassment shall be investigated and resolved in accordance with applicable district complaint procedures. (Government Code 12940)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

10400-10407 Cooperative improvement programs

17596 Limit on continuing contracts

35010 Control of districts; prescription and enforcement of rules

35172 Promotional activities

35204 Contract with attorney

44925 Part-time readers employed as independent contractors

45103 Classified service in districts not incorporating the merit system

45103.5 Contracts for food service consulting services

45134-45135 Employment of retired classified employee

45256 Merit system districts; classified service; positions established for professional experts on a temporary basis

GOVERNMENT CODE

12940 Unlawful employment practices

53060 Contract for special services and advice

82019 Designated employee

87302 Conflict of interest code

LABOR CODE

2750.3 ABC three-part test: employees and independent contractors

UNEMPLOYMENT INSURANCE CODE

606.5 Determination of employment status

621 Employer and employee defined

CODE OF REGULATIONS, TITLE 2

18700.3 Consultant

COURT DECISIONS

Dynamex Operations West, Inc. v. Superior Court of Los Angeles (2018) 4 Cal. 5th 903

S.G. Borello & Sons, Inc. v. Department of Industrial Relations (1989) 48 Cal. 3d 341

(9/88 10/96) 12/19

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

9.9

Shandon Joint Unified School District

Board Policy

Lactation Accommodation

BP 4033

Personnel

The Governing Board recognizes the immediate and long-term health benefits of breastfeeding and desires to provide a supportive environment for any district employee to express milk for an infant child upon returning to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any district employee for seeking an accommodation to express breast milk for an infant child while at work.

(cf. 4030 - Nondiscrimination in Employment)

An employee shall notify the employee's supervisor or other appropriate personnel in advance of the intent to request an accommodation. The supervisor shall respond to the request and shall work with the employee to make arrangements. If needed, the supervisor shall address scheduling in order to ensure that the employee's essential job duties are covered during the break time.

Lactation accommodations shall be granted unless limited circumstances exist as specified in law. (Labor Code 1031, 1032; 29 USC 207)

Before a determination is made to deny lactation accommodations to an employee, the employee's supervisor shall consult with the Superintendent or designee. When lactation accommodations are denied, the Superintendent or designee shall document the options that were considered and the reasons for denying the accommodations.

The Superintendent or designee shall provide a written response to any employee who was denied the accommodation(s). (Labor Code 1034)

The district shall include this policy in its employee handbook or in any set of policies that the district makes available to employees. In addition, the Superintendent or designee shall distribute the policy to new employees upon hire and when an employee makes an inquiry about or requests parental leave. (Labor Code 1034)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Break Time and Location Requirements

The district shall provide a reasonable amount of break time to accommodate an employee each time the employee has a need to express breast milk for an infant child. (Labor Code 1030)

To the extent possible, any break time granted for lactation accommodation shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid. (Labor Code 1030; 29 USC 207)

The employee shall be provided the use of a private room or location, other than a bathroom, which may be the employee's work area or another location that is in close proximity to the employee's work area. The room or location provided shall meet the following requirements: (Labor Code 1031; 29 USC 207)

1. Is shielded from view and free from intrusion while the employee is expressing milk
2. Is safe, clean, and free of hazardous materials, as defined in Labor Code 6382
3. Contains a place to sit and a surface to place a breast pump and personal items
4. Has access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump
5. Has access to a sink with running water and a refrigerator or, if a refrigerator cannot be provided, another cooling device suitable for storing milk in close proximity to the employee's workspace

If a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over other uses for the time it is in use for lactation purposes. (Labor Code 1031)

Dispute Resolution

An employee may file a complaint with the Labor Commissioner at the California Department of Industrial Relations for any alleged violation of Labor Code 1030-1034. (Labor Code 1034)

(cf. 4144/4244/4344 - Complaints)

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity; prohibition of discrimination on the basis of sex

CIVIL CODE

43.3 Right of mothers to breastfeed in any public or private location

GOVERNMENT CODE

12926 Definition of sex; breastfeeding

12940 Unlawful discriminatory employment practices

12945 Unlawful discrimination based on pregnancy, childbirth, or related medical conditions

LABOR CODE

1030-1034 Lactation accommodation

6382 Procedure for listing hazardous substances

CODE OF REGULATIONS, TITLE 2

11035-11051 Unlawful sex discrimination; pregnancy and related medical conditions

UNITED STATES CODE, TITLE 29

207 Fair Labor Standards Act; lactation accommodation

Management Resources:

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Rest Periods/Lactation Accommodation, Frequently Asked Questions

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Lactation Accommodation for Employers

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Lactation Support Program Toolkit

FEDERAL REGISTER

Reasonable Break Time for Nursing Mothers, December 21, 2010, Vol. 75, No. 244, pages 80073-80079

OFFICE OF THE SURGEON GENERAL PUBLICATIONS

The Surgeon General's Call to Action to Support Breastfeeding, 2011

HEALTH RESOURCES AND SERVICES ADMINISTRATION PUBLICATIONS

The Business Case for Breastfeeding: Steps for Creating a Breastfeeding Friendly Worksite, Toolkit, 2008

U.S. DEPARTMENT OF LABOR, WAGE AND HOUR DIVISION, PUBLICATIONS

Frequently Asked Questions- Break Time for Nursing Mothers

Fact Sheet #73: Break Time for Nursing Mothers under the FLSA, rev. April 2018

WEB SITES

California Department of Industrial Relations, Division of Labor and Standards Enforcement:

<http://www.dir.ca.gov/dlse> California Department of Public Health: <http://www.cdph.ca.gov>

California Women, Infants and Children Program: <http://www.wicworks.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Health Resources and Services Administration: <http://www.hrsa.gov>

Office of the Surgeon General: <http://www.surgeongeneral.gov>

U.S. Department of Labor, Wage and Hour Division, Break Time for Nursing Mothers:

<http://www.dol.gov/whd/nursingmothers>

(7/11) 12/19

9.10

Shandon Joint Unified School District

Board Policy

Employee Compensation

BP 4151 4251, 4351

Personnel

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

(cf. 3100 - Budget)
(cf. 3400 - Management of Districts Assets/Accounts)
(cf. 4000 - Concepts and Roles)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

(cf. 4121 - Temporary/Substitute Personnel)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

(cf. 4030 - Nondiscrimination in Employment)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4312.1 - Contracts)

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, employees shall be exempt from overtime rules if they are employed as teachers or school administrators or if they qualify as being employed in an executive, administrative, or professional capacity and are paid a monthly salary that is at least twice the state minimum wage for full-time employment. (Labor Code 510, 515; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within a reasonable period after making the request if the use of the compensatory time does not unduly disrupt district operations. (29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Legal Reference:

EDUCATION CODE

45022-45061.5 Salaries, especially:

45023 Availability of salary schedule

45028 Salary schedule for certificated employees

45160-45169 Salaries for classified employees

45268 Salary schedule for classified service in merit system districts

GOVERNMENT CODE

3540-3549 Meeting and negotiating, especially:

3543.2 Scope of representation

3543.7 Duty to meet and negotiate in good faith

LABOR CODE

226 Employee access to payroll records

232 Disclosure of wages

510 Overtime compensation; length of work day and week; alternative schedules

515 Overtime exemption for administrative, executive, and professional employees

CODE OF REGULATIONS, TITLE 8

11040 Wages and hours; definitions of administrative, executive, and professional employees
UNITED STATES CODE, TITLE 26

409A Deferred compensation plans
UNITED STATES CODE, TITLE 29

201-219 Fair Labor Standards Act, especially:

203 Definitions

207 Overtime

213 Exemptions from minimum wage and overtime requirements
CODE OF FEDERAL REGULATIONS, TITLE 26

1.409A-1 Definitions and covered plans
CODE OF FEDERAL REGULATIONS, TITLE 29

516.4 Notice of minimum wage and overtime provisions

516.5-516.6 Records

541.0-541.710 Exemptions for executive, administrative, and professional employees

553.1-553.51 Fair Labor Standards Act; applicability to public agencies

COURT DECISIONS

Flores v. City of San Gabriel, 9th Cir., June 2, 2016, No. 14-56421

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

Internal Revenue Service: <http://www.irs.gov>

School Services of California, Inc.: <http://www.sscal.com>

U.S. Department of Labor, Wage and Hour Division: <http://www.dol.gov/whd>

No current policy

(7/08 10/16) 12/19

SHANDON JOINT UNIFIED SCHOOL DISTRICT

9.11

Board Policy

BP 5116.1

Students

Intradistrict Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

(cf. 5116.2 - Involuntary Student Transfers)
(cf 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

(cf 5111.1 - District Residency)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous" (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

2. Is a victim of a violent crime while on school grounds (20 USC 7912)

3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)

If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code 46600)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)

4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3) (20 USC 6311)

(cf. 0520.1 - Comprehensive and Targeted Support and Improvement)

5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor

b. A court order, including a temporary restraining order and injunction

6. Is a sibling of another student already attending that school

7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted between January 1st and May 1st of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

Legal Reference:

EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6311 State plans

6313 Eligibility of schools and school attendance areas; funding allocation

7912 Transfers from persistently dangerous schools

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

Every Student Succeeds Act - Update #8, July 14, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Unsafe School Choice Option, May 2004

WEB SITES

CSBA: <http://www.csba.org>

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

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

Policy adopted by Shandon Board of Trustees: September 9, 2003

Revised:

9.12

Shandon Joint Unified School District Board Policy

BP 5117
Students

Interdistrict Attendance

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons; desire to enroll their children in a school in another district.

(cf. 5111.1 - District Residency)
(cf. 5116.1 - Intradistrict Open Enrollment)

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts.(Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The Superintendent or designee shall keep an accounting of all requests for admittance and a record of their disposition, including, but not limited to, all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred into and out of the district pursuant to this program
3. The race, ethnicity, gender, self-reported socio-economic status, eligibility for free or reduced-price meals and the district of residence for each student transferred into or out of the district pursuant to this program
4. The number of students transferred into or out of the district pursuant to this program who are classified as English learners or students with disabilities
5. As applicable, the number of students described in items #3 and 4 above who are provided transportation assistance to a district school or program, and the total number of students provided transportation assistance, pursuant to the school district of choice program

The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-5 above. No later than October 15 of each year, the Superintendent or designee shall

provide the same information for the current school year, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, and the Superintendent of Public Instruction. (Education Code 48313)

The district's compliance with specified program requirements shall be reviewed as part of the annual district audit conducted pursuant to Education Code 41020. (Education Code 48301)

(cf. 3460 - Financial Reports and Accountability)

Transportation

Upon parent/guardian request, the district shall not provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

(cf. 3553 - Free and Reduced Price Meals)

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer students to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Legal Reference:

EDUCATION CODE

41020 Annual district audits

46600-46610 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48317 Student attendance alternatives, school district of choice program

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals; enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

48985 Notices to parents in language other than English

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

CALIFORNIA CONSTITUTION

Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

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

(10/17 3/19) 12/19

Revised: 6/4/19

9.13

Shandon Joint Unified School District

Board Policy

Student Records

BP 5125

Students

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.

- (cf. 3580 - District Records)
- (cf. 4040 - Employee Use of Technology)
- (cf. 5125.1 - Release of Directory Information)
- (cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

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

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

- (cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

(cf. 0450 - Comprehensive Safety Plan)
 (cf. 5131.2 - Bullying)
 (cf. 5145.6 - Parental Notifications)
 (cf. 9322 - Agenda/Meeting Materials)
 (cf. 9323 - Meeting Conduct)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status
 17604 Contracts
 48201 Student records for transfer students who have been suspended/expelled
 48853.5 Foster youth; placement, immunizations
 48902 Notification of law enforcement of specified violations
 48904-48904.3 Withholding grades, diplomas, or transcripts
 48918 Rules governing expulsion procedures
 48980 Parental notifications
 48985 Notices in parent/guardian's primary language
 49060-49079 Student records
 49091.14 Parental review of curriculum
 51747 Independent study
 56041.5 Rights of students with disabilities
 56050 Surrogate parents
 56055 Foster parents
 69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy
 22584-22585 Student Online Personal Information Protection Act
 22586-22587 Early Learning Personal Information Protection Act

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by noncustodial parents

6552 Caregiver's authorization affidavit
 GOVERNMENT CODE
 6252-6260 Inspection of public records
 HEALTH AND SAFETY CODE
 120440 Immunizations; disclosure of information
 PENAL CODE
 245 Assault with deadly weapon
 WELFARE AND INSTITUTIONS CODE
 681 Truancy petitions
 701 Juvenile court law
 16010 Health and education records of a minor
 CODE OF REGULATIONS, TITLE 5
 430-438 Individual student records
 16020-16027 Destruction of records of school districts
 UNITED STATES CODE, TITLE 20
 1232g Family Educational Rights and Privacy Act
 1232h Protection of Pupil Rights Amendment
 UNITED STATES CODE, TITLE 26
 152 Definition of dependent child
 UNITED STATES CODE, TITLE 42
 11434a McKinney-Vento Homeless Assistance Act; definitions
 CODE OF FEDERAL REGULATIONS, TITLE 16
 Part 312 Children's Online Privacy Protection Rule
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy
 300.501 Opportunity to examine records for parents of student with disability

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FEDERAL REGISTER

Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

IDEA and FERPA Confidentiality Provisions, 2014

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008

Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

WEB SITES

CSBA: <http://www.csba.org>

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

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Family Policy Compliance, <http://www.ed.gov/policy/gen/guid/fpco>

Policy adopted by SJUSD Board of Education: May 9, 2000

Revised:

(3/09 12/14) 5/18

SHANDON JOINT UNIFIED SCHOOL DISTRICT

9.14

Board Policy**BP 5145.7****Students****Sexual Harassment**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any persons who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate ~~instruction and~~ information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment, even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(3/12 10/14) 9/16

Adopted by Shandon Board of Trustees: June 22, 2000

Revised: 9/14/10

9.15

Shandon Joint Unified School District

Board Policy

Bullying

BP 5131.2

Students

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance

with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX
 110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062
 J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
 Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student

Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss/>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.common Sense Media.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <http://www.partnerforchildren.org>

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

(5/18 5/19) 12/19

Board policy adopted by the SJUSD Board of Trustees: 10/8/19

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

BP 5141.21

Students

Administering Medication And Monitoring Health Conditions

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

(cf. 5141.24 - Specialized Health Care Services)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 - Visitors/Outsiders)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 6116 - Classroom Interruptions)

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.3 Emergency medical assistance; administration of medication for opioid overdose

49414.5 Providing school personnel with voluntary emergency training

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

4119.2 Acquisition of epinephrine auto-injectors

4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

HEALTH AND SAFETY CODE

11362.7-11362.85 Medicinal cannabis
 CODE OF REGULATIONS, TITLE 5
 600-611 Administering medication to students
 UNITED STATES CODE, TITLE 20
 1232g Family Educational Rights and Privacy Act of 1974
 1400-1482 Individuals with Disabilities Education Act
 UNITED STATES CODE, TITLE 21
 812 Schedules of controlled substances
 844 Penalties for possession of controlled substance
 UNITED STATES CODE, TITLE 29
 794 Rehabilitation Act of 1973, Section 504
 COURT DECISIONS
 American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

Management Resources:

AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015
 Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

WEB SITES

CSBA: <http://www.csba.org>

American Diabetes Association: <http://www.diabetes.org>

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

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

(12/13 12/16) 12/19

Adopted by Shandon Joint Unified Board of Trustees: May 9, 2000

Revised: January 8, 2008

Shandon Joint Unified School District

9.17

Board Policy

Mobile Communication Devices

BP 5131.8

Students

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 5131.2 - Bullying)
- (cf. 5131.4 - Student Disturbances)
- (cf. 5131.9 - Academic Honesty)
- (cf. 5137 - Positive School Climate)
- (cf. 5141.52 - Suicide Prevention)
- (cf. 6163.4 - Student Use of Technology)

1. Shandon Elementary School students may not use their phone during the school day unless they have permission from a staff member or in the case of an emergency, or in response to a perceived threat of danger.
2. Shandon High School Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

Mobile communication devices shall be turned off during instructional time. However, all Shandon Joint Unified School District students shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
 2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
 3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
 4. When the possession or use is required by the student's individualized education program
- (cf. 6159 - Individualized Education Program)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

(cf. 5145.2 - Freedom of Speech/Expression)

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion, especially:

48901.5 Regulation of possession or use of electronic signaling devices

48901.7 Limitation or prohibition of student use of cell phones

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://www.ewa.org/organization/center-safe-and-responsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

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

New Board Policy

10/19



SHANDON JOINT UNIFIED SCHOOL DISTRICT

9.18

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 2020

☐

April - June 2020

☐

July - September 2020

☐☐

October - December 2020

Date for information to be reported publicly at governing board meeting: March 31, 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: March 31, 2020

10.1

AGENDA ITEM TITLE:

Resolution 2019-20-07 Proclaiming May 18-22, 2020 As Classified School Employee Week

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

A week in May has been designated as Classified School Employee Week in California by the CSEA and the California Legislature.

RECOMMENDED ACTION:

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Resolution Proclaiming May 18 - 22, 2020
As Classified School Employee Week
RESOLUTION NO. 2019-20-07

W **hereas** , a week in May has been designated as Classified School Employee Week in California by the California School Employees Association and the California State Legislature; and

W **hereas** , classified professionals provide valuable services to the schools and students of the Shandon Joint Unified School District; and

W **hereas** , classified professionals contribute to the establishment and promotion of a positive instructional environment, and

W **hereas** , classified professionals serve a vital role in providing for the welfare and safety of Shandon Joint Unified School District's students; and

W **hereas** , classified professionals employed by Shandon Joint Unified School District strive for excellence in all areas relative to the educational community.

T **herefore, Be It Resolved** that the Shandon Joint Unified Board of Education hereby recognizes and is proud to honor the invaluable contribution of the classified professionals to quality education in our district as well as the state of California, and declares the week of May 18-22, 2020, as Classified School Employee Week in the Shandon Joint Unified School District.

Presented this 31st Day of March, 2020

Marlene Thomason, Board President

Kate Twisselman, Board Clerk

SHANDON JOINT UNIFIED SCHOOL DISTRICT 10.2

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Resolution 2019-20-08 Proclaiming May 4-8, 2020 As Teacher Appreciation Week

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

A week in May has been designated as Teacher Appreciation Week to honor the invaluable contribution of the Certificated professionals to quality education in our district as well as the State of California.

RECOMMENDED ACTION:

SHANDON JOINT UNIFIED SCHOOL DISTRICT
Resolution Proclaiming May 4 - 8, 2020
As Teacher Appreciation Week
RESOLUTION NO. 2019-20-08

W hereas, a strong, effective system of free public education for all children and youth is essential to our democratic system of government; and

W hereas, the United States and the State of California has made considerable progress in the social, technological and scientific fields due to our system of free and universal public education; and

W hereas, much of this progress can be attributed to the qualified and dedicated teachers entrusted with the educational development of our children; and

W hereas, teachers should be accorded high public esteem, reflecting the value the community places on public education; and

W hereas, it is appropriate that teachers be recognized for their dedication and commitment to educating our children;

T herefore, **Be It Resolved** that the Shandon Joint Unified Board of Education hereby recognizes and is proud to honor the invaluable contribution of the certificated professionals to quality education in our district as well as the state of California, and declares the week of May 4-8, 2020, as Teacher Appreciation Week in the Shandon Joint Unified School District.

Presented this 31st Day of March, 2020

Marlene Thomason, Board President

Kate Twisselman, Board Clerk

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

10.3

AGENDA ITEM TITLE:

Resolution 2019-20-09 Classified Employee Of The Year- Leslie Almaguer

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

The SJUSD adopts this resolution in honor of Leslie Almaguer, 2020 Classified Employee of the Year for her years of service and dedication to the district.

RECOMMENDED ACTION:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

**Shandon, CA
San Luis Obispo County**

RESOLUTION NO. 2019-20-09

IN APPRECIATION OF SERVICES OF

Leslie Almaguer

WHEREAS, Leslie Almaguer entered into employment with the Shandon Joint Unified School District in January of 2017 as a Bilingual Clerk/Librarian; and

WHEREAS, Leslie Almaguer has been a valuable employee of the Shandon Joint Unified School District for 3 years and has demonstrated commitment and dedication to the students, staff, and the Shandon community; and

WHEREAS, Leslie Almaguer demonstrates the ability to take on a multitude of challenging tasks with courtesy and professionalism in all situations and continues to be an asset to the District in so many ways; and

WHEREAS, Leslie Almaguer is a highly respected colleague chosen by staff to be the 2020 Classified Employee of the year; and

NOW, THEREFORE, BE IT RESOLVED that the Shandon Joint Unified School District Board of Education and the Shandon Joint Unified School District Superintendent hereby adopt this resolution in honor of Leslie Almaguer, 2020 Classified Employee of the Year, for her service and dedication to this district.

ADOPTED this thirty first day of March 2020, by the Board of Trustees of the Shandon Joint Unified School District.

Marlene Thomason, Board President

Kate Twisselman, Board Clerk

Jennifer Moe, Board Member

Van Parlet, Board Member

Nataly Ramirez, Board Member

Kristina Benson, Superintendent

SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.4

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Approval of SELPA

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Special Education Local Plan Area Fiscal Year 2020-21

RECOMMENDED ACTION:

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Version 2.0

Section A: Contacts and Certifications

SELPA

San Luis Obispo

Fiscal Year

2020-21

Contact Information and Certification Requirements

From the five choices below, check the box that best represents the Special Education Local Plan Area's (SELPA's) planned submission to the CDE:

☐ Initial Local Plan (new SELPAs only)

☐ Amended Governance and Administration

☐ Annual Plan

☒ Amended Annual Plan

☐ Amended Local Educational Agency Membership

Special Education Local Plan Area Contact Information

Include current contact information for the SELPA administrator and the administrative unit and fiscal agency responsible for the implementation of the local plan.

Special Education Local Plan Area Administrator

SELPA administrator position changes do not require amendments to the local plan. However, in such cases, new SELPA administrators assume the responsibility for the contents and implementation of the last submitted and approved local plan filed with the California Department of Education (CDE).

SELPA Contact Information

SELPA Name

San Luis Obispo

SELPA Code

40000

Street Address

8005 Morro Road

Zip Code

93422

City

Atascadero

County

Administrator First Name

Liz

Administrator Last Name

Smith

Email

lsmith@sloselpa.org

Telephone

805.782.7301

Extension

Contact Title

SELPA Director

Web Address

www.sloselpa.org

Section A: Contacts and Certifications

SELPA

Fiscal Year

Responsible Local Agency (RLA)/Administrative Unit (AU) Contact Information

RLA/AU	<input type="text" value="San Luis Obispo County Office of Education"/>		
Street Address	<input type="text" value="3350 Education Center Dr"/>	Zip Code	<input type="text" value="93405"/>
City	<input type="text" value="San Luis Obispo"/>	County	<input type="text" value="San Luis Obispo"/>
Superintendent First Name	<input type="text" value="James"/>	Last Name	<input type="text" value="Brescia"/>
Email	<input type="text" value="jbrescia@slocoe.org"/>		
Telephone	<input type="text" value="805.543.7732"/>	Extension	<input type="text"/>
Web Address	<input type="text" value="www.slocoe.org"/>		

Special Education Local Plan Agency Review Requirements

Community Advisory Committee

The SELPA must provide the local plan Governance and Administration component (Section B) to the Community Advisory Committee (CAC) for review. The CAC must be provided with at least 30 days to conduct this review.

The local plan was provided to the CAC for review on what date

County Office of Education

(California Education Code (EC) sections 56140, 56195.1(c), and 56205)

Within 45 days, the County Office of Education (COE), or COEs (as applicable) must approve or disapprove any proposed initial local plan submitted by a local educational agency (LEA) or group of LEAs within the county or counties, and any amendment to the Governance and Administration element thereafter.

COE responsible for approving the Local Plan is the

The local plan was submitted to the COE on what date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Public Hearing Requirements

Local Educational Agency

Annual Budget and Service Plans (Sections D, E, and Attachments)

LEAs participating in a SELPA's governance structure are not required to convene a separate public hearing for the adoption of the Annual Budget and Service Plans. However, LEAs must post PH notices at each school site with information related to the SELPA's PH for the adoption of the Annual Budget Plan, and/or Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available upon request by the CDE.

Special Education Local Plan Area

Annual Budget and Services Plans (Sections D, E, and Attachments)

A PH notice for the adoption of the Annual Budget and/or Annual Service Plan(s) shall be posted at least 15 days before the hearing.

Annual Budget Plan PH Posting Date

Annual Budget Plan PH Date

Annual Services Plan PH Posting Date

Annual Services Plan PH Date

Submitting the Local Plan to the California Department of Education

STEP 1:

Section A is required when submitting any and all local plan sections to the CDE for approval.

STEP 2:

Select the radio button and check-box that represents whether the SELPA's organization is a single-LEA, or multiple-LEA structure; and the membership participation (including charter schools, COEs, and whether the SELPA meets the criteria for a small and sparse SELPA).

☐ **Single-LEA**

☒ **Multiple-LEAs**

☐ Charter Schools Only

☐ LEAs Only (including Charter LEAs)

Section A: Contacts and Certifications

SELPA

Fiscal Year

☐ COE/LEA

☐ Small and Sparse (EC sections 56211 through 56212)

STEP 3:

Is the local plan component (Governance and Administration, Annual Budget Plan, or Annual Service Plan) an amendment to a previously submitted plan?

☒ Yes ☐ No If "Yes," enter the fiscal year of the previously approved plan

STEP 4:

Include the agency, name, and title of the participants who collaborated in the development of the local plan sections. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	SELPA	Amber Gallagher	Administrator	All Sections
-	Coast USD & Cayucos El.	Adam Helfand	Administrator	Section B
-	SELPA	Deborah Cleere	Resource Specialist	Section B
-	Almond Acres Charter	Eileen Higgins	Administrator	Multiple Sections
-	SELPA	Liz Smith	Administrator	All Sections
-	Templeton USD	M.K. Smith	General Ed. Teacher	Section B
-	Lucia Mar USD	Sara Osborne	General Ed. Teacher	Section B
-	SELPA	Tricia Lomino	Resource Specialist	Multiple Sections
-	CAC	Rayne Rice	CAC Member	Section B
-	SLOCOE	Melissa Abbey	Finance	Multiple Sections
-	SELPA	Karri Graves	Resource Specialist	Multiple Sections
-	SLOCOE	Katy Bates	Finance	Multiple Sections
-	SLOCOE	Zola Moore-Stansbury	Administrator	All Sections

Section A: Contacts and Certifications

SELPA

Fiscal Year

STEP 5:

Select the check box to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

<input checked="" type="checkbox"/> Certification 1	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/> Certification 2	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/> Certification 3	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/> Certification 4	Number Submitted	<input type="text" value="1"/>
<input checked="" type="checkbox"/> Certification 5	Number Submitted	<input type="text" value="13"/>

STEP 6:

Make sure all applicable certifications are signed electronically and are attached to this pdf.

STEP 7:

Electronically submit the completed section(s) to the CDE at SELPALocalPlan@cde.ca.gov. SELPAs may individually email the corresponding Sections (B, D, E), and the Attachments file to the CDE in the same manner. Or, SELPA may attach all files to a single email.

IMPORTANT: Include the SELPA name, "Local Plan" and the Sections (A, B, D, E, and/or Attachments) being submitted in the "Subject" line of all emails sent to the CDE.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1: Governance and Administration

Certification 1 is required for an initial Section B submission to the CDE, and each subsequently amended submission.

I certify the attached Governance and Administration local plan section has been adopted at LEA public hearings by the represented local board(s) (LEA/county) and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under Title 34 *Code of Federal Regulations (34 CFR)* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of Title 5 of the *California Code of Regulations (5 CCR)*. Copies of all interagency agreements have been attached to the Governance and Administration section of the local plan.

I further certify written agreements have been developed and entered into by LEAs participating in the local plan. Such agreements include, but are not limited to all provisions pursuant to *EC* Section 56195.7.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2: Annual Budget Plan and Annual Service Plan

Certification 2 is required for an initial Section D, and/or E submission to the CDE and each subsequent annual revision.

I certify the attached local plan section(s) including, (1) the Annual Budget Plan; and/or (2) the Annual Service Plan has/have was/were adopted at a SELPA public hearing and is/are the basis for the operation and administration of special education programs specified herein. I further assure the agency(ies) represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), 20 *USC* 1400 et seq., and implementing regulations under 34 *CFR* Parts 300 and 303, 29 *USC* 705 (20) and 794-794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the California *EC* Part 30, and Chapter 3 Division 1 of 5 *CCR*.

Web address where the SELPA local plan, including all sections, is posted.

RLA/AU Authorized Agent

Date

Local Governance Council Chairperson

Date

SELPA Administrator

Date

LOCAL PLAN

Section B: Governance and Administration SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA San Luis Obispo County

Fiscal Year 2020-21

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The San Luis Obispo County Special Education Local Plan Area (SELPA) includes all Local Education Agencies within San Luis Obispo County:

- Almond Acres Charter Academy;
- Atascadero Unified School District;
- Bellevue-Santa Fe Charter;
- Cayucos Elementary School District;
- Coast Unified School District;
- Lucia Mar Unified School District;
- Paso Robles Joint Unified School District;
- Pleasant Valley Joint Union School District;
- San Luis Coastal Unified School District;
- San Luis Obispo County Office of Education;
- San Miguel Joint Unified School District;
- Shandon Joint Unified School District; and
- Templeton Unified School District.

There are approximately 5,000 students with disabilities enrolled in the member Local Education Agencies, ages 0-22. Students with disabilities comprise approximately 15% of the total ADA in the county of San Luis Obispo. The districts range in size from approximately 50 students to 11,000 students. The districts are adjacent to Monterey County to the north, Kern County to the

Section B: Governance and Administration

SELPA San Luis Obispo County

Fiscal Year 2020-21

east and Santa Barbara County to the south.

The San Luis Obispo County SELPA office is located at the Morro Road Education Center in Atascadero, California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The San Luis Obispo County SELPA is comprised of all school districts in the county, two charters, and the San Luis Obispo County Office of Education (SLOCOE). These districts and charters have joined in a cooperative effort to provide for the coordinated delivery of programs, services and assurance of equal access to such programs, and services to eligible persons with disabilities requiring special education in the service region. Each Local Education Agency (LEA) is responsible for adopting and implementing the Local Plan as outlined.

The governing body of the SELPA is the SELPA Governing Council which is composed of superintendents as the designated representatives of their respective LEAs. Policies and procedures adopted by the Governing Council provide direction for all aspects of the SELPA, including uniform practices to be used by all LEAs in the provision of special education programs and services as outlined in the Local Plan.

SLOCOE shall serve as the Administrative Unit (AU) for the SELPA, and the county superintendent of schools is the superintendent of the AU. The county superintendent is designated as the employer of the staff for the SELPA. The SELPA staff implements the policies and decisions that are enacted by the Governing Council. The SELPA's legal status is that of an unincorporated association.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

Changes or amendments to the permanent portion of the San Luis Obispo County Special Education Local Plan Area may be considered during the annual service and budget plan process. The Governing Council can adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner will be permanent upon subsequent approval by all Local Education Agency (LEA) governing boards and the California State Board of Education. The Governing Council approves individual policy changes.

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

San Luis Obispo County Office of Education (SLOCOE) shall serve as the Administrative Unit (AU). The AU will perform functions for the SELPA such as receipt and distribution of funds, employment of staff to support SELPA functions, provision of administrative support, and coordination of the implementation of the plan. The Business Services Division of the AU will advise regarding fiscal and budget-monitoring issues related to SELPA and special education programs.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Charter School as an LEA within the SELPA.

A charter school that includes in its petition for establishment or renewal, or that otherwise provides verifiable written assurances that the charter school will participate as an LEA for the purposes of providing special education, may apply to become a member of the San Luis Obispo County SELPA.

Application must be made to the SELPA on or before January 1 of the school year preceding the school year in which the charter school anticipates operating as a member LEA within the SELPA. The SELPA director and/or staff will review the charter school's application and develop a written recommendation within 30 days of receipt of application. Both the applicant and members of the Governing Council will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda. The Governing Council will take action to approve or disapprove the charter school as a member LEA within 60 days of application. If approved, the charter school LEA will become a member effective on July 1. Prior to final approval and full acceptance as a member LEA, the charter school will continue to be deemed a public school of the chartering district. If disapproved, the SELPA director will provide the applicant with a written finding that delineates the reason(s) for disapproval.

Once granted membership within the SELPA, the LEA charter school will participate on an equal basis with other members in the governance of the SELPA. A charter school LEA will have equal voting power with noncharter LEAs as described in this Local Plan.

If the approval of a charter school requires a change in the SELPA Allocation Plan or governance structure, such change shall be adopted pursuant to the policy making process outlined in the Local Plan. A request from a charter school to participate in the SELPA will be treated in the same manner as such a request from a school district.

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6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The San Luis Obispo County SELPA Community Advisory Committee (CAC) is composed of parents of children with disabilities enrolled in public or private schools parents of other pupils enrolled in school, pupils and adults with disabilities, within the San Luis Obispo County SELPA, regular and special educators, other school personnel within the SELPA, representatives of other public and nonpublic agencies, and individuals interested in the education of children with disabilities.

The school boards of the participating LEAs shall appoint one or more members to the CAC. The governing council shall appoint one or more members at-large to the CAC. The appointed members are responsible to the Governing Board of each agency. The Governing Council shall establish policies for the operation of the CAC. The CAC serves the SELPA in an advisory capacity only, in accordance with Education Code and procedures specified in the SELPA Policy Manual.

The Governing Council will receive CAC meeting minutes as part of the Governing agendas. Regularly scheduled meetings are held to assist members in keeping well informed regarding programs and legislation for children with disabilities, and to foster closer communication with school administrators, educators, parents, and community. The CAC will advise and inform SELPA staff regarding community conditions, aspirations, and goals for children with disabilities.

The specific responsibilities of CAC are defined in Education Code 56194. These include, but are not limited to:

- Participate in the development, amendment, and review of the Local Plan and encourage community involvement in the development and review related to the Local Plan
- Recommend annual priorities to be addressed by the Local Plan
- Assist in parent education and in recruitment of parents and other volunteers who may contribute to the implementation of the Local Plan
- Encourage community involvement in the development and review of the Local Plan
- Support activities on behalf of children with disabilities
- Assist in parent awareness of the importance of regular school attendance
- Support community involvement in the parent advisory committee established pursuant to Section 52063 to encourage inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more definitions in Section 42238.01.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

It is the agreement of the members of the SELPA that parents of students with disabilities and the general public shall be provided with the opportunity for comment concerning items on the agenda of the following SELPA Councils/ Committees:

1. Governance Council
2. Community Advisory Committee

The makeup, role, and function of the above groups are defined in this plan. Meetings held by these groups shall be considered Brown Act meetings in reference to the requirements for holding public hearing, providing adequate notice, and providing an opportunity for comment from the general public.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The San Luis Obispo County Office of Education shall be the Administrative Unit (AU) for the San Luis Obispo County SELPA. Under the direction of the SELPA, the AU shall act as the fiscal agent authorized to receive, disburse and expend funds in accordance with the approval of the Governing Council. The SELPA director is authorized by the Governing Council to implement the SELPA policies and specific Governing Council actions on behalf of the Governing Council and the SELPA. These responsibilities include, but are not limited to, the signing of official documents, state reports, and authorization of expenditures or distribution of funds as approved by the Governing Council.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

When a LEA decides that it cannot meet the special education needs of a student(s), the LEA may enter into an agreement to contract for services with another LEA within the SELPA in a non-regionalized class. When a Regional Program Provider operates a classroom identified as a regional classroom or when a LEA operates a class that has been transferred from one regional provider to another, that LEA must offer a contracted service/class.

The following general provisions will govern Regional Program Providers when developing

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contracts for services:

1. The Regional Program Provider must provide space for any qualified student in a regional classroom. Appropriateness will be determined by the LEA offering regional services, based on guidelines, which are the same for all students.
2. A LEA which has transferred a class/service from a Regional Program Provider must allow all students who require such class/services to enroll. This includes opening new classes or adding service providers if necessary.
3. The Regional Program Provider will provide services and invoice Regional Program Consumers.
4. The costs of contracted services will be based on a per student average cost in the program operated by the Regional Program Provider unless otherwise specified in a mutually agreed-to Individual Service Agreement (ISA). See Fiscal Allocation Plan.
5. Agreements between Regional Program Providers and a LEA concerning services for a specific student will be made based on the parameters established by the Individualized Education Program (IEP). All ISAs for each student will be written after the IEP team establishes the student's placement and service(s).
6. On-going student Individual Service Agreements shall be completed by the Regional Program Provider and submitted to the Regional Program Consumer no later than October 31 of the current school year.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Adoption of the Local Plan requires consent of the Governing Board of each participating LEA. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan.

Responsibilities of the Governing Board of each LEA shall include, but not be limited to:

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency;
- By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for purpose of delivery of services and programs;
- Review and approve revisions of the SELPA Local Plan for special education;

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- Participate in the governance of the SELPA through their designated representative to the Governing Council. Governing boards provide the Governing Council with the authority to act as the board designee to approve and amend policies as necessary;
- Appoint members to the Community Advisory Committee.

Responsibilities of LEAs shall include, but not be limited to:

- Implementing child find activities;
- Deciding to operate, or not to operate, the special education programs and services as specified in the SELPA Local Plan;
- Cooperating with the SELPA in the provisions of staff development activities as specified in applicable sections of the education code;
- Providing program, employee, student, and fiscal information as needed to the SELPA to facilitate program coordination, fiscal accountability, budget preparation, staff acquisition, training and state, federal, and local reporting;
- Assisting the SELPA in regional planning and preparation of the Local Plan, annual programmatic, student and program evaluation, and fiscal reports as required by state and federal laws and regulations. This assistance includes participation in the Governing Council;
- Providing facilities for special education students;
- Placing a student in a comparable special education program, following SELPA procedures, when an identified student eligible for special education moves into the SELPA. An IEP review will be held within 30 days of an interim placement;
- Paying any attorney(s) fees required as a result of mediation or an administrative or court procedure;
- Implementing any decisions or judgments, which is the result of a due process or complaint proceeding;
- Providing and coordinating transportation for special education students residing in the district as required in the IEP; and
- Implementing discipline policies for all students, including students eligible for special education, except as modified by IEP team decisions and incorporated into the child's IEP, following state and federal requirements.

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- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Responsibilities of the superintendents of each participating Local Education Agency (LEA) shall include, but not be limited to:

- Being responsible for special education programs operated by the LEA and for implementing all requirements of the Local Plan;
- Participating in the Governing Council.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The Local Education Agencies are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. Special Education Administrators are given authority by the Governing Council to implement policies and procedures in accordance with the Local Plan.

The Special Education Administrators will make decisions by consensus. The SELPA Director will present the minority and majority viewpoint to the Governing Council. The Special Education Administrators will meet regularly. The SELPA director will act as the facilitator of the meetings.

Meetings of Special Education Administrators shall include, but not be limited to:

- Information and recommendations for the development, modification and implementation of the Local Plan to the Governing Council;
- Procedures for identification, referral, assessment, IEP development, placement and services of individuals with disabilities as established by the Local Plan;
- Recommendations to the establishment of new regional programs and/or closure of regional programs;
- Forms, procedures and recommendations for programs and services;
- SELPA-wide in-service/staff development activities, including parent education activities;
- Recommendations for Community Advisory Committee membership;
- Solutions to problems encountered in meeting federal and state laws and regulations or

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SELPA policy;

- Alternative Dispute Resolution (ADR) strategies and implement the SELPA ADR process as an alternative to complaint procedures and due process.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

Responsibilities of the Administrative Unit (AU) superintendent shall include, but not be limited to:

- Serve as chairperson of the Governing Council and arrange the schedule, time, and place for meetings of the Governing Council;
- Serve as the employer for personnel who have responsibilities throughout the Local Plan area which will include, but not be limited to, the SELPA staff. Employment of such personnel will be in accordance with personnel policies and practices of the San Luis Obispo County Office of Education including hiring, supervision, evaluation, and discipline;
- Employ appropriate classified personnel in support of the Local Plan area certificated staff; and
- Provide suitable office space for both certificated and classified employees of the SELPA.

The Governing Council will conduct the evaluation of the SELPA director.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The San Luis Obispo SELPA shall include the method of distributing funds according to the Fiscal Allocation Plan. It shall be the policy of this SELPA to adopt the budget plan in a public meeting and include it with the Local Plan.

Allocation Plan: Revenue and Expenses

State and federal revenues received by the San Luis Obispo County SELPA are equitably allocated to the Local Education Agencies (LEAs) using the adopted revenue distribution process. The SELPA funding allocation plan ensures that cost effective services are available for all students within the SELPA.

The plan does not create an incentive to place students in special education programs. The plan

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accommodates growth and decline by individual LEAs and the addition of other special education program providers such as charter schools.

The prior year use of services and the current year SELPA-wide funding is the basis for budgeting. The plan reflects the actual costs of services used by students and each LEA is responsible for paying for services provided to their students through their federal, state, and local revenues. Some services, as noted in the allocation plan, are paid for by all LEAs in the Local Plan.

The SELPA office prepares and distributes state and federal funds according to the SELPA adopted plan.

c. The operation of special education programs: education programs:

Each Local Education Agency (LEA) shall provide special education and related services to all eligible students within its boundaries, including students attending charter schools where a LEA of the SELPA has granted that charter, unless charter is designated as an independent LEA for Special Education. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs.

Such cooperation ensures that a range of program options is available throughout the SELPA. LEAs may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The SELPA director and the Administrative Unit (AU) shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Governing Council through the annual budget plan process and reflect the principles and policies of the adopted Fiscal Allocation Plan.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Determination of expenditures begins at the IEP level where the IEP team agrees there is a need for special equipment, materials and/or services to provide access to the curriculum and support the learning of a particular student. The district special education director reviews this

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identified need. The requesting LEA will research the cost and location of the requested item. Upon receipt of the completed packet, the SELPA director or designee will review all requests. If requests meet requirements, the requesting LEA will be notified to order the equipment or materials. Information about approved low incidence equipment or materials will be provided to the Directors. Efforts will be made to support opportunities that serve pupils in the least restrictive environment by using appropriate equipment and materials. The SELPA office keeps an inventory of all items purchased and students to whom assigned. Specialized equipment may be transferred to another educational agency if the pupil no longer needs the equipment or transfers out of the SELPA. No specialized equipment shall be transferred out of the SELPA without the approval of the SELPA Director.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

5. Least Restrictive Environment: USC Section 1412(a)(5)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in

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private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

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Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

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Description:

programs and services and assurance of equal access to such programs and services to eligible persons with disabilities requiring special education in the service region. Each LEA shall be responsible for adoption and implementation of the Local Plan as outlined.

The governing body of the SELPA is the SELPA Governing Council that is composed of the superintendents as the designated representatives of their respective LEAs comprising the SELPA. Policies and procedures adopted by the Governing Council provide direction for all aspects of the SELPA, including uniform practices to be used by all LEAs in the provision of special education programs and services as outlined in the Local Plan.

SLOCOE shall serve as the AU for the SELPA, and the county superintendent of schools is the superintendent of the AU. The county superintendent is designated as the employer of the staff for the SELPA. The SELPA staff implements the policies and decisions that are enacted by the Governing Council. The SELPA's legal status is that of an unincorporated association.

Regionalized Services shall include, but not be limited to:

- interagency coordination and development of agreements;
- nonpublic school/agency coordination and development of master
- contracts on behalf of member LEAs and uniform procedures for
- individual service agreements;
- provision of program specialist services; and
- evaluation, program review, and data collection.

2. Coordinated system of identification and assessment:

Reference Number:

LP 3.1

Document Title:

Child Find

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

The San Luis Obispo County SELPA carries out a variety of activities to ensure that all individuals ages 0-21 with disabilities residing within its jurisdiction who are in need of special education and related services, are identified, located, and evaluated. These individuals include students with disabilities that are homeless, wards of the State, and/or are attending private schools. These activities include maintaining an ongoing system of coordination, documentation, and reporting with regard to child find and public awareness activities throughout the

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SELPA, as required by statutes and regulations.

3. Coordinated system of procedural safeguards:

Reference Number:

FAAR 5.1

Document Title:

Procedural Safeguards

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

Each LEA shall ensure that parents be afforded all procedural safeguards and receive written notification of their procedural safeguards including their right to file a complaint or for a due process hearing. A copy of the procedural safeguards shall be offered to the parents, at least one time a year, except upon: 1) initial referral; 2) parent request for evaluation; 3) first filing for a due process hearing; or 4) upon parent request.

The notice of procedural safeguards shall be available in the primary language of parents upon their request, unless to do so is clearly not feasible. The written notice shall be in a language easily understood by the general public and shall include the following: 1) the right to initiate a referral of a child for special education services; 2) the right to obtain an independent educational evaluation; 3) the right to participate in the development of the IEP and to be informed of the availability of a free and appropriate public education (FAPE) and of all alternative programs, both public and nonpublic.

Planning for the needs of non-English speaking parents shall include access to interpreters and translators, unless to do so is clearly not feasible. The procedural safeguards are maintained by the SELPA office. The SELPA will update the procedural safeguards on an as needed basis due to changes in the federal or state law.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

LP 23.2

Document Title:

SELPA PROCEDURES FOR DETERMINING PERSONNEL DEVELOPMENT NEEDS

Document Location:

8005 Morro Road, Atascadero, CA 93422

The SELPA member LEAs agree that laws regulating special education

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Description:

recognize the value of providing information for all persons concerned with individuals with disabilities. Priority is placed on continuing staff, parent, and community trainings. The SELPA will provide leadership and support in this effort. The SELPA selects specific areas for staff development based on input from parents via the Community Advisory Committee, regular and special education staff, and administrators. The results are used to design the annual staff development plan.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

SRP 9.1

Document Title:

FULL ACCESS TO CORE CURRICULUM STATE REQUIRED POLICY

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

Each LEA shall ensure that students with disabilities will have full access to the following unless otherwise provided in a student's IEP:

- All required core curriculum, including state adopted core curriculum textbooks, supplementary textbooks; and
- instructional materials support in order for students with disabilities to attain higher standards in reading.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

LP 21.2

Document Title:

COORDINATED SYSTEM INTERNAL PROGRAM REVIEW

Document Location:

8005 Morro Road, Atascadero, CA 93422

E. C. 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for ongoing comprehensive evaluation of special education programs in order to refine and improve programs, policies, regulations, guidelines, and procedures on a continuing basis and to assess the overall merits of these efforts.

Role of the SELPA Governing Board: The SELPA Governing Board shall be responsible for adopting policies relating to the Local Plan, evaluating the special education plan yearly in order to insure that all students with disabilities are being served, and adopt the SELPA Budgets and Service Plans.

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Description:

Role of the Program Specialist: The Program Specialists shall provide direct instructional support/teacher coaching and modeling and coordination of curricular resources; academic, social-emotional, and behavior, to assist with educational accountability.

Role of the SELPA Director: The SELPA Director will provide technical assistance, professional learning opportunities, compliance and monitoring support, consultation on the plan as requested or as determined appropriate, and meet regularly with LEA special education administrators to monitor implementation of the Local Plan.

Role of the LEAs: The LEAs will determine their needs for curriculum development, alignment with the core curriculum and professional development. In addition, regularly review policies and procedures with staff for implementation of the Local Plan.

7. Coordinated system of data collection and management:

Reference Number:

SRP 19.4

Document Title:

Regionalized Services

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

The San Luis Obispo SELPA coordinates program review across LEAs, conducts evaluations, and supervises data collection and development of the management information system and reporting at the state level.

8. Coordination of interagency agreements:

Reference Number:

LP 21.4

Document Title:

COORDINATION WITH OTHER LOCAL AGENCIES

Document Location:

8005 Morro Road, Atascadero, CA 93422

Provision of Services From Other Agencies:

The LEA is responsible for obtaining all services and service providers as required in the IEP. The LEA shall monitor the statutory timelines to ensure that services are provided without delays.

Procedures for Obtaining Related Services Provided by Another Agency:

The San Luis Obispo County SELPA has interagency agreements with

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2020-21

Description:

California Children's Services (CCS) and Tri-Counties Regional Center (TCRC). CCS provides occupational therapy and physical therapy when it is medically necessary and meets eligibility criteria. TCRC provides various support services to eligible clients based on an application process.

Assurance of Services When Another Agency Fails to Provide Related Services:

When another agency providing a related service fails to provide the service listed on the IEP, the LEA is responsible and shall provide the service in accordance with an IEP, unless otherwise provided by law, without a disruption in service, and at no cost to the parent. The LEA would then have the option of seeking reimbursement from the agency through due process.

Agency Participation in an IEP Which Addresses Post Secondary Transition:

Section 300.21 (b)(3) states:

"To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) [Transition services participants] of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services."

- a. LEAs shall invite potentially responsible participating agencies to most IEPs that relate to transition.
- b. LEAs shall obtain consent from the parents/student prior to inviting possible responsible agencies.
- c. LEAs shall document:
 - Attempts to gain permission from the parents/student to invite possible participating agencies.
 - Invitation of participating agencies.

9. Coordination of services to medical facilities:

Reference Number:

LP 22.3

Document Title:

SERVICES TO HOSPITAL, FOSTER FAMILY HOMES/LICENSED CHILDREN'S INSTITUTION AND JUVENILE COURT SCHOOL STUDENTS

Document Location:

8005 Morro Road, Atascadero, CA 93422

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Description:

The San Luis Obispo County SELPA has made provisions for service delivery to hospitalized individuals with disabilities.

The Local Education Agency in which the hospital is located is responsible for providing the service. The sending district shall cooperate in sending pertinent school records to the LEA.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

LP 22.3

Document Title:

SERVICES TO HOSPITAL, FOSTER FAMILY HOMES/LICENSED CHILDREN'S INSTITUTION AND JUVENILE COURT SCHOOL STUDENTS

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

The San Luis Obispo County SELPA has made provisions for service delivery to hospitalized individuals with disabilities, individuals with disabilities, individuals in Licensed Children's Institutions (LCIs), foster homes, and individuals in the juvenile court system.

The Local Education Agency (LEA) in which the foster home or LCI is located is responsible for providing the service. The sending district shall cooperate in sending pertinent school records to the LEA.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

SRP 21.1

Document Title:

PREPARATION AND TRANSMISSION OF REQUIRED SPECIAL EDUCATION LOCAL PLAN AREA REPORTS

Document Location:

8005 Morro Road, Atascadero, CA 93422

The California Department of Education (CDE) requires each SELPA to collect specified data and transmit it.

The San Luis Obispo County SELPA shall collect, prepare and submit all information required by the CDE, Special Education Division including statistical data, program information and fiscal information related to the programs and services for children with disabilities in the SELPA in accordance with established timelines.

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Description:

The SELPA implements a data collection and storage system that provides for the management and reporting of required data for state and federal systems. The SELPA coordinates with California Longitudinal Pupil Achievement Data System (CALPADS) to collect and report all required data related to special education program services, and to provide other pertinent information.

SELPA staff support member LEAs in the collection and reporting of required information including data related to compliance, due process procedures, availability of services, performance indicators, etc. The SELPA staff provide support for a system that is responsive to the data needs of the LEAs and implements a continuous improvement model of data collection.

12. Fiscal and logistical support of the CAC:

Reference Number:

SRP 19.2 & SRP 19.3

Document Title:

CHANGES IN THE GOVERNANCE STRUCTURE/RESPONSIBLE LOCAL AGENCY (RLA)

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

Changes or amendments to the permanent portion of the San Luis Obispo County SELPA Local Plan may be considered during the annual service and budget plan process. The Governing Council can adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one year. Amendments approved in this manner would become permanent upon subsequent approval by all LEA governing boards and the California State Board of Education. The Governing Council will approve individual policy changes.

The San Luis Obispo County Office of Education shall serve as the AU. The AU will perform functions for the SELPA such as receipt and distribution of funds, employment of staff to support SELPA functions, provision of administrative support, and coordination of the implementation of the plan.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

LP 8.1

Document Title:

Transportation for Students with Disabilities

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Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

The San Luis Obispo County SELPA shall ensure that transportation services are provided for students with disabilities as specified in their IEP. LEAs shall make transportation available for students at no cost to parent/guardian when specified as a related service in the student's IEP. The LEA shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or 504 accommodation plan. Arrivals and departures shall not reduce the length of the school day for these students except as determined by the IEP process.

14. Coordination of career and vocational education and transition services:

Reference Number:

SRP 2.1

Document Title:

COORDINATION OF CAREER AND VOCATIONAL EDUCATION & TRANSITION SERVICES

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

As a condition of receiving funds apportioned to the SELPA for regionalized operations and services, coordination of career and vocational education and transition services are required.

The San Luis Obispo SELPA provides coordination by:

- Partnering with state and local agencies for career and vocational education;
- Administering a Workability-1 grant to provide career opportunities to students;
- Providing professional coaching in the LEAs for developing and providing appropriate transition services;
- Supporting LEAs in implementing transition services in the IEP;
- Ensuring appropriate interagency agreements are in place to facilitate connection to agencies, as appropriate;
- Supporting program development and innovation of special methods and approaches for career and vocational education.

15. Assurance of full educational opportunity:

Reference Number:

FAP 2.1

Document Title:

Full Educational Opportunity

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Document Location: 8005 Morro Road, Atascadero, CA 93422

Description: It shall be the policy of each LEA that all children with disabilities have access to the full continuum of educational programs, non-academic programs and services available to non-disabled children.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: LP 20.2

Document Title: Distribution of Federal and State Funds

Document Location: 8005 Morro Road, Atascadero, CA 93422

Description:

The SELPA, the AU and each LEA shall establish appropriate record-keeping procedures in accordance with state and federal requirements, maintain accurate fiscal accounting records, and prepare and submit required accounting records in a manner that facilitates requisite audits by a Certified Public Accountant.

The SELPA director is authorized by the Governing Council to implement the San Luis Obispo County SELPA policies and specific Governing Council actions on behalf of the Governing Council and the SELPA. These responsibilities include, but are not limited to, the signing of official documents, state reports, and authorization of expenditures or distribution of funds as approved by the Governing Council.

The Governing Council shall adopt a budget calendar and all mandated budget adoption and cost accounting procedures required by law.

The SELPA is required to develop an Annual Budget Plan. The Governing Council shall conduct the public meeting as required. The purpose of the Annual Budget Plan is to provide the public with an overview of the resources available as allocated within the SELPA.

The Governing Council shall adopt policies to allocate and distribute funds.

All federal and state special education funds shall be allocated to the SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the

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Governing Council.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

SRP 19.5

Document Title:

Program Specialist Services

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

In the San Luis Obispo SELPA, program specialist services are provided as part of the regionalized services. Program specialists provide a range of services including, but not limited to:

- Observe, consult with, and assist regular and special education staff;
- Plan programs, coordinate curricular resources, and share in the evaluation of program effectiveness for children with disabilities;
- Assist with program development and innovation of special methods and approaches;
- Provide coordination, consultation and program development in one or more specialized areas of expertise;
- Participate in and/or facilitate IEP team meetings when technical assistance is requested;
- Consult with principals and administrators who operate special education programs;
- Provide or assist with staff development trainings and parent and community member informational workshops.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

LP 4.1

Document Title:

PROVISION OF SPECIAL EDUCATION SERVICES
TO STUDENTS WITH DISABILITIES

Document Location:

8005 Morro Road, Atascadero, CA 93422

It is the intention of the Special Education Local Plan Area (SELPA) to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the Local

Section B: Governance and Administration

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Description:

Education Agencies (LEAs). The referral, assessment and Individualized Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEAs have committed to SELPA policies and procedures to assure that students will have appropriate services provided in the least restrictive environment. This includes individuals ages birth to 22.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

FAP 24.1

Document Title:

Public Participation

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

It shall be the policy of each LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

SRP 19.10

Document Title:

Dispute Resolution

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

If a LEA disagrees with a decision or practice of another LEA, the SELPA office, or the AU, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Director, or Chair of the Governing Council, or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request that the issue be placed on the Governing Council agenda. The decision of the Governing Council shall be final.

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SELPA San Luis Obispo County

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4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

LAR 6.1

Document Title:

INITIAL/ANNUAL/TRIENNIAL REASSESSMENT

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

The assessment plan is developed within 15 days from the date of referral not counting days between sessions or school vacations, unless the parent agrees in writing to an extension. When a referral is made 10 days or fewer prior to the end of the regular school year, an assessment plan shall be developed within 10 days of the commencement of the next regular school year (EC 56043(a)/EC56321(a)). Assessments are conducted by a multidisciplinary team, including at least one teacher or specialist knowledgeable in the area of suspected disability. All students being assessed for initial and 3-year reassessments have had current vision and hearing screening, unless parental permission was denied. Personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners (EL). When appropriate, an interpreter is used. Individuals are assessed in their primary language or other mode of communication and in all areas related to the suspected disability.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

LP 22.2

Document Title:

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

Document Location:

8005 Morro Road, Atascadero, CA 93422

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on, at least, an annual basis as part of the annual IEP review. Prior to placement of a pupil, the LEA/SELPA that enters into a master contract with an NPS

SELPA San Luis Obispo County

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Description:

shall conduct an onsite visit if the LEA does not have any pupils enrolled at the school at the time of placement. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for assessing pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress. The NPS is to include in its certification application documentation that it will train staff who will have contact or interaction with pupils during the school day as well as information regarding the credentials/degree/license and experience of the administrator of the NPS. The SELPA can act as a liaison between the NPS and placing agency/LEA to support supervision and monitoring to:

- Evaluate the educational progress of each pupil placed in a nonpublic, nonsectarian school, including all state assessment results;
- Consider whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the IEP are necessary, including whether the pupil may be transitioned to a public school setting;
- Monitor progress toward attaining graduation or a certificate of completion.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the

Section B: Governance and Administration

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DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number:

LP 22.4

Document Title:

Services to Adult Students in County Jail Facilities

Document Location:

8005 Morro Road, Atascadero, CA 93422

Description:

Free Appropriate Public Education (FAPE):

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the IDEA and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. A FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a)(1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

Eligible Adults:

Adults who are aged 18 through 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 years were identified as an individual with exceptional needs and had an IEP under the IDEA, are also entitled to a FAPE (hereinafter, "eligible adults"). This applies to adults incarcerated in California adult jails and prisons. However, an individual, aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE.

District of Residence:

For eligible adults who prior to reaching the age of majority resided within the San Luis Obispo County SELPA geographic boundaries, the applicable LEA within the SELPA shall ensure they have available to them a FAPE. If the parent relocates to a new district of residence, the new district of residence shall become the responsible LEA. If the student is conserved, the residence of his or her conservator shall control.

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section D: Annual Budget Plan

SELPA: San Luis Obispo County

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D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date: Feb 27, 2020

The Budget Plan was adopted at a SELPA public hearing on (date): Mar 13, 2020

Projected special education budget funding, revenues, and expenditures by local educational agencies (LEAs) are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), as well as those who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services. Enter the following information:

RLA/AU Name SAN LUIS OBISPO CO OFFICE OF EDUCATION

Number of LEAs 13

SELPA Mission Statement—(this field is optional)

The mission of the San Luis Obispo SELPA is to be capacity builders, facilitators, and connectors for students, families and member districts within one coherent system of support in which students are provided inclusive opportunities for continuous improvement, especially those students who are furthest from success.

SELPA Beliefs—(this field is optional)

SELPA Support Provided to LEAs

The San Luis Obispo SELPA provides support by:

- Partnering with state and local agencies for career and vocational education;
- Administering a Workability-1 grant to provide career opportunities to students;
- Providing professional coaching in the LEAs for developing and providing appropriate transition services;
- Supporting LEAs in implementing transition services in the IEP;
- Ensuring appropriate interagency agreements are in place to facilitate connection to agencies, as appropriate;
- Supporting program development and innovation of special methods and approaches for career and vocational education.

Section D: Annual Budget Plan

SELPA: Fiscal Year: **Table 1: Special Education Revenue by Source**

Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="\$6,262,853"/>	18.95%
AB 602 Property Taxes	<input type="text" value="\$12,931,301"/>	39.13%
Federal IDEA Part B	<input type="text" value="\$6,744,199"/>	20.41%
Federal IDEA Part C	<input type="text" value="\$62,152"/>	0.19%
State Infant/Toddler	<input type="text" value="\$574,427"/>	1.74%
Preschool	<input type="text" value="\$3,766,166"/>	11.40%
State Mental Health	<input type="text" value="\$2,138,893"/>	6.47%
Federal Mental Health	<input type="text" value="\$382,573"/>	1.16%
Other <input type="text" value="Workability, ADR, MAA, PreK PD"/>	<input type="text" value="\$183,779"/>	0.56%
Other <input type="text"/>	<input type="text"/>	0.00%
Total Revenue	\$33,046,343	100.00%

Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA:

Fiscal Year:

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	30,178,401	36.10%
Object Code 2000—Classified Salaries	19,785,351	23.67%
Object Code 3000—Employee Benefits	21,303,867	25.49%
Object Code 4000—Supplies	\$806,279	0.96%
Object Code 5000—Services and Operations	\$9,847,248	11.78%
Object Code 6000—Capital Outlay	\$2,100	0.00%
Object Code 7000—Other Outgo and Financing*	\$1,669,503	2.00%
Total Expenditures	83,592,749	100.00%

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

*Include a description of the expenditures identified under object code 7000:

7xxx expenditures are for the state approved indirect cost rate. The state approved rate was 13.19% for 2019-20 and it is estimated at 13.0% of applicable expenditures for 2020-21.

Section D: Annual Budget Plan

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Table 3: Federal, State, and Local Revenue Summary

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	22,059,493	26.39%
Federal Revenue	\$7,220,684	8.64%
Local Contribution	54,312,572	64.97%
Total Revenue From All Sources	83,592,749	100.00%

Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

AB602 is allocated by total district enrollment, using the highest overall enrollment of the prior three years.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

IDEA is distributed by prior year enrollment.

Section D: Annual Budget Plan

SELPA:

Fiscal Year:

Table 4: Special Education Local Plan Area Operating Expenditures

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses .

Accounting Categories and Codes		Amount	Percentage of Total
Certificated Salaries Code	<input type="text" value="1000"/>	<input type="text" value="\$609,893"/>	35.34%
Classified Salaries Code	<input type="text" value="2000"/>	<input type="text" value="\$260,754"/>	15.11%
Employee Benefits Code	<input type="text" value="3000"/>	<input type="text" value="\$314,939"/>	18.25%
Supplies Code	<input type="text" value="4000"/>	<input type="text" value="\$75,332"/>	4.37%
Services and Operations Code	<input type="text" value="5000"/>	<input type="text" value="\$282,181"/>	16.35%
Capital Outlay Code	<input type="text" value="6000"/>	<input type="text" value="\$0"/>	0.00%
Other Outgo/Financing Code	<input type="text" value="7000"/>	<input type="text" value="\$182,465"/>	10.57%
Total Operating Expenditures		\$1,725,564	100.00%

Section D: Annual Budget Plan

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting	\$8,426,035
--	-------------

Total Federal and State Funding	29,280,177
---------------------------------	------------

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting	28.78%
---	--------

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.	\$111,883
---	-----------

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities	0.38%
--	-------

Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.

SELPA

SAN LUIS OBISPO SELPA

Fiscal Year

2020-21

LOCAL PLAN

Section E: Annual Service Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section E: Annual Service Plan

SELPA: SAN LUIS OBISPO SELPA

Fiscal Year: 2020-21

E. Annual Service Plan

California *Education Code* (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

The annual service plan shall be adopted at a public hearing held by the Special Education Local Plan Area (SELPA). Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process as established and specified in the local plan consistent with EC sections 56001(f) and 56195.9. The annual service plan shall include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location at which the services will be provided, regardless of whether the LEA is participating in the local plan.

Services Included in the Local Plan: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations* (34 CFR) Section 300.156(b), Title 5 of the *California Code of Regulations* (5 CCR) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to EC sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs are listed in **Attachments V**. Services provided by school sites are listed in **Attachment VII**.

Include a description of the service provided and the physical location where the service is delivered:

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 330—Specialized Academic Instruction

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☒ Nonpublic schools (NPSs)

☐ Other

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ Nonpublic agencies (NPAs)

☐ Other

☐ NPSs

☐ 230—Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 240—Service Coordination (Ages 0-2 only)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☒ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

☒ 250—Special Instruction (Ages 0-2 only)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☒ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 260—Special Education Aide (Ages 0-2 only) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Physical location(s) where the service is provided:

- | | |
|--|---|
| <input type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="Home Based"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

- ☐ 270—Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 340—Intensive Individual Instruction

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☒ 350—Individual and Small Group Instruction

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 415—Speech and Language (5 CCR 3051.1) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 425—Adapted Physical Education (5 CCR 3051.5) ☐ Service is Not Currently Provided

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 435–Health and Nursing: Special Physical Health Care (5 CCR 3051.12) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health and nursing—specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 436—Health and Nursing: Other Services
(5 CCR 3051.12)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

Physical location(s) where the service is provided:

- ☒ Schools operated by the LEA
- ☐ Alternative schools
- ☐ Community schools—COE
- ☒ Community day schools—LEA
- ☐ NPAs
- ☐ NPSs

☐ Opportunity schools and classes

☐ Other

☐ Other

☐ Other

☐ Other

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 445—Assistive Technology Services
(5 CCR 3051.19)
- ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 450—Occupational Therapy (5 CCR 3051.6) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 460—Physical Therapy (5 CCR 3051.6)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 510—Individual Counseling (5 CCR 3051.9) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

- ☒ Schools operated by the LEA
☒ Alternative schools
☒ Community schools—COE
☒ Community day schools—LEA
☐ NPAs
☒ NPSs

☐ Opportunity schools and classes

☒ Other

☐ Other

☐ Other

☐ Other

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 515—Counseling and Guidance
(5 CCR 3051.9)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☒ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☒ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 520–Parent Counseling (5 CCR 3051.9)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 525—Social Worker (5 CCR 3051.13) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input checked="" type="checkbox"/> Other <input type="text" value="San Luis Obispo Jail"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 530—Psychological Services (5 CCR 3051.10) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

Physical location(s) where the service is provided:

- ☒ Schools operated by the LEA
☒ Alternative schools
☒ Community schools—COE
☒ Community day schools—LEA
☐ NPAs
☒ NPSs

☐ Opportunity schools and classes

☒ Other

☐ Other

☐ Other

☐ Other

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 535—Behavior Intervention (5 CCR 3051.23) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☒ NPAs

☐ Other

☒ NPSs

☐ 540—Day Treatment

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Not part of continuum of services, because these would be provided by County Behavior Health.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 545—Residential Treatment

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

Physical location(s) where the service is provided:

☐ Schools operated by the LEA

☐ Opportunity schools and classes

☐ Alternative schools

☐ Other

☐ Community schools—COE

☐ Other

☐ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☒ 610—Specialized Service for Low Incidence Disabilities (5 CCR 3051.16)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 710—Specialized Deaf and Hard of Hearing (5 CCR 3051.18) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 720—Audiological (5 CCR 3051.2) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 725–Specialized Vision (5 CCR 3051.7) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 730—Orientation and Mobility (5 CCR 3051.3) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 735—Braille Transcription (5 CCR 3051.22) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 740—Specialized Orthopedic Service
(5 CCR 3030(e) and 3051.16)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

- ☒ 745—Reading Service (5 CCR 3051.16)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Reading Service is a specialized service related to the unique needs of pupils with low-incidence disabilities designed to assist with access to written materials.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☐ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 750—Note Taking Service (5 CCR 3051.16) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 755—Transcription Service (5 CCR 3051.16) ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 760—Recreation Service, Including
Therapeutic Recreation (5 CCR 3051.15)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

☒ 820—College Awareness
(34 CFR 300.39 and 300.43)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 830—Vocational Assessment, Counseling, Guidance, and Career Assessment (5 CCR 3051.14) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 840—Career Awareness (5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

☒ 850—Work Experience Education
(5 CCR 3051.14)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 855—Job Coaching (5 CCR 3051.14)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 860–Mentoring (5 CCR 3051.14)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 865—Agency Linkages, Referral and Placement (30 EC Section 56341.5)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

- ☒ 870—Travel Training, Including Mobility Training (5 CCR 3051.3)
 ☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Travel training (includes mobility training)

Physical location(s) where the service is provided:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Schools operated by the LEA | <input type="checkbox"/> Opportunity schools and classes |
| <input checked="" type="checkbox"/> Alternative schools | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community schools—COE | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> Community day schools—LEA | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> NPAs | <input type="checkbox"/> Other <input type="text"/> |
| <input checked="" type="checkbox"/> NPSs | |

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 890—Other Transition Services
(5 CCR 3051 and 3051.24)

☐ Service is Not Currently Provided

Provide a detailed description of the services to be provided under this code.

Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Physical location(s) where the service is provided:

☒ Schools operated by the LEA

☐ Opportunity schools and classes

☒ Alternative schools

☐ Other

☒ Community schools—COE

☐ Other

☒ Community day schools—LEA

☐ Other

☐ NPAs

☐ Other

☒ NPSs

Section E: Annual Service Plan

SELPA:

Fiscal Year:

- ☒ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

Physical location(s) where the service is provided:

- ☐ Schools operated by the LEA
☐ Alternative schools
☐ Community schools—COE
☐ Community day schools—LEA
☐ NPAs
☐ NPSs

☐ Opportunity schools and classes

☒ Other

☐ Other

☐ Other

☐ Other

Use of Code 900 requires further explanation. Related services may be provided throughout the full continuum of educational settings when needed as determined by the IEP team. All entities and individuals providing related services shall meet the qualifications found in 34 *CFR* sections 300.156(b) and 3001(r) and the applicable portions of section 3051 et seq. Provide a description of staff qualifications for each of the Code 900 services identified herein.

Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

- ☐ 900—Other Related Service
(5 CCR 3051 and 3051.24)

Qualified Service

LEA: Templeton Unified

SELPA: 4000 San Luis Obispo County SELPA

Email: aasplund@templetonusd.org
Email: dmello@templetonusd.org

Phone Number: 805-434-5805
Phone Number: 805-434-5853

Superintendent: Aaron Asplund
Special Education Director: DeeDee Mello-Wisch

Related Services Currently Provided by the School Site:

[illegible]

SELPA: 4000 San Luis Obispo County SELPA

Phone Number: 805-467-3216
Phone Number: 805-227-1040

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code
		330
		Y
		60
Cappy Culver School	0108522	60
Lillian Larsen Elemen	6043319	60

[illegible]

Fiscal Year: 2021

LEA: San Luis Coastal Unified

SELPA: 4000 San Luis Obispo County SELPA

Superintendent: Eric Prater
Phone Number: 805-549-1202

Special Education Director: Diane Frost
Phone Number: 805-549-1220

Email: epater@slcUSD.org
Email: dfrost@slcUSD.org

Related Services	Currently Provided by the School Site:

School	CDS Code	School Owner Code	Related Services Currently Provided by the School Site:																																									
			If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider																																									
			330	210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760	765				
Baywood Elementary	6096325	60	Y							Y	Y	Y				Y			Y	Y																				Y				
Bellevue-Santa Fe Charter	6043194	60	Y								Y								Y			Y		Y																				
Bishop's Peak Elementary	6043277	60	Y								Y	Y					Y		Y			Y		Y																Y				
C. L. Smith Elementary	6043202	60	Y							Y	Y	Y					Y		Y			Y		Y																				
CARD- Center for Autism and Rel	1964733	34	Y														Y		Y				Y																					
Del Mar Elementary	6043210	60	Y									Y					Y		Y				Y																					
Hawthorne Elementary	6043236	60	Y								Y	Y					Y		Y				Y																					
Laguna Middle	6067102	62	Y								Y	Y	Y				Y		Y				Y						Y												Y			
Lindamood-Bell Academy	6153639	76																																										
Los Osos Middle	6097349	62	Y									Y	Y				Y		Y		Y	Y	Y	Y																				
Los Ranchos Elementary	6043244	60	Y									Y	Y				Y		Y				Y																			Y		
Milhoues School	6936876	9	Y																			Y																						
Mission College Prep	4068809	80	Y																																									
Monarch Grove Elementary	6110621	60	Y									Y	Y					Y																										
Montessori Children's School	6999403	74	Y									Y																																
Morro Bay High	4034807	66	Y									Y	Y				Y		Y		Y	Y	Y	Y																				
Old Mission	7098437	74	Y																																									
Pacheco Elementary	6043269	60	Y														Y		Y																									
Pacific Beach Cont. High	4030045	68	Y																Y																									
PEEP - PREPARE	0118695	09	Y													Y		Y																										
PEEP Baywood Elementary	PEEP5BA	60	Y									Y				Y		Y																										
Preschool Early Education Progra	001PEEP	8										Y																																
San Luis Coastal USD Adult	4036307	70																	Y																									
San Luis Obispo Classical Academ	9613916	76	Y																																									
San Luis Obispo High	4036703	66	Y							Y		Y	Y				Y		Y		Y	Y	Y	Y																				
Sinsheimer Elementary	6043285	60	Y								Y	Y					Y		Y		Y	Y	Y	Y																				
Teach Elementary	6043301	60	Y									Y																																
Wishing Well School	6144190	76	Y																																									

Fiscal Year: 2021

LEA: Shandon Joint Unified

Phone Number: 805-238-0286
Phone Number: 805-28-0286

Email: kbenson@shandonschools.org
Email: dpratt@shandonschools.org

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code
Shandon Elementary	6043343	Y
Shandon High School	4037008	Y
Shandon Middle School	6103360	Y

Fiscal Year: 2021

Email: wnielsen@pleasant-vally-school.org
Email: wnielsen@pleasant-vally-school.org

Phone Number: 805-467-3453
Phone Number: 805-467-3453

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner
Pleasant Valley Elementary	6043186	61
		Y
	330	210 220 230 240 250 260 270 340 350 415 425 435 436 445 450 460 510 515 520 525 530 535 540 545 610 710 715 720 725 730 735 740 745 750 755 760 820

SELPA: 4000 San Luis Obispo County SELPA

Superintendent: Curt Dubost
Special Education Director: Terry Hollen

School	CDS Code	School Owner Code
Bauer/Speck Elementary	6043145	60
Daniel Lewis Middle	6113096	62
Devereux Georgia - Ackerman Academi	0121350	76
George Flamson Middle	6101570	62
Georgia Brown Elementary	6043137	60
Great Circle Behavioral Health	GREATCI	34
Kermit King Elementary	4030243	60
Liberty Continuation	4035762	68
No. ISP	NoColSP	34
Paso Robles High	4035754	66
Paso Robles Independence High School	0119354	63
Paso Robles Independent Study Center	4030235	63
Pat Butler Elementary	6109151	60
Trinity Lutheran	6978472	74
Virginia Peterson Elementary	6108377	60
Winifred Pifer Elementary	6043160	60

Fiscal Year: 2021

SELPA: 4000 San Luis Obispo LEA: Lucia Mar Unified

Superintendent: Andy Stenson
Special Education Director: Jennifer Handy

Phone Number: 805-474-3000 x1082
Phone Number: 805-474-3000x1151

Email: andy.stenson@lmusd.org
Email: jennifer.handy@lmusd.org

Related Services Currently Provided by the School Site:

[illegible]

Superintendent: Paul Piette
Special Education Director: Holly Phillips

Related Services Currently Provided by the School Site:

[illegible]

SELPA: 4000 San Luis Obispo County SELPA

Superintendent: Scott Smith
Special Education Director: Adam Helfand

[illegible]

Fiscal Year: 2021

Email: ssmith@cayucosschool.org
Email: ahelfand@coastusd.org

805-995-3694
805-995-3694

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner
Cavucos Elementa	6042998	61

Attachment VII - Specialized Academic Instruction and Related Services by School Site

SELPA: 4000 San Luis Obispo County SELPA

LEA: Atascadero Unified

Fiscal Year: 2021

Superintendent: Tom Butler

Phone: 805-462-4217

Email: _tombutler@atusd.org

Special Education Director: Lori Thomas Hicks

Phone: 805-462-4230

Email: _lorithomashicks@atusd.org

Related Services Currently Provided by the School Site:

School	CDS Code	School Owner Code	Related Services Currently Provided by the School Site:																																					
			If code 900 is used, the specific service must be identified, and as will all services provided, must meet requirements for licensing, certification, and provider																																					
			210	220	230	240	250	260	270	340	350	415	425	435	436	445	450	460	510	515	520	525	530	535	540	545	610	710	715	720	725	730	735	740	745	750	755	760		
A.C.E. Academy	4030102	63	Y								Y	Y	Y		Y			Y			Y											Y						Y		
Atascadero Early Intervention Pres	6107544	60	Y							Y		Y		Y		Y			Y		Y		Y		Y				Y			Y						Y		
Atascadero High	4030755	66	Y				Y				Y	Y	Y		Y				Y		Y		Y		Y						Y							Y		
Atascadero Middle School	6042931	64	Y				Y				Y	Y	Y		Y				Y		Y		Y		Y							Y								
Care for Autism and Related Disor	1964733	34	Y								Y	Y	Y		Y																									
Carrisa Plains Elementary	6042907	60	Y								Y																													
Creston Elementary	6042915	60	Y								Y					Y			Y																					
Devereux - Victoria	6131031	76	Y								Y								Y		Y		Y																	
Fine Arts Academy	6117980	60	Y							Y		Y				Y			Y		Y		Y		Y		Y		Y											
Journey High School/TLC	7056229	80	Y																Y		Y		Y																	
Monterey Road Elementary	6042949	60	Y				Y			Y		Y	Y						Y					Y																
North County Christian School	6999411	76	Y																																					
Paloma Creek High School	4030151	68	Y																Y		Y																			
San Benito Elementary	6111058	60	Y				Y			Y		Y			Y				Y		Y		Y		Y															
San Gabriel Elementary	6107544	60	Y				Y			Y		Y	Y		Y				Y				Y		Y															
Santa Margarita Elementary	6042956	60	Y				Y			Y		Y	Y		Y				Y		Y		Y		Y															
Santa Rosa Road Academic Academy	6042964	60	Y				Y			Y		Y	Y		Y				Y														Y							

[illegible]

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020





















SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Attachment I—Local Educational Agency Listing**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the local plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). Special Education Local Plan Areas (SELPAs) with one or more LEAs, or those who join with the county office of education (COE) to submit a local plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

Users may remove all entries in each Attachment template (I through VI) by selecting the "Reset" button below. Similarly, users may add, or remove table rows by selecting the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each table included herein.

Add or Delete Row	List Number	CDS CODE	LEA
 	1	40 68825 0125807	ALMOND ACRES CHARTER
 	2	40 68700 0000000	ATASCADERO UNIFIED
 	3	40 68809 6043194	BELLEVUE-SANTA FE CHARTER
 	4	40 68726 0000000	CAYUCOS ELEMENTARY
 	5	40 75465 0000000	COAST UNIFIED
 	6	40 68759 0000000	LUCIA MAR UNIFIED
 	7	40 75457 0000000	PASO ROBLES JOINT UNIFIED
 	8	40 68791 0000000	PLEASANT VALLEY JOINT UNION
 	9	40 68809 0000000	SAN LUIS COASTAL UNIFIED
 	10	40 10405 0000000	SAN LUIS OBISPO CO OFFICE OF EDUCATION

Attachment I

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Add or Delete Row	List Number	CDS CODE	LEA
<input type="checkbox"/> + <input type="checkbox"/> -	11	40 68825 0000000	SAN MIGUEL JOINT UNION
<input type="checkbox"/> + <input type="checkbox"/> -	12	40 68833 0000000	SHANDON JOINT UNION
<input type="checkbox"/> + <input type="checkbox"/> -	13	40 68841 0000000	TEMPLETON UNIFIED

Attachment II

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1.

LEA	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Preschool	State Mental Health	Federal Mental Health	Subtotal
ALMOND ACRES CHARTER	\$150,922	\$103,901	\$0	\$46,631	\$0	\$0	\$0	\$0	\$301,454
ATASCADERO UNIFIED	\$629,317	\$1,734,853	\$0	\$973,131	\$0	\$0	\$199,153	\$35,621	\$3,572,075
BELLEVUE-SANTA FE CHARTER	\$75,562	\$58,536	\$0	\$26,271	\$0	\$0	\$0	\$0	\$160,369
CAYUCOS ELEMENTARY	\$76,787	\$65,853	\$0	\$29,555	\$0	\$0	\$0	\$0	\$172,195
COAST UNIFIED	\$213,242	\$205,241	\$0	\$106,522	\$0	\$0	\$0	\$0	\$525,005
LUCIA MAR UNIFIED	\$1,190,699	\$3,797,141	\$0	\$1,920,297	\$0	\$0	\$436,324	\$78,043	\$7,422,504
PASO ROBLES JOINT UNIFIED	\$776,711	\$2,506,794	\$0	\$1,386,819	\$0	\$0	\$285,417	\$51,051	\$5,006,792
PLEASANT VALLEY JOINT UNION	\$64,288	\$19,756	\$0	\$20,874	\$0	\$0	\$0	\$0	\$104,918
SAN LUIS COASTAL UNIFIED	\$871,897	\$2,802,765	\$0	\$1,486,032	\$0	\$0	\$318,924	\$57,044	\$5,536,662
SAN LUIS OBISPO CO OFFICE OF EDUCATION	\$158,552	\$122,560	\$62,152	\$55,003	\$574,427	\$0	\$144,207	\$25,793	\$1,142,694
SAN MIGUEL JOINT UNION	\$215,316	\$225,729	\$0	\$134,930	\$0	\$0	\$0	\$0	\$575,975
Totals:	\$4,877,522	12,627,993	\$62,152	\$6,666,496	\$574,427	\$0	\$1,486,011	\$265,794	26,560,395

Attachment II

SELPA: San Luis Obispo County

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LEA	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Preschool	State Mental Health	Federal Mental Health	Subtotal
SHANDON JOINT UNION	\$165,842	\$108,657	\$0	\$51,167	\$0	\$0	\$0	\$0	\$325,666
TEMPLETON UNIFIED	\$288,387	\$876,207	\$0	\$429,264	\$0	\$0	\$101,986	\$18,242	\$1,714,086
Totals:	\$4,877,522	12,627,993	\$62,152	\$6,666,496	\$574,427	\$0	\$1,486,011	\$265,794	26,560,395
Totals:	\$4,877,522	12,627,993	\$62,152	\$6,666,496	\$574,427	\$0	\$1,486,011	\$265,794	26,560,395
Totals:	\$4,877,522	12,627,993	\$62,152	\$6,666,496	\$574,427	\$0	\$1,486,011	\$265,794	26,560,395

Attachment III

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2.

LEA	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
ALMOND ACRES CHARTER	\$161,127	\$40410	\$62163	\$1575	\$198,809	\$0	\$0	\$464,084
ATASCADERO UNIFIED	\$4,253,945	\$3,732,516	\$2,671,857	\$123,877	\$1,157,696	\$0	\$538,766	12,478,657
BELLEVUE-SANTA FE CHARTER	\$96519	\$72611	\$39577	\$11128	\$72512	\$0	\$0	\$292,347
CAYUCOS ELEMENTARY	\$36195	\$13762	\$42399	\$525	\$157,085	\$0	\$0	\$249,966
COAST UNIFIED	\$502,756	\$330,306	\$358,560	\$54007	\$124,656	\$0	\$40830	\$1,411,115
LUCIA MAR UNIFIED	\$7,983,587	\$4,696,456	\$5,533,112	\$307,472	\$2,772,174	\$2100	\$26250	21,321,151
PASO ROBLES JOINT UNIFIED	\$5,363,805	\$3,335,437	\$4,138,115	\$56700	\$1,644,421	\$0	\$0	14,538,478
PLEASANT VALLEY JOINT UNION	\$49133	\$11858	\$15421	\$420	\$112,955	\$0	\$0	\$189,787
SAN LUIS COASTAL UNIFIED	\$6,377,138	\$4,408,996	\$4,831,999	\$107,140	\$2,522,451	\$0	\$6448	18,254,172
SAN LUIS OBISPO CO OFFICE OF EDUCATION	\$2,727,439	\$1,739,105	\$2,205,172	\$82441	\$349,103	\$0	\$802,384	\$7,905,644
SAN MIGUEL JOINT UNION	\$547,489	\$303,646	\$308,300	\$25830	\$100,262	\$0	\$5269	\$1,290,796
SHANDON JOINT UNION	\$298,056	\$103,155	\$143,832	\$3623	\$150,525	\$0	\$25200	\$724,391

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LEA	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
TEMPLETON UNIFIED	\$1,748,212	\$997,093	\$953,379	\$31543	\$484,599	\$0	\$244,357	\$4,459,183
Totals:	30,145,401	19,785,351	21,303,886	\$806,281	\$9,847,248	\$2,100	\$1,689,504	83,579,771

Attachment IV

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each local educational agency (LEA) participating in the local plan, enter the projected special education expenditures allowed by each funding source. Information included in this table must be consistent with revenues identified in Section D, Table 3.

LEA	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Fundings
ALMOND ACRES CHARTER	\$46,631	0.67%	\$254,823	1.30%	\$162,630	\$301,454
ATASCADERO UNIFIED	\$1,008,752	14.42%	\$2,563,323	13.10%	\$8,906,582	\$3,572,075
BELLEVUE-SANTA FE CHARTER	\$26,271	0.38%	\$134,098	0.69%	\$131,957	\$160,369
CAYUCOS ELEMENTARY	\$29,555	0.42%	\$142,640	0.73%	\$110,772	\$172,195
COAST UNIFIED	\$106,522	1.52%	\$418,483	2.14%	\$886,110	\$525,005
LUCIA MAR UNIFIED	\$1,998,340	28.57%	\$5,424,164	27.72%	13,898,647	\$7,422,504
PASO ROBLES JOINT UNIFIED	\$1,437,870	20.56%	\$3,568,922	18.24%	\$9,531,686	\$5,006,792
PLEASANT VALLEY JOINT UNION	\$20,874	0.30%	\$84,044	0.43%	\$84,868	\$104,918
SAN LUIS COASTAL UNIFIED	\$1,543,076	22.06%	\$3,993,586	20.41%	12,717,510	\$5,536,662
SAN LUIS OBISPO CO OFFICE OF EDUCATION	\$142,948	2.04%	\$999,746	5.11%	\$6,762,949	\$1,142,694
SAN MIGUEL JOINT UNION	\$134,930	1.93%	\$441,045	2.25%	\$714,822	\$575,975
Totals:	\$6,994,442	100.00%	19,565,953	100.00%	57,032,355	26,560,395

Attachment IV

SELPA: San Luis Obispo County

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LEA	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Fundings
SHANDON JOINT UNION	\$51,167	0.73%	\$274,499	1.40%	\$398,725	\$325,666
TEMPLETON UNIFIED	\$447,506	6.40%	\$1,266,580	6.47%	\$2,725,097	\$1,714,086
Totals:	\$6,994,442	100.00%	19,565,953	100.00%	57,032,355	26,560,395
Totals:	\$6,994,442	100.00%	19,565,953	100.00%	57,032,355	26,560,395
Totals:	\$6,994,442	100.00%	19,565,953	100.00%	57,032,355	26,560,395

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LEA	Total Federal and State Revenue	Total Revenue Allocated to SAS in Regular Classroom	Percent of Total LEA Federal and State Revenue SAS	Total Revenue Allocated to Students with Disabilities	Percent of Total LEA Federal and State Revenue Low Incidence	Total Percent of Projected Total Revenue by LEA for SAS and LI
ALMOND ACRES CHARTER	\$301,454	\$0	0%	\$748	0%	0.25%
ATASCADERO UNIFIED	\$3,572,075	\$0	0%	\$11,157	0%	0.31%
BELLEVUE-SANTA FE CHARTER	\$160,369	\$0	0%	\$0	0%	0.00%
CAYUCOS ELEMENTARY	\$172,195	\$0	0%	\$0	0%	0.00%
COAST UNIFIED	\$525,005	\$0	0%	\$0	0%	0.00%
LUCIA MAR UNIFIED	\$7,422,504	\$0	0%	\$21,347	0%	0.29%
PASO ROBLES JOINT UNIFIED	\$5,006,792	\$0	0%	\$5,208	0%	0.10%
PLEASANT VALLEY JOINT UNION	\$104,918	\$0	0%	\$0	0%	0.00%
SAN LUIS COASTAL UNIFIED	\$5,536,662	\$0	0%	\$7,141	0%	0.13%
SAN LUIS OBISPO CO OFFICE OF EDUCATION	\$1,142,694	\$0	0%	\$0	0%	0.00%
SAN MIGUEL JOINT UNION	\$575,975	\$0	0%	\$1,788	0%	0.31%
Totals:	26,560,395	\$0	<i>Not Applicable</i>	\$50,764	<i>Not Applicable</i>	<i>Not Applicable</i>

Attachment V

SELPA: San Luis Obispo County

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LEA	Total Federal and State Revenue	Total Revenue Allocated to SAS in Regular Classroom	Percent of Total LEA Federal and State Revenue SAS	Total Revenue Allocated to Students with LI Disabilities	Percent of Total LEA Federal and State Revenue Low Incidence	Total Percent of Projected Total Revenue by LEA for SAS and LI
SHANDON JOINT UNION	\$325,666	\$0	0%	\$0	0%	0.00%
TEMPLETON UNIFIED	\$1,714,086	\$0	0%	\$3,375	0%	0.20%
Totals:	26,560,395	\$0	<i>Not Applicable</i>	\$50,764	<i>Not Applicable</i>	<i>Not Applicable</i>
Totals:	26,560,395	\$0	<i>Not Applicable</i>	\$50,764	<i>Not Applicable</i>	<i>Not Applicable</i>
Totals:	26,560,395	\$0	<i>Not Applicable</i>	\$50,764	<i>Not Applicable</i>	<i>Not Applicable</i>

Attachment VI—Specialized Academic Instruction and Related Services by Local Educational Agency, Service Codes 210–900

LEA	1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu. 2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.																																															
ALMOND ACRES CHARTER	330 <input type="checkbox"/>	210 <input type="checkbox"/>	220 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	270 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	360 <input type="checkbox"/>	370 <input type="checkbox"/>	415 <input type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>
ATASCADERO UNIFIED	330 <input type="checkbox"/>	210 <input type="checkbox"/>	220 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	270 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	360 <input type="checkbox"/>	370 <input type="checkbox"/>	415 <input type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>
BELLEVUE-SANTA FE CHARTER	330 <input type="checkbox"/>	210 <input type="checkbox"/>	220 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	270 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	360 <input type="checkbox"/>	370 <input type="checkbox"/>	415 <input type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>

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LEA	1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu. 2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.																																																		
CAYUCOS ELEMENTARY	330 <input checked="" type="checkbox"/>	210 <input checked="" type="checkbox"/>	220 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	270 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	360 <input type="checkbox"/>	370 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input checked="" type="checkbox"/>	460 <input type="checkbox"/>	510 <input checked="" type="checkbox"/>	515 <input type="checkbox"/>	520 <input checked="" type="checkbox"/>	525 <input checked="" type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input type="checkbox"/>	830 <input type="checkbox"/>	840 <input type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	880 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>
COAST UNIFIED	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	220 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	270 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	360 <input type="checkbox"/>	370 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	880 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>
LUCIA MAR UNIFIED	330 <input checked="" type="checkbox"/>	210 <input type="checkbox"/>	220 <input type="checkbox"/>	230 <input type="checkbox"/>	240 <input type="checkbox"/>	250 <input type="checkbox"/>	260 <input type="checkbox"/>	270 <input type="checkbox"/>	340 <input type="checkbox"/>	350 <input type="checkbox"/>	360 <input type="checkbox"/>	370 <input type="checkbox"/>	415 <input checked="" type="checkbox"/>	425 <input checked="" type="checkbox"/>	435 <input type="checkbox"/>	436 <input type="checkbox"/>	445 <input type="checkbox"/>	450 <input type="checkbox"/>	460 <input type="checkbox"/>	510 <input type="checkbox"/>	515 <input type="checkbox"/>	520 <input type="checkbox"/>	525 <input type="checkbox"/>	530 <input type="checkbox"/>	535 <input type="checkbox"/>	540 <input type="checkbox"/>	545 <input type="checkbox"/>	610 <input type="checkbox"/>	710 <input type="checkbox"/>	715 <input type="checkbox"/>	720 <input type="checkbox"/>	725 <input type="checkbox"/>	730 <input type="checkbox"/>	735 <input type="checkbox"/>	740 <input type="checkbox"/>	745 <input type="checkbox"/>	750 <input type="checkbox"/>	755 <input type="checkbox"/>	760 <input type="checkbox"/>	820 <input checked="" type="checkbox"/>	830 <input checked="" type="checkbox"/>	840 <input checked="" type="checkbox"/>	850 <input type="checkbox"/>	855 <input type="checkbox"/>	860 <input type="checkbox"/>	865 <input type="checkbox"/>	870 <input type="checkbox"/>	880 <input type="checkbox"/>	890 <input type="checkbox"/>	900 <input type="checkbox"/>	900 <input type="checkbox"/>

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LEA	<p>1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.</p> <p>2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.</p>																																																																																																									
PASO ROBLES JOINT UNIFIED	330	<input checked="" type="checkbox"/>	210	<input type="checkbox"/>	220	<input type="checkbox"/>	230	<input type="checkbox"/>	240	<input type="checkbox"/>	250	<input type="checkbox"/>	260	<input type="checkbox"/>	270	<input type="checkbox"/>	340	<input checked="" type="checkbox"/>	350	<input checked="" type="checkbox"/>	360	<input type="checkbox"/>	370	<input type="checkbox"/>	415	<input checked="" type="checkbox"/>	425	<input checked="" type="checkbox"/>	435	<input type="checkbox"/>	436	<input type="checkbox"/>	445	<input checked="" type="checkbox"/>	450	<input checked="" type="checkbox"/>	460	<input type="checkbox"/>	510	<input checked="" type="checkbox"/>	515	<input checked="" type="checkbox"/>	520	<input type="checkbox"/>	525	<input checked="" type="checkbox"/>	530	<input checked="" type="checkbox"/>	535	<input checked="" type="checkbox"/>	540	<input type="checkbox"/>	545	<input type="checkbox"/>	610	<input type="checkbox"/>	710	<input type="checkbox"/>	715	<input type="checkbox"/>	720	<input type="checkbox"/>	725	<input checked="" type="checkbox"/>	730	<input checked="" type="checkbox"/>	735	<input type="checkbox"/>	740	<input checked="" type="checkbox"/>	745	<input type="checkbox"/>	750	<input type="checkbox"/>	755	<input type="checkbox"/>	760	<input type="checkbox"/>	820	<input checked="" type="checkbox"/>	830	<input checked="" type="checkbox"/>	840	<input checked="" type="checkbox"/>	850	<input checked="" type="checkbox"/>	855	<input type="checkbox"/>	860	<input checked="" type="checkbox"/>	865	<input type="checkbox"/>	870	<input type="checkbox"/>	890	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>				
PLEASANT VALLEY JOINT UNION	330	<input checked="" type="checkbox"/>	210	<input type="checkbox"/>	220	<input type="checkbox"/>	230	<input type="checkbox"/>	240	<input type="checkbox"/>	250	<input type="checkbox"/>	260	<input type="checkbox"/>	270	<input type="checkbox"/>	340	<input type="checkbox"/>	350	<input type="checkbox"/>	360	<input type="checkbox"/>	370	<input type="checkbox"/>	415	<input checked="" type="checkbox"/>	425	<input type="checkbox"/>	435	<input type="checkbox"/>	436	<input type="checkbox"/>	445	<input type="checkbox"/>	450	<input checked="" type="checkbox"/>	460	<input type="checkbox"/>	510	<input type="checkbox"/>	515	<input type="checkbox"/>	520	<input type="checkbox"/>	525	<input type="checkbox"/>	530	<input type="checkbox"/>	535	<input type="checkbox"/>	540	<input type="checkbox"/>	545	<input type="checkbox"/>	610	<input type="checkbox"/>	710	<input type="checkbox"/>	715	<input type="checkbox"/>	720	<input type="checkbox"/>	725	<input type="checkbox"/>	730	<input type="checkbox"/>	735	<input type="checkbox"/>	740	<input type="checkbox"/>	745	<input type="checkbox"/>	750	<input type="checkbox"/>	755	<input type="checkbox"/>	760	<input type="checkbox"/>	820	<input type="checkbox"/>	830	<input type="checkbox"/>	840	<input type="checkbox"/>	850	<input type="checkbox"/>	855	<input type="checkbox"/>	860	<input type="checkbox"/>	865	<input type="checkbox"/>	870	<input type="checkbox"/>	890	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>		
SAN LUIS COASTAL UNIFIED	330	<input checked="" type="checkbox"/>	210	<input type="checkbox"/>	220	<input type="checkbox"/>	230	<input type="checkbox"/>	240	<input type="checkbox"/>	250	<input type="checkbox"/>	260	<input type="checkbox"/>	270	<input type="checkbox"/>	340	<input checked="" type="checkbox"/>	350	<input checked="" type="checkbox"/>	360	<input type="checkbox"/>	370	<input type="checkbox"/>	415	<input checked="" type="checkbox"/>	425	<input checked="" type="checkbox"/>	435	<input type="checkbox"/>	436	<input type="checkbox"/>	445	<input type="checkbox"/>	450	<input checked="" type="checkbox"/>	460	<input type="checkbox"/>	510	<input checked="" type="checkbox"/>	515	<input checked="" type="checkbox"/>	520	<input type="checkbox"/>	525	<input checked="" type="checkbox"/>	530	<input type="checkbox"/>	535	<input checked="" type="checkbox"/>	540	<input type="checkbox"/>	545	<input type="checkbox"/>	610	<input type="checkbox"/>	710	<input type="checkbox"/>	715	<input checked="" type="checkbox"/>	720	<input type="checkbox"/>	725	<input type="checkbox"/>	730	<input checked="" type="checkbox"/>	735	<input checked="" type="checkbox"/>	740	<input checked="" type="checkbox"/>	745	<input type="checkbox"/>	750	<input type="checkbox"/>	755	<input type="checkbox"/>	760	<input type="checkbox"/>	820	<input checked="" type="checkbox"/>	830	<input checked="" type="checkbox"/>	840	<input checked="" type="checkbox"/>	850	<input type="checkbox"/>	855	<input type="checkbox"/>	860	<input type="checkbox"/>	865	<input checked="" type="checkbox"/>	870	<input type="checkbox"/>	890	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>	900	<input type="checkbox"/>

Attachment VI

SELPA: San Luis Obispo County

Fiscal Year: 2020-21

LEA	<p>1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.</p> <p>2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.</p>																									
SAN LUIS OBISPO CO OFFICE OF EDUCATION	330	<input checked="" type="checkbox"/>	210	<input type="checkbox"/>	220	<input type="checkbox"/>	230	<input type="checkbox"/>	240	<input checked="" type="checkbox"/>	250	<input checked="" type="checkbox"/>	260	<input type="checkbox"/>	270	<input type="checkbox"/>	340	<input type="checkbox"/>	350	<input checked="" type="checkbox"/>	360	<input type="checkbox"/>	370	<input type="checkbox"/>	415	<input checked="" type="checkbox"/>
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LEA	<p>1. Enter the names of all LEAs, vendors or contractors of the State Departments of Health Care Services, State Hospitals, and any designated local public health or mental health agency participating in the local plan. Select the California Longitudinal Pupil Achievement Data System (CALPADs) School Owner Code from the drop-down menu.</p> <p>2. Check the box for each service provided by the corresponding LEA. If a service is not provided by a provider, leave the box "blank." Service codes are defined in Section E of the local plan.</p>																																																																																																							
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SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.5

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Approval of CDW Government LLC Purchase Agreement for E-Rate Customers LGWV343

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Purchase of additional wireless access points for PES, SES and SHS.

RECOMMENDED ACTION:

CDW Government LLC
Purchase Agreement for E-Rate Customers
LGWV343
Contract #232378
Spin #143005588
FCC Registration #0012123287

This E-Rate Customer Purchase Agreement (this "Agreement") is by and between CDW Government LLC an Illinois corporation with an office at 230 N. Milwaukee Ave., Vernon Hills, Illinois 60061 ("Seller"), and SHANDON UNIFIED SCHOOL DISTRICT, a non-profit school or library eligible for Universal Service funding, with offices at PO BOX 79, SHANDON, CA 93461-0079 ("Customer") and is effective on April 1, 2020 ("Effective Date").

Definitions:

As used in the Agreement, the following terms shall have the meanings set forth below:

"E-Rate" – The education rate funding program that is a part of the Schools and Libraries Program that provides discounts to keep students and library patrons connected to broadband and voice services and which is one of the programs that form the Universal Service Program.

"Products" – E-Rate eligible products or services that include computer related hardware but are not limited to caching servers, routers, switches, wireless access points, installation, and warranty maintenance and other items which are eligible for E-Rate discounts in accordance with the rules issued by USAC.

"Customer" – an E-Rate customer that is a school or library eligible to participate in the E-Rate program and, that is applying for E-Rate discount on Products ordered from Seller.

"Funding Commitment Decision Letter" or "FCDL" – A letter that a Customer receives from USAC which indicates the applicable discount amount for a specific funding year.

"Funding Year" – The specific calendar period, as defined by the SLP, during which the Customer is approved for funding or discounts on Products.

"SLP" - The Schools and Libraries Program of the Universal Service Fund, which includes the E-Rate Program and that is administered by the Universal Service Administrative Company (USAC) under the direction of the United States Federal Communications Commission ("FCC").

"Universal Service Administrative Co." or "USAC" – The not for profit organization designated by the U.S. Federal Communications Commission ("FCC") to administer and ensure compliance with the Universal Services Fund.

1. TERMS AND CONDITIONS

All orders submitted to Seller by Customer for Products under this Agreement are subject to the terms and conditions of the Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT) Contract (the "Terms and Conditions"), unless otherwise stated herein.

2. PURCHASE AUTHORIZATIONS

A. E-Rate Status

Customer represents and warrants that it qualifies as eligible under the SLP to receive E-Rate funding.

CUSTOMER FURTHER ACKNOWLEDGES AND AGREES THAT THIS AGREEMENT, WHEN EXECUTED, CONSTITUTES A CONTRACT AS REQUIRED BY USAC and the SLP.

B. E-Rate Purchases

Customer represents and warrants that all purchases made under this Agreement shall be for its own use and that it is eligible to receive E-Rate funding as specified by USAC.

IN ACCORDANCE WITH FCC REQUIREMENTS, THE CUSTOMER SHALL SUBMIT A COMPLETED AND SIGNED FCC FORM 486 TO USAC The Form 486 shall be approved by USAC prior to order placement with Seller.

3. ORDERING AND ASSISTANCE

A. Ordering

Purchase orders shall be submitted directly to Seller at the following address or fax number:

CDW Government LLC
Attn: E-Rate Sales K-12
230 N. Milwaukee Ave.
Vernon Hills, IL 60061

Phone: 800-328-4239
Facsimile: Please fax Purchase Orders to your Account Manager

B. Required Information

All orders shall include 1) a contact name; 2) phone number; 3) purchase order number; 4) part number; 5) Product description; 6) original and discounted Product price 7) percentage Customer owes and percentage SLP owes (if applicable) 8) ship to location; 9) bill to location; and 10) FRN number for each part number. SEPARATE PURCHASE ORDERS SHALL BE SUBMITTED FOR PRODUCTS THAT ARE NOT ELIGIBLE FOR E-RATE FUNDING. ALL ORDERS SHALL BE SUBJECT TO ACCEPTANCE BY SELLER.

C. Assistance with Order

Customer may call 1-800-328-4239 to get assistance on any purchase order. Any terms or conditions stated in or on the Customer's purchase order which are inconsistent with or in addition to the terms and conditions in this Agreement or the Product Sales Terms and Conditions shall not be valid, are considered null and void and shall not be applicable to or binding on Seller.

FOR PRODUCTS WHICH ARE DISCONTINUED AFTER A CUSTOMER ORDER HAS BEEN ACCEPTED BY SELLER BUT BEFORE THE PRODUCT HAS SHIPPED, SELLER WILL MAKE REASONABLE EFFORTS TO OFFER A COMPARABLE OR BETTER PRODUCT AT THE SAME OR LESSER PRICE, IF AVAILABLE, UPON SLP'S APPROVAL OF THE PRODUCT SUBSTITUTION.

4. PRICE AND PAYMENT TERMS

Payment terms are subject to continuing credit approval by Seller. Seller may change credit or payment terms at any time when, in Seller's opinion, Customer's financial condition, previous payment record, or the nature of Customer's relationship with Seller so warrants.

Seller may discontinue performance under this Agreement (i) if Customer fails to pay any sum when due under this Agreement or any other agreement with Seller until payment is received or (ii) if Customer is in violation of applicable laws and regulations.

A. Price

The Price shall be as set forth on the Customer's quote from Seller and which is in the form attached hereto as Exhibit I. All prices are exclusive of federal, state, local, or other taxes, which shall be the responsibility of the Customer.

B. Payment Terms

Customer must choose one of the following payment methods. However, Customers that choose to order Products prior to receiving their FCDL shall be required to follow the BEAR payment method.

1. Form 474 Service Provider Invoice (SPI) Method

Seller will invoice the Customer for the Product price, as set forth on the Product quote, net of the FCDL amount. Customer shall be responsible for making payment within thirty (30) days from date of invoice.

2. Form 472 Billed Entity Applicant Reimbursement (BEAR) Method

Seller will invoice Customer, upon Product shipment, for the total purchase price without regard to any SLP funding applied to that purchase price for the Products. Customer shall pay the invoiced amount within thirty (30) days from the date of invoice.

All payments, regardless of method, shall be submitted to the address set forth below:

CDW Government LLC
Attn: Accounts Receivable
230 N. Milwaukee Ave.
Vernon Hills, IL 60061

CUSTOMER MAY EITHER WAIT TO PLACE AN ORDER PRIOR TO OR AFTER RECEIPT OF ITS FCDL. IN THE EVENT THAT CUSTOMER PLACES AN ORDER PRIOR TO RECEIPT OF THE FCDL, CUSTOMER SHALL BE RESPONSIBLE FOR PAYMENT OF THE ENTIRE PURCHASE PRICE WITHOUT REGARD TO SLP FUNDING.

5. NON-ASSIGNABILITY AGREEMENT

Customer shall not assign or otherwise transfer its rights or delegate its obligations under this Agreement without Seller's advance written consent. Any attempted assignment, transfer or delegation without such consent shall be void.

6. TERM & RENEWAL OF AGREEMENT

The term of this Agreement shall commence on April 1, 2020 ("Effective Date") and be valid through Funding Year 23. Notwithstanding the foregoing, Seller may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice to the Customer. In addition, the Customer may immediately terminate this Agreement or withdraw an order upon written notice to Seller in the event that funds are not appropriated to Customer under this program ("Termination Notice"). In the event that Customer terminates this Agreement due to non-appropriation of funds, then Seller may immediately cease performance. However, the Customer shall remain liable for any

Products that Seller has shipped or services already provided or subscribed and purchased prior to Seller's receipt of the Termination Notice. Customer shall also be responsible for any of Seller's out-of-pocket costs arising as a result of any such termination.

The term of this Agreement may be renewed in the event that Customer receives an extension of funding from the SLP and upon Seller's and Customer's mutual written consent.

7. NOTICES

All notices and other communications required or permitted under this Agreement shall be served in person or sent by U.S. mail, Federal Express, or equivalent carrier at the following address:

If to Seller:

CDW Government LLC
Attn.: Director, Program Sales
2 Corporate Drive, Suite 800
Shelton, CT 06484

If to Customer:

SHANDON UNIFIED SCHOOL DISTRICT
PO BOX 79
SHANDON, CA 93461-0079

8. GENERAL

If any term or provision herein is determined to be illegal or unenforceable, the validity or enforceability of the remainder of the terms or provisions herein will remain in full force and effect.

9. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between Seller and Customer and supersedes and replaces any and all previous and contemporaneous communications, representations or agreements between the parties, whether oral or written, regarding transactions hereunder. No provision of this Agreement may be waived or modified except by an amendment signed by an authorized representative of each party.

10. GOVERNING LAW

This Agreement will be governed by the laws of the State of Illinois, without regard to conflicts of laws rules. Any litigation will be brought exclusively in a federal or state court located in Cook County, Illinois, and Customer consents to the jurisdiction of the federal and state courts located therein. Customer shall submit to the jurisdiction thereof and waives the right to change venue. Customer further consents to the exercise of personal jurisdiction by any such court with respect to any such proceeding.

11. DOCUMENT RETENTION

All documents related to this Agreement will be kept on file by both parties for a period of ten (10) years after the project completion in accordance with the rules of the SLP.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written. **This contract is for Funding Year 23 (2020) which is effective as of July 1, 2020 and terminates on September 30, 2021.**

CDW Government LLC



(Authorized Signature)

Anup Sreedharan

Printed Name

Manager, Program Management

Title: _____

Date: 03/23/2020

Customer



(Authorized Signature)

KRISTINA BENSON

Printed Name

Title: SUPERINTENDENT

Date: 3/24/20

EXHIBIT I
Quote

QUOTE CONFIRMATION



DEAR AJ ALSUP,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LHCR727	3/5/2020	ERATE	5965348	\$14,685.74

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Cisco Meraki MR55 - wireless access point Mfg. Part#: MR55-HW UNSPSC: 43223108 Contract: Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT)	13	5550684	\$825.00	\$10,725.00
Meraki Cisco Meraki Enterprise Cloud Controller License 1 Access Point Mfg. Part#: LIC-ENT-5YR UNSPSC: 43232901 Electronic distribution - NO MEDIA Contract: Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT)	13	2021373	\$244.86	\$3,183.18

PURCHASER BILLING INFO	SUBTOTAL	\$13,908.18
Billing Address: SHANDON UNIFIED SCHOOL DISTRICT ACCOUNTS PAYABLE PO BOX 79 SHANDON, CA 93461-0079 Phone: (805) 238-0286 Payment Terms: ERATE QUOTES ONLY	SHIPPING	\$0.00
	SALES TAX	\$777.56
	GRAND TOTAL	\$14,685.74
DELIVER TO	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	
Shipping Address: SHANDON UNIFIED SCHOOL DISTRICT ALEKS HEWITT 101 SOUTH FIRST STREET SHANDON, CA 93461-0079 Shipping Method: DROP SHIP-GROUND		

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Mike Regan

(877) 221-6801

mikereg@cdwg.com

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SHANDON JOINT UNIFIED SCHOOL DISTRICT

10.6

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

AGENDA ITEM TITLE:

Discussion and Approval of Donation from District Supervisor John Peschong for the Lighting Project

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Donation of \$5,000 for the path lighting project.

RECOMMENDED ACTION:

AGREEMENT FOR COUNTY GRANT

This Agreement is entered into this _____ day of _____, 2020, by and between the County of San Luis Obispo, a body corporate and politic, hereinafter referred to as "County", and **Shandon High School**, hereinafter referred to as "Applicant".

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

WHEREAS, Applicant has applied to the County for a grant of County funds to be used to offset the cost of **expenses associated with the purchasing and installation of path lighting from Shandon High School to the neighboring "Heights" area in June 2020**; and

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

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

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

1. County agrees to pay over, as a grant of County funds, the sum of **\$5,000** from Fund Center 106 to Applicant for the purpose of funding the aforesaid project as a community project available for public use.
2. That the project which is the subject of this grant agreement is described with particularity on Exhibit "A" attached hereto, and incorporated herein by this reference.
3. Applicant agrees to apply the aforesaid grant funds solely to the project for which the funds have been granted, as a community project available for public use.
4. Applicant agrees to diligently pursue the completion of this project, and to complete this project within one year from the date of this agreement.
5. Applicant agrees to abide by all laws and regulations applicable to the expenditure of County Grant Funds, including, but not limited to, the audit of the expenditure of these funds for compliance with regulations, the inclusion of provisions guaranteeing compliance with all labor laws and regulations pertinent to public funds, and further, to assure compliance with the anti-discrimination provisions of the law, including County Ordinances.

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

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

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

AGREED TO ON THE DAY AND YEAR SET FORTH ABOVE.

COUNTY OF SAN LUIS OBISPO

BY: _____

AUTHORIZED BY BOARD ACTION

_____, 2020

ATTEST

By: _____
Clerk of the Board of Supervisors

APPROVED AS TO FORM AND LEGAL EFFECT

Example:

Name of Organization _____
Signature _____
Printed Name _____
Title of Position _____

Please fill out all 8 lines, complete with 2 different signatures. Please do not date the contract. You may call me directly with any questions you might have.

Thank you, Crystal Tompkins (805) 781-4335

Applicant: _____
By: _____
Print Name: _____
Title: _____

Applicant: _____
By: _____
Print Name: _____
Title: _____

EXHIBIT "A"

Attn: Kristina Benson
Shandon High School
PO Box 79
Shandon CA 93465

Shandon High School will be providing 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 a large number of other Shandon School District students who use this pathway daily. The scope of the project is to install 6 outdoor lights with LED fixtures between the SJUSD gate/CalTrans yard and the top of the walkway to the Heights residential area.

The \$5,000 in County funds will be used to offset the expenses associated with the path lighting to be installed in June 2020.

Attn: Kristina Benson
Shandon High School
PO Box 79
Shandon CA 93465

February 21, 2020

Re: Agreement for County Funds

Dear Ms. Benson:

Supervisor Peschong wishes to provide a total of \$5,000 from his District Community Project funds to be used for the pathway light project in June 2020. To allow this to happen, please complete, sign and return the enclosed Agreement by April 7, 2020. **Please note that TWO signatures are required.** It would be appreciated if you **do not fill in the date on the agreement.**

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

Sincerely,

A handwritten signature in dark ink, appearing to read 'Crystal Tompkins', with a long horizontal flourish extending to the right.

Crystal Tompkins
Secretary- Confidential
1055 Monterey St. D-430
San Luis Obispo, CA 93408
Direct Line: (805)781-4335
Email: ctompkins@co.slo.ca.us

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

11.1

AGENDA ITEM TITLE:

BP 6143 Courses of Study

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Policy updated to include the prohibition against providing any course separately on the basis of specified characteristics or refusing the participation of a student on any such basis.

RECOMMENDED ACTION:

SHANDON **JOINT** UNIFIED SCHOOL DISTRICT

Board Policy

BP 6143

Instruction

Courses Of Study

The Governing Board recognizes that a well-articulated sequence of courses fosters academic **growth** progress and **provides** makes the best possible use of instructional time. ~~The Board shall adopt a course of study that ensures smooth transitions among the schools and leads to the fulfillment of district graduation requirements.~~ ***The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.***

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

******Note: The following optional paragraph should be revised to reflect the grade levels offered by the district. For example, unified school districts need to be concerned about articulation of courses within the district and with postsecondary institutions, whereas elementary districts and high school districts will need to address articulation with each other.******

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or require or refuse participation by any of its students on any such basis. (5 CCR 4940)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

Elementary Grades

******Note: The following section is for use by districts offering elementary grades and may be revised to reflect district practice. Education Code 51225.4 mandates elementary school districts to certify to the Superintendent of Public Instruction that they have adopted a policy to implement a course of instruction that sufficiently prepares students for the secondary courses required for graduation pursuant to Education Code 51225.3.******

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Secondary Grades

******Note: Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California colleges. Education Code 51228 also requires districts to offer such students the opportunity to attain entry-level employment skills. Pursuant to Education Code 51228, districts that adopt a course of study that meets or exceeds the state model curriculum standards in career technical education will be deemed to have satisfied the requirement. ******

******Note: Education Code 66204 prohibits a public school from establishing any policy or practice that directs any student away from choosing programs that prepare a student academically for college, especially for cultural or linguistic reasons. ******

******Note: The following paragraph is for use by districts maintaining any of grades 7-12 and should be revised to reflect the grade levels offered by the district. ******

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. (Education Code 51228)

***(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141.5 - Advanced Placement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6178 - Career Technical Education)***

~~Secondary school courses shall prepare students for higher educational opportunities and also give them the opportunity to attain skills appropriate for entry-level employment in business and industry.~~

~~The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course required for admission to California public~~

******Note: The remainder of this policy is for use by districts maintaining any of grades 9-12. ******

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

******Note: Among the criteria for admission to the University of California (UC) or California State University system is a requirement that high school students satisfactorily complete 15 units of specified courses ("a-g" courses). These include a growing number of career technical education courses that connect knowledge of academic content with practical or work-related applications. ******

******Note: In order to qualify as an "a-g" course, the course must first be submitted to and approved by UC. Education Code 51229 requires that districts annually provide the list of certified courses to students in grades 9-12 and their parents/guardians; see the accompanying administrative regulation and E 5145.6 - Parental Notifications. ******

The Superintendent or designee shall develop a process by which courses that meet California college

admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage
 33540 Government and civics instruction in interaction with government agencies
 48980 Parental notifications
 51202 Instruction in personal and public health and safety
 51203 Instruction on alcohol, narcotics and restricted dangerous drugs
 51204 Course of study designed for student's needs
 51204.5 Social science instruction; history of California; contributions of various groups
 51210-51212 Course of study for grades 1-6
 51220-51229 Course of study for grades 7-12
 51241 Exemption from physical education
 51911-51921 Comprehensive health education
 51930-51939 Comprehensive sexual health and HIV/AIDS prevention instruction
 51940 Curriculum for brain and spinal cord injury prevention
 60040-60052 Requirements for instructional materials
 66204 Certification of high school courses as meeting university admission criteria

HEALTH AND SAFETY CODE

11032 Definitions of dangerous drugs

CODE OF REGULATIONS, TITLE 5

4940 Nondiscrimination; course access
 10020-10043 Automobile driver education and training
 10060 Physical education program

UNITED STATES CODE, TITLE 20

6111-6251 School-to-Work Opportunities Act of 1994

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
 American Health Association: <http://www.heart.org>
 American Red Cross, Hands-Only CPR: <http://www.redcross.org/take-a-class>
 California Career Resource Network: <http://www.californiacareers.info>
 California Colleges.edu: <http://www.californiacolleges.edu>
 California Department of Education: <http://www.cde.ca.gov>
 California State University, Admission Requirements: http://www.csumentor.edu/planning/high_school
 University of California, a-g Course Submissions: <http://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses>
 University of California, List of Approved a-g Courses: <http://hs-articulation.ucop.edu/agcourselist>

(11/07 11/11) 12/19

Policy adopted by Shandon Board of Education: June 22, 2000
 Revised:

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Regular Meeting of the Board of Trustees

MEETING DATE: March 31, 2020

11.2

AGENDA ITEM TITLE:

BP 6154 Homework/Makeup Work

PREPARED BY:

G. Gavilanes

AGENDA SECTION:

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

SUMMARY:

Policy updated to reflect new law (AB 982) which requires that, when a parent/guardian of a student who has been suspended for two or more days requests homework that the student would have otherwise been assigned, teachers must provide such homework.

RECOMMENDED ACTION:

Shandon Joint Unified School District

Board Policy

Homework/Makeup Work

BP 6154

Instruction

Note: The following optional policy may be revised to reflect district practice.

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Note: The following optional paragraph may be revised to specify the average number of minutes of homework that may be expected per day at each grade level, or the district may adopt an administrative regulation that contains such guidelines.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

(cf. 6011 - Academic Standards)

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

(cf. 4131 - Staff Development)

Note: The following optional paragraph may be revised to reflect district practice.

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may

appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Note: The following paragraph should be revised to reflect district practice. Pursuant to Education Code 8482.3, before-school and after-school programs operated under the After School Education and Safety Program (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Center program (Education Code 8484.7-8484.9; 20 USC 7171-7176) are required to include an educational and literacy component in which tutoring or homework assistance is provided in language arts, mathematics, history-social science, computer training, and/or science. If the district offers a before-school or after-school program under the 21st Century High School After School Safety and Enrichment for Teens program for grades 9-12 (Education Code 8420-8428; 20 USC 7171-7176), the program must include an academic assistance program, which may include homework assistance. See AR 5148.2 - Before/After School Programs. In addition, some districts offer a supervised study hall elective which high school students can take instead of other electives.

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3541 - Transportation Routes and Services)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6112 - School Day)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6163.1 - Library Media Centers)

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

Makeup Work

***Note: Pursuant to Education Code 48205, students who miss school work because of an excused absence must be given full credit for makeup work satisfactorily completed within a reasonable period of time. State law does not require districts to give full credit for makeup work following an unexcused absence. However, CSBA's governance brief Research-Supported Strategies to Improve the Accuracy and Fairness of Grades recommends that student absence be dealt with separately from determining students' academic understanding and progress. Thus, the following paragraph provides for full credit to be awarded for satisfactory completion of makeup work regardless of the reason for the absence, an approach which is consistent with BP/AR 5121 - Grades/Evaluation for Student Achievement. Also see BP/AR 5113.1 - Chronic Absence and Truancy for strategies to address excessive excused and/or unexcused absences. The district may revise the following

paragraph to reflect district practice, provided that it ensures compliance with Education Code 48205.***

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

Suspended Students

Note: Education Code 48913.5, as added by AB 982 (Ch. 779, Statutes of 2019), requires that when a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework.

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48913.5 Homework assignments for suspended students

48980 Parental notifications

UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

WEB SITES

CSBA: <http://www.csba.org>

California State PTA: <http://www.capta.org>

No current policy

(2/99 12/16) 12/19