# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Board Meeting Agenda <br> Monday, June 6, 2022 

Time: 6:00 PM. -Closed Session/ 7:00 PM.- Open Session
Location: Shandon High School Library- In-Person. NO ZOOM LINK
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.

### 1.0 OPEN SESSION

### 1.1 Call to Order and Roll Call <br> Marlene Thomason, President <br> Nataly Ramirez, Clerk <br> Jesse Cuellar <br> Jennifer Moe <br> Flint Speer

### 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 Superintendent's Evaluation
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 PUBLIC HEARING

7.1 Notice of Public Hearing: Preliminary 2022-23 Local Control and Accountability Plan*
7.2 Notice of Public Hearing: Preliminary 2022-23 Budget*
*Please note that as a result of the public hearing and discussions changes may be made to the local Control and Accountability Plan (LCAP) and Budget before final adoption on June 21, 2022.

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

8.1 Student Body Reports
8.2 Staff Reports
8.3 Bargaining Representative Reports
8.4 Board Report

### 9.0 INFORMATION/PRESENTATION ITEM

9.1 SJUSD enrollment report
9.2 Special Education Report
9.3 Shandon Elementary School Report
9.4 Superintendent's Report

- Governor's May Revise of State Budget


### 10.0 APPROVAL OF CONSENT AGENDA

(Unless the Board pulls an item for separate action, the items listed below are approved without discussion.)
10.1 Approval of the Minutes of Regular Board Meeting of May 9, 2022
10.2 Approval of the Minutes of Special Board Meeting of May 26, 2022
10.3 Approval of the Student Body Funds
10.4 Approval of the Warrants and Payroll for May 2022
10.5 Approval of the Budget Report
10.6 Approval of the Ratification of the Personnel Action Report
10.7 Approval of MOU between SLOCOE and SJUSD for the services of a Credential School Nurse for Period beginning June 13, 2022 and ending August 4, 2022.
10.8 Approval of MOU between SLOECOE and SJUSD for the provision of business services by SLOCOE for the District.

### 11.0 DISCUSSION/ACTION ITEM

11.1 Annual Board Evaluation of Superintendent
-The Board completes an annual evaluation of the Superintendent, Board President Thomason will report out the results of the evaluation.
11.2 Discussion and Approval of the 2022-23 Application for funding for the Agriculture Career Incentive Grant
-This grant provides local educational agencies with funds to improve the quality of their agricultural vocational education programs.
11.3 Discussion and Approval of SHS Student/Parent Handbook 2022-23 School Year
-Provided for your revision is the updated handbook for the 2022-23 school year.
11.4 Discussion and Approval of SES \& PES Student/Parent Handbook 2022-23 School Year -Provided for your revision is the updated handbook for the 2022-23 school year.
11.5 Discussion of Universal TK Plan
-Implementation of universal transitional Kindergarten for 4 years old students beginning 2025-26 school year.

### 11.6 Discussion of roofing assessments and priority list

-Provided four your review are two roofing assessments for SES, SMS, and SHS buildings.

### 12.0 FUTURE AGENDA ITEM REQUESTS

### 13.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for June 21, 2022 at
Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM

### 14.0 ADJOURNMENT

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## SHANDON JOINT UNIFIED SCHOOL DISTRICT

## NOTICE OF PUBLIC HEARING

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

## TOPIC OF HEARINGS:

## Local Control and Accountability Plan (LCAP)

Hearing Date:
Time:

Location:

Monday, June 6, 2022
7:00 p.m.
Shandon High School
Library
101 South ${ }^{\text {st }}$ Street
Shandon, CA 93461

Local Control and Accountability Plan will be available for public review at the hearing and beginning June 1, 2022 and the District Office

# Local Control Funding Formula (LCFF) Budget Overview for Parents Template <br> Developed by the California Department of Education, November 2021 

## LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.
Notice that there are six tabs along the bottom of the workbook titled: 'I itle Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

## *NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

## Data Input Tab Instructions

LEA Information (rows 2-4)
contact information (name, phone number and email address) in the corresponding blue Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format
Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

## Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- Total LCFF funds (row 9): This amount is the total amount of LCFF funding (including supplemental \& concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A. 1 (LCFF Sources).
- LCFF supplemental \& concentration grants (row 10): This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02 , as applicable for the coming school year.
-All other state funds (row 12): This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
-All local funds (row 13): This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- All federal funds (row 14): This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.
The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A. 5 (Total Revenues).


## Total Budgeted Expenditures for the Coming School Year

budgeted General Fund expenditures for the coming school year as indicated on SACS Budget
Fund Form 01, column F, Row B. 9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- Total Budgeted Expenditures in the LCAP (row 18): This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- Total Budgeted Expenditures for High Needs Students in the LCAP (row 19): This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.


## Expenditures for High Needs Students in the Current School Year

- Total Budgeted Expenditures for High Needs Students in the LCAP (row 22): This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- Actual Expenditures for High Needs Students in the LCAP (row 23): This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.


## Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- Brief description for General Fund Expenditures (row 3): Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
-Brief description for High Needs Students (row 4): If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.
Note: It may be necessary to adjust the row height to display the entire prompt.
- Brief description for actual expenditures for high needs students (row 5): If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.
Note: It may be necessary to adjust the row height to display the entire prompt.

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## LCFF Budget Overview for Parents Narrative Responses Sheet

| Required Prompt(s) |
| :--- |
|  |
| Briefly describe any of the General |
| Fund Budget Expenditures for the |
| school year not included in the Local |
| Control and Accountability Plan |
| (LCAP). |

A prompt may display based on information provided in the Data Input tab.

A prompt may display based on information provided in the Data Input tab.
[Respond to the prompt here; if there is no prompt, a response is not required.]
[Respond to the prompt here; if there is no prompt, a response is not required.]

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Shandon Joint Unified
CDS Code: 40688330000000
School Year: 2022-23
LEA contact information: Shannon Kepins
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).


This chart shows the total general purpose revenue Shandon Joint Unitied expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Shandon Joint Unified is $\$ 4,789,626.00$, of which $\$ 4,061,993.00$ is Local Control Funding Formula (LCFF), $\$ 279,756.00$ is other state funds, $\$ 217,769.00$ is local funds, and $\$ 230,108.00$ is federal funds. Of the $\$ 4,061,993.00$ in LCFF Funds, $\$ 868,527.00$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP


This chart provides a quick summary of how much Shandon Joint Unified plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Shandon Joint Unified plans to spend $\$ 5,304,165.00$ for the 2022-23 school year. Of that amount, $\$ 927,982.00$ is tied to actions/services in the LCAP and $\$ 4,376,183.00$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operational and mandated costs that contribute to the District's overall function and educational program not included in LCAP: teacher salaries and benefits $\$ 2,174,477$, support staff (Para Educators, Maintenance, Admins, Custodians) $\$ 957,435$. The cost of utilities and internet $\$ 130,000$. Classroom
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Shandon Joint Unified is projecting it will receive $\$ 868,527.00$ based on the enrollment of foster youth, English learner, and low-income students. Shandon Joint Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Shandon Joint Unified plans to spend $\$ 920,765.00$ towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Shandon Joint Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shandon Joint Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 - 22, Shandon Joint Unified 's LCAP budgeted $\$ 756,579.00$ for planned actions to increase or improve services for high needs students. Shandon Joint Unified actually spent $\$ 774,373.00$ for actions to increase or improve services for high needs students in 2021-22.

## Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Shandon Joint Unified
CDS Code: 40688330000000
School Year: 2022-23
LEA Contact Information: Shannon Kepins | skepins@shandonschools.org | 805-238-1782
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 LCAP Year <br> Projected Revenue by Fund Source



All Other State Funds - \$279,756 (6\%)
All Local Funds - \$217,769 (5\%)
All Federal Funds - \$230,108 (5\%)
Total LCFF Funds - \$4,061,993 (84\%)

| Source | Funds | Percentage |
| :--- | :--- | :--- |
| All Other State Funds | $\$ 279,756$ | $6 \%$ |
| All Local Funds | $\$ 217,769$ | $5 \%$ |
| All Federal Funds | $\$ 230,108$ | $5 \%$ |
| Total LCFF Funds | $\$ 4,061,993$ | $84 \%$ |

## Breakdown of Total LCFF Funds



These charts show the total general purpose revenue Shandon Joint Unified expects to receive in the coming year from all sources.

The total revenue projected for Shandon Joint Unified is $\$ 4,789,626$, of which $\$ 4,061,993$ is Local Control Funding Formula (LCFF), $\$ 279,756$ is other state funds, $\$ 217,769$ is local funds, and $\$ 230,108$ is federal funds. Of the $\$ 4,061,993$ in LCFF Funds, $\$ 868,527$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# Budgeted Expenditures in the LCAP 

\$6,304,166<br>Total Budgeted

\$927,982
Total Budgeted Expenditures in LCAP

This chart provides a quick summary of how much Shandon Joint Unified plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Shandon Joint Unified plans to spend $\$ 5,304,165$ for the 2022-23 school year. Of that amount, $\$ 927,982$ is tied to actions/services in the LCAP and $\$ 4,376,183$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not in the LCAP include the following expenditures: teacher salaries and benefits $\$ 2,174,477$, support staff (Para Educators, Maintenance, Admins, Custodians) $\$ 957,435$. The cost of utilities and internet $\$ 130,000$. Classroom supplies, custodial supplies $\$ 171,123$ and new curriculum $\$ 55,125$. A variety of contracts with the County Office for financial, payroll, data processing, and courier services $\$ 132,816$

## Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Shandon Joint Unified is projecting it will receive $\$ 868,527$ based on the enrollment of foster youth, English learner, and low-income students. Shandon Joint Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Shandon Joint Unified plans to spend $\$ 920,765$ towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2021-22

## Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP Estimated Actual Expenditures for High Needs Students in LCAP
$\$ 756,579$
\$774,373
$\$ 100,000 \quad \$ 200,000 \quad \$ 300,000 \quad \$ 400,000 \quad \$ 500,000 \quad \$ 600,000$

This chart compares what Shandon Joint Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Shandon Joint Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2021-22, Shandon Joint Unified's LCAP budgeted $\$ 756,579$ for planned actions to increase or improve services for high needs students. Shandon Joint Unified actually spent $\$ 774,373$ for actions to increase or improve services for high needs students in 2021-22.

## LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.
*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

## LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.
Coming School Year: This information is automatically generated.
Current School Year: This information is automatically generated.

## Projected General Fund Revenue for the 2022-23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- Total LCFF Funds: This amount is the total amount of LCFF funding (including supplemental \& concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A. 1 (LCFF Sources).
- LCFF Supplemental \& Concentration Grants: This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- All Other State Funds: This amount is the total amount of ather state funds (do not include LCFF funds) the LEA estimates it will receive.
- All Local Funds: This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- All Federal Funds: This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A. 5 (Total Revenues).

- Brief description for General Fund Expenditures: Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.


## Total Budgeted Expenditures for the 2022-23 School Year

- Total Budgeted General Fund Expenditures: This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row 8.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unlass there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Tofal Budgeted Expenditures in the LCAP: This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- Total Budgeted Expenditures for High Needs Students in the LCAP: This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- Expenditures Not in the LCAP: This amount is automatically calculated.
- Brief dascription for High Needs Students: If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental \& Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional
actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.


## Expenditures for High Needs Students in the 2021-22 School Year

- Total Budgeted Expenditures for High Needs Students in the LCAP: This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- Actual Expenditures for High Needs Students in the LCAP: This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- Brief description for actual expenditures for high needs students: If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021-22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.


# Supplement to the Annual Update to the 202122 Local Control and Accountability Plan 

| Local Educational Agency <br> (LEA) Name | Contact Name and Title | Email and Phone |
| :--- | :--- | :--- |
| Shandon Joint Unified | Shannon Kepins <br> Principal | skepins@shandonschools.org <br> $805-238-1782$ |

California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP)

The Shandon Joint Unified School District has a long-established foundational principal of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Shandon Joint unified School District will continue to engage community partners regarding the additional Cost-of Living-Adjustment (COLA) and the increase to concentration funds during the LCAP community partners engagement opportunities for the 2021-2022 school year. The LEA engaged its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP) through emails, surveys, community forums and school board meetings. SJUSD provided written, verbal, in-person and virtual opportunities to engage educational partners in the development and implementation of state and federal relief plans. Meeting information was available in both in English and Spanish the district marquee and website were utilized to advertise community input opportunities.
Educator Effectiveness Block Grant- Community Forum May 4, 2021 and October 14, 2021- Staff email/survey October 7, 2021, Board Mtg Discussion/Presentations 8/10/21, 9/14/21, 12/20/21, 12/21/21
A-G Completion Improvement Grant- Application in process. District Planning Mtg is scheduled for February 2, 2022
Expanded Learning Opportunities Program- Community Forum May 4, 2021and October 14, 2021-Staff email/survey October 7, 2021, Board Mtg Discussion/Presentations 8/10/21, 9/14/21
Pre-K Planning and Implementation- District Planning Meeting- January 10, 2022

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

SJUSD has an unduplicated student population greater than $55 \%$ and has utilized additional concentration grant funds to increase certificated, and classified positions to support the health, safety and educational needs of unduplicated students at Shandon Elementary and Shandon High School. These two school sites serve $97 \%$ of the district's enrollment. The sites are located next door to each other and share staff and facilities.
Staff positions that were increased include:

- Shandon High School added 8 hours weekly to either certificated or classified personnel to provide after school homework/tutoring. \$1,216 Expanded Learning Opportunity
- One FTE classified para educator position was added for bilingual support in middle school core content classes. \$25,503 Expanded Learning Opportunity
- One FTE district classified position was added to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education. \$16,778 Expanded Learning Opportunity
- Increase in counseling support for K-12. Two Thrive counselors at Shandon High School and one elementary counselor. \$75,000 Esser III
- One 4 hour per week custodial position to maintain the safety and welfare of students and staff for shared facilities. \$4,000 Esser II
- Three year contract with Kern County Office of Education for ELD support and staff training. $\$ 88,719$ Expanded Learning Federal Resources

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Shandon Joint Unified School District has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Shandon Joint Unified School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Local Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Opportunity Plan and the ESSER III Expenditure Plan. The efforts to meaningfully consult with community members included community forums, the placement and gathering of email suggestions from staff (certificated, classified and unrepresented), consultation with the Elementary Administrator, the Director of Special Education, and attendance at Community Service meetings to encourage those outside of the school
setting, to provide input. Students were spoken to directly as to their ideas for improvements in the school culture, physical plant and classroom settings. Community forums were advertised on the high school marquee which faces the main street of town, "all-call" voice and text messages to parents, and staff and by the webpage and word of mouth. The Superintendent attended community advisory board meetings and ran the community forums. All email suggestions were tracked by the Superintendent and shared at the October Community Forum and the October 12, 2021 Board of Trustees meetings. Additional ideas were shared and the Board of Trustees made the final approval at the October 18, 2021 meeting. Taken together, the engagement associated with the development of the ESSER III fund plan provided opportunities for the community and school staff and students to influence the development of this plan. The District also continues to seek input from parents and community members through Community Forums and meetings of the Governing Board.

- Emails for Staff Input on ways to spend ESSER Money: 8/26, 8/31, 10/7
- Prioritization Meeting for projects using ESSER Money: 9/2/21
- Community Forum for community to provide input on how to spend ESSER I, II, and III monies: 5/4/21 and 10/14/21
- Shandon Advisory Meeting Announcements for community forums and ways in which the community could provide input: October 6, 2021 and December 1, 2021

HCY 1 and II (Not Funded)
EANS is for Non-Public Schools (No Funding)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

SJUSD received $\$ 558,842.00$ in ESSER III dollars. The district approved Esser III expenditures aligned to the educational goals of district LCAP and to support the safety of students and staff within the following areas:
Summer School (Salaries, Consumables) \$220,000
Outdoor Learning (Shade Structure, outdoor Tables, Outdoor Benches, Playground Equipment) \$150,000
Increased Counseling (Thrive Counselors, Elementary Counselors) \$75,000
Academic Interventions (Reading Intervention, math manipulatives, Calculators, Flexible Seating) \$53,842
Classroom Supports (Paints, Consumables, Letter Squares and Cards, White Boards) \$50,000 Technology Upgrades (Android Tablets, Headphones, Calculators, Docucams) \$10,000

The district was successful in approving expenditures that were requested or recommended by educational partners to support educational and safety goals for students and staff including: Flexible seating, whiteboards, headphones, Chromebooks, calculators, android tablets, classroom consumables, math manipulatives, counselors K-12, outdoor learning equipment, summer school for 21-22

Challenges faced by the district include: Delay in filling the counselor position due to lack of applicants, DSA approval for shade structure at SMS, supply chain difficulties, preparation for playground equipment

A description of how the LEA is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021-22 LCAP and Annual Update.

SJUSD is using fiscal resources received for the 2021-2022 school year to implement the requirements of the Safe Return to In-Person instruction and Continuity of services Plan and the Esser III Expenditure Plan in a manner that is aligned with the goals, actions, and expenditures of the SJUSD 2021-2022 LCAP.
LCAP Goal 1: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness
Increase custodial supplies $\$ 10,000$ Esser III
Increase Custodial Services by four hours per week $\$ 4,000$ Esser II
Increase PPE for students and staff $\$ 10,000$ Esser III
Increase staff to address independent study completion and parent education \$16,778 Expanded Learning Opportunity
Provide Covid Safe food service packaging material \$10,000 Esser III
Provide Barbara Ginsberg Staff Development to build Connectedness $\$ 7,800$ Esser III Increase Counseling Services \$75,000 Esser III

LCAP Goal 2: SJUSD students will be college and career and community ready when they graduate Upgrade technology (Android Tablets, Headphones, Calculators, Docucams) \$10,000 Esser III Provide Driver's Education \$8,000 Esser III
Provide Summer School for 2021-2022 \$220,000 Esser III

LCAP Goal 3: SJUSD will increase the academic performance of all students Provide after school homework support and tutoring $\$ 15,000$ Expanded Learning Opportunity Increase academic intervention materials (LLI, manipulatives, flexible seating) \$53,842 Esser III Increase classroom bilingual support staff $\$ 25,503$ Expanded Learning Opportunity Provide Guided Reading Professional Development \$2,000 Esser III

LCAP Goal 4: SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards Provide Professional Development in Integrated and Designated ELD - \$88,719 Expanded Learning Opportunity

# Instructions for the Supplement to the Annual Update for the 2021-22 Local Control and Accountability Plan Year 

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at Icff@cde.ca.gov.

## Introduction

California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021-22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021-22 LCAP (2021-22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021-22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021-22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
The 2021-22 Supplement is considered part of the 2022-23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022-23 Budget Overview for Parents
- The 2021-22 Supplement
- The 2022-23 LCAP
- The Action Tables for the 2022-23 LCAP
- The Instructions for the LCAP Template

As such, the 2021-22 Supplement will be submitted for review and approval as part of the LEA's 2022-23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.
In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.
Prompt 1: "A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP)."
In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the

Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021-22 LCAP, provide this explanation.

Prompt 2: "A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."
If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.
Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.
In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.
Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.
Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."
If an LEA does not receive ESSER III funding, provide this explanation.
Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.
Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021-22 LCAP and Annual Update."
Summarize how the LEA is using its fiscal resources received for the 2021-22 school year to implement the requirements of applicable plans
in a manner that is aligned with the LEA's 2021-22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021

# Local Control and Accountability Plan 

## The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency <br> (LEA) Name | Contact Name and Title | Email and Phone |
| :--- | :--- | :--- |
| Shandon Joint Unified | Shannon Kepins <br> Principal | skepins@shandonschools.org <br> $805-238-1782$ |

## Plan Summary 2022-23

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Shandon Joint Unified School District encompasses roughly 600 square miles and has a total enrollment of 276 students ranging in grades TK-12. The district consists of Shandon High School for grades 9-12 with a current enrollment of 88, Shandon Elementary School for grades TK-8 with a current enrollment of 180, and Parkfield Elementary, a one room schoolhouse, for grades K-6 with a current enrollment of 8 . The student population of the district is primarily Hispanic making up $79.8 \%$ of the student body. 17\% of the students are Caucasian, $1.4 \%$ are African American, $.4 \%$ are Pacific Islander, $.4 \%$ are Filipino, and $.4 \%$ are multiple ethnicities. $79.8 \%$ of the district population is socioeconomically disadvantaged and 38\% are English learners. 27\% are considered homeless and 16\% make up students with disabilities. Shandon High School and Shandon Elementary are both located in the town of Shandon, a small rural, agricultural community. Shandon resides in an unincorporated area of San Luis Obispo County with a population of approximately 1,200 . Farmers, ranchers, vineyard keepers, and farm laborers characterize the labor force for the jobs available in the surrounding agricultural lands. The town's service establishments are limited to tow family owned convenience stores; therefore, residents have to travel 20 miles to the nearest town to shop for food, clothing and fuel. The schools serve as valuable resources for the community by providing access and information about state agencies, assistance programs, and counseling services. Parkfield is socioeconomically diverse and consists of less than 100 people. The town is predominantly agricultural area and continues to support cattle ranches and farms. the school is an essential part of the community and has been identified as a "Necessary Small School".

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Chronic Absenteeism for Shandon Elementary declined by $4.2 \%$ resulting in a Performance Indicator of "Green". Utilization of attendance incentives and timely SARB process has contributed to increased awareness of the importance of daily attendance. SJUSD will continue to refine attendance monitoring procedures including educating parents on the importance of regular attendance. All district sites will continue to encourage daily attendance through recognition of students with good attendance. The suspension.
Shandon Elementary had $49.2 \%$ of English Learners progress by at least one proficiency level and $52.2 \%$ making progress towards English language proficiency. Utilizing para-educators to provide language support for students in core academic subject areas has contributed to the growth of this subgroup.
The suspension rate for Shandon High School declined by $5.7 \%$ resulting in a Performance Indicator of "green". Implementation of the Thrive Counselors, teacher education, and alternatives to suspension have led to positive shifts in school climate.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Performance indicators for both 2019 ELA and Math are rated "orange". Performance level for ELA is 57.2 points below standard with a decline of 23.9 points. Performance level for math is 71.6 points below standard with a decline of 15.4 points.
ELA - English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged student subgroups all placed in the "orange" performance level. Other subgroups were not assigned a performance level. Math - English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged student subgroups all placed in the "orange" performance level. Other subgroups were not assigned a performance level. Dashboard data does not indicate performance gaps between subgroups at this time.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Shandon Joint Unified School District worked with educational partners to align the District and School Site Plans with our LCAP and established 4 goals to promote student success and achievement. Goal 1 SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.
Goal 2 SJUSD students will be college and career and community ready when they graduate.
Goal 3 SJUSD will increase the academic performance of all students.
Goal 4 SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## NA

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 2021-2022 school year, the LCAP and district data were reviewed and input for development of foals and actions was solicited. Presentations (slides and written handouts) on state priorities for the LCAP and the CA Dashboard were presented to educational partners. The district Superintendent attended monthly Community Advisory meetings to update the community on the district goals and seek community input. Informational meetings were held with district staff to ensure proper plan implementation and development. Input from educational partners, collected data, and surveys were used to evaluate the effectiveness of each goal and supporting action described on the 21/22 LCAP. LCAP and or Dashboard discussions were held with educational partners on the following dates:
*Regularly Scheduled Open Session Board Meeting - February 7, 2022, May 9, 2022, June 6, 2022, June 21, 2022
*Public Comment - June 6, 2022-June 21, 2022
*Delac/ELPAC/School Site Council Meetings February 9, 2022; February 15, 2022
*Spanish Parent Meeting February 15, 2022
*English Parent Meeting - February 15, 2022
*Certificated and Classified Staff Meeting - February 16, 2022; May 4, 2022
*Certificated Bargaining Unit- February 16, 2022; May 4, 2022
*SELPA Consultation May 24, 2022

A summary of the feedback provided by specific educational partners.

* Parents, Students and Staff would like to explore adding more options for Art Classes
* Continue with reduced staff to student ratio on the playground
* Explore how to increase reading intervention hours
* Explore how to offer math intervention in all grade levels
* Provide training in ELD
* Provide curriculum to support ELD instruction
* Consider offering swimming
* Consider revising the dress code
* Consider allowing more opportunities for cell phone access
* Continue with family engagement/education opportunities such as literacy and math night
* Continue with attendance and behavior incentives but increase these opportunities for middle and school students
* Provide driver's education as an elective class
* Increase student counseling services at the elementary school

A description of the aspects of the LCAP that were influenced by specific input from educational partners.
Goal 1 SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness
*Behavior education and incentive programs will be modified and consistently implemented in the middle school.

* An additional day of counseling support will be added at Shandon Elementary.

Goal 2 SJUSD students will be college and career and community ready when they graduate.

* The district will offer driver's education during 2022 summer school.

Goal 3 SJUSD will increase the academic performance of all students
*Reading intervention will be maintained for the 2022-2023 school year while we explore opportunities to expand access to more students.

* The district will host a family literacy and a family math night to assist parents in supporting their students with academic achievement.
Goal 4 SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards
* The district will contract with Kern County of Education to provide professional development in ELD
while exploring ELD curriculum and support materials.
* Bilingual support will be provided to assist second language learners with core academic content knowledge while developing foundational English language skills by adding one additional para educator.


## Goals and Actions

## Goal

| Goal \# | Description |
| :---: | :--- |
| Goal 1 | SJUSD will build a positive culture that focuses on student social emotional <br> health and parent connectedness. State Priorities: $1,3,6$ |

## An explanation of why the LEA has developed this goal.

Stakeholder surveys from students, parents and teachers all indicated a need for behavioral support. Bullying has been listed a s concern among all stakeholders. Office referrals for the 2019-2020 had increased from 142 in 2018-2019 to 243. The district has only 1 parent volunteer per month on average and very few parents participate in advisory meetings. SJUSD CA Dashboard data reveals: $5.9 \%$ of Homeless students were suspended at least once in 2018-2019 and had a performance indicator of orange. $4 \%$ of Students with Disabilities were suspended at least once in 2018-2019 and had a performance indicator of orange. $2.8 \%$ of English Learner students were suspended at least once in 2018-2019 and had performance indicator of yellow. $2 \%$ of Hispanic students were suspended at least once in 2018-2019 and had performance indicator of green. 3.3\% of Socioeconomically Disadvantaged students were suspended at least once in 2018-2019 and had performance indicator of green. 4.4\% of White students were suspended at least once in 2018-2019 and had performance indicator of green.

## Measuring and Reporting Results

| Metric \# | Baseline | Year 1 <br> Outcome | Year 2 <br> Outcome | Year 3 <br> Outcome | Desired <br> Outcome for <br> $2023-24$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Annual Parent | $84 \%$ of <br> parents feel <br> the school <br> Srovides a <br> safe learning <br> environment. | $85 \%$ of <br> parents feel <br> the school <br> provides a <br> safe learning <br> environment. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | $89 \%$ of <br> parents feel <br> the school <br> provides a <br> safe learning <br> environment. |


| Annual Parent Survey | $84 \%$ of parents feel the school provides a safe learning environment. | 85\% of parents feel the school provides a safe learning environment. | [Intentionally Blank] | [Intentionally Blank] | 89\% of parents feel the school provides a safe learning environment. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Annual Parent Survey | $84 \%$ of parents feel the school provides a safe learning environment. | 85\% of parents feel the school provides a safe learning environment. | [Intentionally Blank] | [Intentionally Blank] | $89 \%$ of parents feel the school provides a safe learning environment. |
| Annual Student Survey | $83 \%$ of students feel safe at school. | 71\%of students feel safe at school. | [Intentionally Blank] | [Intentionally Blank] | $90 \%$ of students feel safe at school. |
| Annual Student Survey | $83 \%$ of students feel safe at school. | 71\%of students feel safe at school. | [Intentionally Blank] | [Intentionally Blank] | $90 \%$ of students feel safe at school. |
| Annual Teacher Survey | $90 \%$ of teachers feel that SJUSD meets the social emotional needs of the students. | $90 \%$ of teachers feel that SJUSD meets the social emotional needs of the students. | [Intentionally Blank] | [Intentionally Blank] | 95\% of teachers feel that SJUSD meets the social emotional needs of the students. |
| Annual Student Survey | $83 \%$ of students feel safe at school. | $71 \%$ of <br> students feel safe at school. | [Intentionally Blank] | [Intentionally Blank] | 90\% of students feel safe at school. |


|  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| SJUSD |  |  |  |  |  |
| suspension |  |  |  |  |  |
| rate is $2.3 \%$ |  |  |  |  |  |
| as reported |  |  |  |  |  |
| through the |  |  |  |  |  |
| 2020 CA |  |  |  |  |  |
| Dashboard.; |  |  |  |  |  |
| however, |  |  |  |  |  |.


| School <br> Accountability <br> Report Card | Parkfield <br> Elementary, <br> Shandon <br> Elementary <br> and Shandon <br> High School <br> facilities were <br> rated as <br> "good" by <br> inspection. | Parkfield <br> Elementary, <br> Shandon <br> Elementary <br> and Shandon <br> High School <br> facilities were <br> rated as <br> "good" by <br> inspection. | [Intentionally <br> Blank] | [Intentionally Blank] | All SJUSD facilities will be rated as "good" by inspection. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Annual Teacher Survey | $90 \%$ of teachers feel that SJUSD meets the social emotional needs of the students. | $90 \%$ of teachers feel that SJUSD meets the social emotional needs of the students. | [Intentionally Blank] | [Intentionally Blank] | 95\% of teachers feel that SJUSD meets the social emotional needs of the students. |
| Annual Parent Survey | $68 \%$ of parents responded they agree to the statement that SJUSD seeks input from parents/guard in school and district decision making. | $76 \%$ of parents responded they agree to the statement that SJUSD seeks input from <br> aparents/guard in school and district decision making. | [Intentionally Blank] ans | [Intentionally Blank] | $80 \%$ of parents will respond agree to the statement that SJUSD seeks input from parents/guardian in school and district decision making. |


| CA School DashboardSchool Climate | SJUSD suspension rate is $2.7 \%$ as reported through the 2019 CA Dashboard. | SJUSD suspension rate is $2.3 \%$ as reported through the 2020 CA Dashboard.; however, local data shows that suspension have increased during the 2021-2022 school year with $7 \%$ being suspended at Shandon Elementary with the majority being suspended from middle school dur to profanity, fighting and vaping. | [Intentionally <br> Blank] | [Intentionally Blank] | SJUSD suspension rate will be no more than 2\% as reported through the CA Dashboard. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Annual Parent Survey | $63 \%$ of parents report that SJUSD encourages parent participation. | $83 \%$ of parents report that SJUSD encourages parent participation. | [Intentionally Blank] | [Intentionally Blank] | $75 \%$ of parents report that SJUSD encourages parent participation. |


| CA School DashboardSchool Climate | SJUSD <br> suspension rate is $2.7 \%$ as reported through the 2019 CA <br> Dashboard. | SJUSD <br> suspension rate is $2.3 \%$ as reported through the 2020 CA <br> Dashboard.; however, local data shows that suspension have increased during the 2021-2022 school year with $7 \%$ being suspended at Shandon Elementary with the majority being suspended from middle school dur to profanity, fighting and vaping. | [Intentionally Blank] | [Intentionally Blank] | SJUSD <br> suspension rate will be no more than 2\% as reported through the CA Dashboard. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Shandon Joint Unified Expulsion Rate as reported through Dataquest | Expulsion rate is $0 \%$. | Expulsion rate is $1 \%$. | [Intentionally Blank] | [Intentionally Blank] | Expulsion rate will remain at $0 \%$. |


| School Accountability Report Card | Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection. | Parkfield <br> Elementary, <br> Shandon <br> Elementary <br> and Shandon <br> High School <br> facilities were <br> rated as <br> "good" by <br> inspection. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | All SJUSD facilities will be rated as "good" by inspection. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Parent Survey | $85 \%$ of collected parent responses indicate that parents have participated in at least one school sponsored event. | $88 \%$ of collected parent responses indicate that parents have participated in at least one school sponsored event. | [Intentionally <br> Blank] | [Intentionally Blank] | 95\% of collected parent responses indicate that parents have participated in at least one school sponsored event. |
| School Accountability Report Card | Parkfield <br> Elementary, <br> Shandon <br> Elementary <br> and Shandon <br> High School <br> facilities were <br> rated as <br> "good" by <br> inspection. | Parkfield Elementary, Shandon Elementary and Shandon High School facilities were rated as "good" by inspection. | [Intentionally <br> Blank] | [Intentionally Blank] | All SJUSD facilities will be rated as "good" by inspection. |


| Annual Parent Survey | $68 \%$ of parents responded they agree to the statement that SJUSD seeks input from parents/guardi in school and district decision making. | $76 \%$ of parents responded they agree to the statement that SJUSD seeks input from parents/guardi in school and district decision making. | [Intentionally Blank] ans | [Intentionally Blank] | $80 \%$ of <br> parents will <br> respond <br> agree to the <br> statement <br> that SJUSD <br> seeks input <br> from <br> parents/guardian <br> in school and <br> district <br> decision <br> making. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Annual Parent Survey | $68 \%$ of <br> parents responded they agree to the statement that SJUSD seeks input from parents/guardi in school and district decision making. | $76 \%$ of parents responded they agree to the statement that SJUSD seeks input from <br> aparents/guardi in school and district decision making. | [Intentionally Blank] ans | [Intentionally Blank] | $80 \%$ of <br> parents will <br> respond agree to the statement that SJUSD seeks input from parents/guardi申 in school and district decision making. |
| Annual Parent Survey | $63 \%$ of parents report that SJUSD encourages parent participation. | $83 \%$ of parents report that SJUSD encourages parent participation. | [Intentionally Blank] | [Intentionally Blank] | $75 \%$ of parents report that SJUSD encourages parent participation. |
| Annual Parent Survey | $63 \%$ of parents report that SJUSD encourages parent participation. | $83 \%$ of parents report that SJUSD encourages parent participation. | [Intentionally <br> Blank] | [Intentionally Blank] | $75 \%$ of parents report that SJUSD encourages parent participation. |


| Shandon Joint Unified Expulsion Rate as reported through Dataquest | Expulsion rate is $0 \%$. | Expulsion rate is $1 \%$. | [Intentionally Blank] | [Intentionally Blank] | Expulsion rate will remain at 0\%. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Shandon Joint Unified Expulsion Rate as reported through Dataquest | Expulsion rate is $0 \%$. | Expulsion rate is $1 \%$. | [Intentionally Blank] | [Intentionally Blank] | Expulsion rate will remain at 0\%. |
| Parent Survey | $85 \%$ of collected parent responses indicate that parents have participated in at least one school sponsored event. | $88 \%$ of collected parent responses indicate that parents have participated in at least one school sponsored event. | [Intentionally Blank] | [Intentionally Blank] | 95\% of collected parent responses indicate that parents have participated in at least one school sponsored event. |
| Parent Survey | $85 \%$ of collected parent responses indicate that parents have participated in at least one school sponsored event. | $88 \%$ of collected parent responses indicate that parents have participated in at least one school sponsored event. | [Intentionally Blank] | [Intentionally Blank] | 95\% of collected parent responses indicate that parents have participated in at least one school sponsored event. |

## Actions

| Action \# Title | Description |
| :--- | :--- |
|  | Total <br> Funds |


| Action \# Title |  | Description | $\begin{aligned} & \text { Total } \text { Contributin } \\ & \text { Funds } \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: |
| Action <br> \#1 | Administrative Support | Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. | \$77,099.0 | pres |
| Action <br> \#2 | Counseling Services | Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma. | \$92,224.0 | ores |
| $\begin{aligned} & \text { Action } \\ & \text { \#3 } \end{aligned}$ | Multi Tiered Systems of Support | Continue to implement and refine multi tiered systems of support to address the behavioral needs of students. | \$2,000.00 | YYes |
| Action \#4 | Basic Needs | A free afternoon snack will be available for all K-5 students to help curb hunger and increase learning opportunities. | \$1,800.00 | YYes |
| Action \#5 | Foster Youth <br> Liaison | District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster youth. | \$300.00 | Yes |
| Action \#6 | Sports | Promote healthy after school activities through physical education and organized sports programs. | \$61,668. | 万es |
| Action <br> \#7 | Stakeholder Communication | SJUSD will utilize Survey Monkey as a districtwide evaluation tool that involves all stakeholders in planning goals and supports for student success. | \$384.00 | Yes |
| Action \#8 | Bilingual Parent Support | Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. | \$143,874 | Yep |
| Action <br> \#9 | Parent Involvement | SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events. | \$500.00 | Yes |



## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions and services for this goal were executed as planned with the exception of Action 9. Action 9 was partially implemented. Due to the pandemic, Shandon Schools were not allowing parent volunteers and visitors to the school sites while school was in session; therefore, we did not offer TB testing to parents. In addition to these services, Shandon Elementary added a one day a week counselor to work with K-5 students who are struggling to adapt to in-person school after the pandemic and to deal with those who have experienced trauma.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures to support goal 1 were met as planned with the following exceptions:
Action 6 - We spent $\$ 14990.84$ less than we had budgeted because we did not offer as many organized sports opportunities as we had anticipated. This resulted in a decrease in coaching, athletic director fees, transportation and supplies.
Action 9- We did not offer TB testing to parents due to not allowing visitors on campus during the pandemic.

An explanation of how effective the specific actions were in making progress toward the goal.

Returning to a structured school environment after a year and a half of distance/hybrid learning was difficult for Shandon students. Behavior was challenging and feelings of uncertainty were prevalent resulting in an increase in suspension primarily at the middle school level with 12 Students being suspended at least once ( $18 \%$ of middle school students or $7 \%$ for Shandon Elementary). Other Metric measurements showed positive results with $85 \%$ of parents and $71 \%$ of students feeling that the school provides a safe learning environment, and $90 \%$ of teachers reporting that they feel the district is meeting the social emotional needs of the students. Additionally, student survey responses indicate that
$78 \%$ of students feel that the district meets their social needs and $77 \%$ report having at least one caring adult at their school who they can go to if they need help. Actions 1-6 are designed to create a positive school climate while supporting the social emotional needs of unduplicated students and have specifically contributed to achieving desired metric outcomes and will be continued for the 2022-2023 school year.
Action 1: Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.
Action 2: Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma.
Action 3:Continue to implement and refine multi tiered systems of support to address the behavioral needs of students.
Action 4: A free afternoon snack will be available for all K-5 students to help curb hunger and increase learning opportunities.
Action 5: District Counselor will serve as the Foster Youth Liaison to document and address needs of Foster youth.
Action 6: Promote healthy after school activities through physical education and organized sports programs.
SJUSD met desired outcomes with $76 \%$ of parents reporting that agree that the districts seeks input from parents/guardians in school and district decision making, $83 \%$ of parents feel that that the district encourages parent participation, and $88 \%$ of parents report that they have participated in at least one school sponsored event. Actions 7-9 contribute to successful outcomes on Goal 1 metrics by creating an atmosphere of inclusion and support for parent/family engagement and communication. Action 7: SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success.
Action 8: Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.
Action 9: SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-2023 school year, SJUSD has modified Action 2 and added Action 10. Action 2- Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma will be expanded to include an additional day of counseling support at Shandon Elementary and Shandon High School.
Action 10 - Increase custodial services by 4 hours per week and maintenance by 1 hour per week will be added to the 2022-2023 LCAP to ensure the health and safety of our students and staff and maintain a positive school climate and will be measure by the Facilities Rating in the School Accountability Report Card.
for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

| Goal \# | Description |
| :---: | :--- |
| Goal 2 | SJUSD students will be college and career and community ready when they <br> graduate. State Priorities: $4,5,7,8$ |

An explanation of why the LEA has developed this goal.
CA School Dashboard indicates that only $27.8 \%$ of all students are prepared for College and Career which was a decline of $8.6 \%$ from the previous year's data. Data also reveals that only $9.1 \%$ of English Learners, $20 \%$ of Hispanic, and $23.5 \%$ of socio-disadvantaged subgroups are College and Career ready. From 2018 to 2019 data, Hispanic student readiness declined by $22.1 \%$ and sociodisadvantaged readiness declined by $16.5 \%$. Data was not reported for other subgroups.

## Measuring and Reporting Results

| Metric \# | Baseline | Year 1 <br> Outcome | Year 2 <br> Outcome | Year 3 <br> Outcome | Desired Outcome for 2023-24 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Parent Survey | $53 \%$ of parents reported that the district offers courses that align to their child's interests or future career goals. | $\begin{aligned} & 77 \% \text { of } \\ & \text { parents } \\ & \text { reported that } \\ & \text { the district } \\ & \text { offers } \\ & \text { courses that } \\ & \text { align to their } \\ & \text { child's } \\ & \text { interests or } \\ & \text { future career } \\ & \text { goals. } \end{aligned}$ | [Intentionally Blank] | [Intentionally Blank] | $70 \%$ of parents will report that the district offers courses that align to their child's interests or future career goals. |


| Board Course of Study Local Measurement | The percentage of seniors that have passed a foreign language class with a "c" or better is $74 \%$. | The percentage of seniors that have passed a foreign language class with a "c" or better is $52 \%$. | [Intentionally Blank] | [Intentionally Blank] | The percentage of seniors that have passed a foreign language class with a "c" or better will be $85 \%$. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CTE Pathway Completion Rate - Calpads | $70 \%$ of high school seniors have completed at least one CTE pathway. | 81\% of high school seniors have completed at least one CTE pathway. | [Intentionally Blank] | [Intentionally Blank] | $90 \%$ of high school seniors will complete at least one CTE pathway. |
| Student Survey | 54\% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. | $47 \%$ of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. | [Intentionally Blank] | [Intentionally Blank] | $70 \%$ of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. |


| High school students with 1st semester failing grades | 12\% high school students had failing grades in the 1st semester of 2019 (inperson). 46\% of high school students had failing grades in the 1st semester of 2020 (distance learning). | $25 \%$ of high school students had failing grades in the 1st semester of 2021. | [Intentionally Blank] | [Intentionally Blank] | No more than $7 \%$ of high school students will have a failing 1st semester grade. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percent of seniors completing A-G requirements as reported in DataQuest. | $20 \%$ of the <br> 2019-2020 <br> seniors <br> completed A- <br> G <br> requirements. | $35 \%$ of high school seniors are on track to complete A-G requirements. | [Intentionally Blank] | [Intentionally <br> Blank] | $40 \%$ of seniors completed AG requirements. |
| 9th grade students enrolled in Algebra or higher mathematics | $75 \%$ of 9 th grade students are enrolled in Algebra or higher mathematics. | 84\% of 9th grade students are enrolled in Algebra or higher mathematics. | [Intentionally Blank] | [Intentionally <br> Blank] | 82\% of 9th grade students are enrolled in Algebra or higher mathematics. |


| Percentage of pupils passing Advanced <br> Placement (AP) <br> Exams | During the <br> 2018-2019 <br> school year, <br> Advanced <br> Placement <br> Exams were <br> only given in <br> the area of <br> Spanish. 90\% <br> of students <br> who took the <br> exam passed <br> with a score <br> of 3 or higher. | During the <br> 2020-2021 <br> school year, <br> Advanced <br> Placement <br> Exams were <br> only given in <br> the area of <br> Spanish. <br> $100 \%$ of <br> students who <br> took the <br> exam passed <br> with a score <br> of 3 or higher. | [Intentionally Blank] | [Intentionally Blank] | $90 \%$ of students taking an AP exam will pass with a score of 3 or higher. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP | $39 \%$ of 11th grade students passed the ELA Early Assessment Program with a score of 4. $5 \%$ of 11th grade students passed the Math Early Assessment Program with a score of 4. | Data for this Metric is not available as the CAASPP assessment was not given in 2020-2021 and 20212022 scores are not available. | [Intentionally Blank] | [Intentionally Blank] | $45 \%$ if 11 th grade students will pass the ELA Early <br> Assessment <br> Program with a score of 4. $11 \%$ of 11 th grade students will pass the Math Early <br> Assessment <br> Program with a score of 4. |
| CA School <br> Dashboard <br> Graduation Rate Indicator | The high school graduation rate declined to $88.9 \%$. | 2021 CA <br> School <br> Dashboard <br> reported <br> Shandon <br> High School <br> has having a <br> 95\% <br> graduation rate. | [Intentionally Blank] | [Intentionally Blank] | High School Graduation Rate will be $100 \%$. |


| CA School <br> Dashboard <br> College and <br> Career <br> Readiness <br> Indicator | $27.8 \%$ of students were ranked as prepared for College and Career as reported by CA School Dashboard. | $50 \%$ of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard | [Intentionally <br> Blank] | [Intentionally Blank] | $35 \%$ of students will be ranked as prepared for College and Career as reported by CA School Dashboard. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Parent Survey | $53 \%$ of parents reported that the district offers courses that align to their child's interests or future career goals. | $77 \%$ of parents reported that the district offers courses that align to their child's interests or future career goals. | [Intentionally <br> Blank] | [Intentionally Blank] | $70 \%$ of parents will report that the district offers courses that align to their child's interests or future career goals. |
| Board Course of Study Local Measurement | The percentage of seniors that have passed a foreign language class with a "c" or better is 74\%. | The percentage of seniors that have passed a foreign language class with a "c" or better is $52 \%$. | [Intentionally Blank] | [Intentionally Blank] | The percentage of seniors that have passed a foreign language class with a "c" or better will be $85 \%$. |
| CTE Pathway Completion Rate - Calpads | $70 \%$ of high school seniors have completed at least one CTE pathway. | $81 \%$ of high school seniors have completed at least one CTE pathway. | [Intentionally Blank] | [Intentionally Blank] | $90 \%$ of high school seniors will complete at least one CTE pathway. |


| Student Survey | 54\% of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. | $47 \%$ of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. | [Intentionally Blank] | [Intentionally Blank] | $70 \%$ of <br> students reported that the district offers courses that are aligned with their interests and/or post secondary goals. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| High school students with 1st semester failing grades | $12 \%$ high school students had failing grades in the 1st semester of 2019 (in- person). $46 \%$ of high school students had failing grades in the 1st semester of 2020 (distance learning). | $25 \%$ of high school students had failing grades in the 1st semester of 2021. | [Intentionally Blank] | [Intentionally Blank] | No more than $7 \%$ of high school students will have a failing 1st semester grade. |
| Percent of seniors completing A-G requirements as reported in DataQuest. | $20 \%$ of the 2019-2020 seniors completed AG requirements. | $35 \%$ of high school seniors are on track to complete A-G requirements. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of seniors completed AG requirements. |


| 9th grade students enrolled in Algebra or higher mathematics | $75 \%$ of 9 th grade students are enrolled in Algebra or higher mathematics. | $84 \%$ of 9 th grade students are enrolled in Algebra or higher mathematics. | [Intentionally Blank] | [Intentionally Blank] | $82 \%$ of 9 th grade students are enrolled in Algebra or higher mathematics. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of pupils passing Advanced <br> Placement (AP) Exams | During the 2018-2019 school year, Advanced Placement Exams were only given in the area of Spanish. 90\% of students who took the exam passed with a score of 3 or higher. | During the 2020-2021 school year, Advanced Placement Exams were only given in the area of Spanish. $100 \%$ of students who took the exam passed with a score of 3 or higher. | [Intentionally Blank] | [Intentionally Blank] | $90 \%$ of students taking an AP exam will pass with a score of 3 or higher. |
| Percentage of pupils passing the ELA and Math Early Assessment Program as recorded through CAASPP | $39 \%$ of 11 th <br> grade <br> students <br> passed the <br> ELA Early <br> Assessment <br> Program with <br> a score of 4. <br> $5 \%$ of 11th <br> grade <br> students <br> passed the <br> Math Early <br> Assessment <br> Program with <br> a score of 4. | Data for this Metric is not available as the CAASPP assessment was not given in 2020-2021 and 20212022 scores are not available. | [Intentionally Blank] | [Intentionally Blank] | $45 \%$ if 11 th <br> grade <br> students will <br> pass the ELA <br> Early <br> Assessment <br> Program with <br> a score of 4. <br> $11 \%$ of 11 th <br> grade <br> students will <br> pass the Math <br> Early <br> Assessment <br> Program with <br> a score of 4. |


| CA School <br> Dashboard <br> Graduation Rate <br> Indicator | The high school graduation rate declined to $88.9 \%$. | 2021 CA <br> School <br> Dashboard <br> reported <br> Shandon <br> High School <br> has having a <br> 95\% <br> graduation rate. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | High School Graduation Rate will be $100 \%$. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CA School <br> Dashboard <br> College and <br> Career <br> Readiness <br> Indicator | $27.8 \%$ of students were ranked as prepared for College and Career as reported by CA School Dashboard. | $50 \%$ of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard | [Intentionally <br> Blank] | [Intentionally Blank] | $35 \%$ of students will be ranked as prepared for College and Career as reported by CA School Dashboard. |

## Actions

| Action \# Title |  | Description |  | Total <br> Funds |
| :--- | :--- | :--- | :--- | :--- |
| Action <br> \#1 | College <br> Preparation | Utilize College and Career Guidance initiative <br> to provide pathways to college through <br> financial aid and the application process for <br> English Learners and socioeconomically <br> disadvantaged students. | $\$ 65,641$. .Dres |  |


|  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Action \# Title |  | Description | TotalFunds Contributin |  |
| Action \#5 | Music | Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback. | \$11,948. | .roes |
| Action \#6 | Driver's <br> Education | Shand High School will offer driver's education during summer school to support socioeconomically disadvantaged students in obtaining a driver's license so they can legally commute to work in Paso. | \$8,000.00 | YYes |

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned with the exception of providing college tours. College tours were planned but college and university COVID restrictions did not allow visitations unless we could confirm all attendees were vaccinated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Expenditures were executed as planned with an additional expenditure of $\$ 74,405$ in Action 3. Additional state funds were utilized to expand summer school offerings and increase the number of students served to address learning loss as a result of distance and hybrid learning.

An explanation of how effective the specific actions were in making progress toward the goal.
Action 1: College Preparation- Utilize College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students. - $82 \%$ of the graduating class of 2022 will be attending a 2 year or 4 year University of their choice. Shandon High students are given direction in the area of filling out applications for enrollment as well as financial aid. Both resources are provided to parents as well, and in both cases, are provided in Spanish and English, as requested. Evening and afternoon classes are scheduled for this activity as well. This action has also contributed to $77 \%$ of parents reported that the district offers courses that align to their child's interests or future career goals and $50 \%$ of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard.

Action 2: CTE Class Offerings - Expand CTE course offerings at Shandon High School and Middle

School to ensure the availability of career and college readiness options. CTE classes offered at Shandon High have remained
the same, even though there has been significant changes in staffing for some of those classes. A key instructor is no longer working in education but the District was able to fill the absence from within, and keep the level of CTE performance at predictable levels contributing to $81 \%$ of high school seniors have completing at least one CTE pathway during their high school career.
Action 3: Credit Recovery - Shandon High School will maintain credit recovery options and course availability. This year there was a potential for a higher than usual number of non-graduates due to the learning gap created with COVID absences, distance learning and the lack of engagement by students. To combat this issue, senior level students were given the opportunity to forgo traditional scheduling and classes and instead, have study time with the counselor to solely study for the successful completion of the GED assessment. One student began this non-traditional schedule and the remaining three improved their grades to passing grades. 2021 CA School Dashboard reported Shandon High School has having a 95\% graduation rate. 25\% of high school students had failing grades in the 1st semester of 2021 which was reduced from $46 \%$ in 2020.
Action 4: Technology - Continue to upgrade and add technology accessibility for access to online credit recovery options, Distance Learning, and CTE online courses to prepare students for college and career readiness. New chromebooks for use in the classrooms were purchased and are used in addition to the chromebooks that are issued to students for use at home. Action 4 supports progress on metrics aligned to Actions 1,2, and 3.
Action 5: Music - Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback. Music classes, including guitar, ukulele, percussion and vocal skills are
taught at Shandon High School. This discipline is taught in a manner in which students can take their love of music with them - even crafting their own guitars in some cases. Student surveys indicate that students want to continue to learn about music and want music offered as an elective course. Currently $47 \%$ of students reported that the district offers courses that are aligned with their interests and/or post secondary goals. By listening to student input we hope to increase student satisfaction with course offerings.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-2023 school year, SJUSD has added action 6.
Action 6: Driver's Education - Driver's Education class is being offered during summer school to all eligible students. There is no cost to the student and the goal is to have all participating students obtain their "Learner's Permit" certificate on the way to obtaining a driver's License. Currently there are 47 student's recommended for this program. Parents and students are excited to have this opportunity free of charge.

## Goal

| Goal \# | Description |
| :---: | :--- |
| Goal 3 | SJUSD will increase the academic performance of all students. State <br> Priorities: $1,2,4,7,5$ |

An explanation of why the LEA has developed this goal.
SJUSD Dashboard ELA Performance Data revealed: *Overall student scores were 42.3 points below ELA standard and a decrease of 5.9 points between 2018 to 2019 testing results. All reported subgroups received a performance indicator of orange or yellow. ELA Subgroup Data: *Homeless - 43.5 Points below standard with an increase of 14.2 points over 2018. *Socioeconomically disadvantaged 37.9 Points below standard with an increase of 5.1 points over 2018. *English Learners - 54.8 Points below standard and maintained performance since 2018. *Hispanic - 46.3 Points below standard and maintained performance since 2018. *Students with Disabilities - 111.5 Points below standard with a decline of 31.7 points since 2018. *White - 26 Points below standard with a decline of 28.3 points since 2018. SJUSD Dashboard Math Performance Data revealed: *Overall student scores were 68.1 points below math standard and a decrease of 4 points between 2018 to 2019 testing results. All reported subgroups received a performance indicator of orange. Math Subgroup Data: *Homeless - 83 Points below standard and maintained performance since 2018. *Socioeconomically disadvantaged - 71.7 Points below standard and maintained performance since 2018. *English Learners - 77 Points below standard with a decline of 9.9 points since 2018. *Hispanic - 72.2 Points below standard and maintained performance since 2018. *Students with Disabilities - 131 Points below standard with a decline of 23.1 points since 2018. *White - 60.6 Points below standard with a decline of 13.3 points since 2018.

## Measuring and Reporting Results

| Metric \# | Baseline | Year 1 <br> Outcome | Year 2 <br> Outcome | Year 3 <br> Outcome | Desired <br> Outcome for <br> $2023-24$ |
| :--- | :--- | :--- | :--- | :--- | :--- |


| CA School <br> Dashboard ELA <br> academic <br> performance <br> indicator | Overall <br> student <br> scores - 42.3 <br> points below <br> standard; <br> Homeless - <br> 43.5 Points <br> below <br> standard; <br> Socioeconomi <br> disadvantaged <br> - 37.9 Points <br> below <br> standard; <br> English <br> Learners - <br> 54.8 Points <br> below <br> standard; <br> Hispanic - <br> 46.3 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 111.5 Points <br> below <br> standard; <br> White - 26 <br> Points below <br> standard | Data is not available for 2020-2021 or 2021-2022. | [Intentionally Blank] | [Intentionally Blank] | Overall <br> student <br> scores - 22.3 <br> points below <br> standard; <br> Homeless - <br> 23.5 Points <br> below <br> standard; <br> Socioeconomical <br> disadvantaged <br> - 17.9 Points <br> below <br> standard; <br> English <br> Learners - <br> 34.8 Points <br> below <br> standard; <br> Hispanic - <br> 26.3 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 91.5 Points <br> below <br> standard; <br> White - 6 <br> Points below <br> standard |
| :---: | :---: | :---: | :---: | :---: | :---: |


| CA School Dashboard ELA academic performance indicator | Overall <br> student <br> scores - 42.3 <br> points below <br> standard; <br> Homeless - <br> 43.5 Points <br> below <br> standard; <br> Socioeconomid <br> disadvantaged <br> -37.9 Points <br> below <br> standard; <br> English <br> Learners - <br> 54.8 Points <br> below <br> standard; <br> Hispanic - <br> 46.3 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 111.5 Points <br> below <br> standard; <br> White - 26 <br> Points below <br> standard | Data is not available for 2020-2021 or 2021-2022. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | Overall <br> student <br> scores - 22.3 <br> points below standard; <br> Homeless - <br> 23.5 Points <br> below <br> standard; <br> Socioeconomical <br> disadvantaged <br> - 17.9 Points <br> below <br> standard; <br> English <br> Learners - <br> 34.8 Points <br> below <br> standard; <br> Hispanic - <br> 26.3 Points <br> below <br> standard; <br> Students with Disabilities 91.5 Points below standard; <br> White-6 <br> Points below standard |
| :---: | :---: | :---: | :---: | :---: | :---: |


| CA School Dashboard mathematics academic performance indicator | Overall student scores－ 68.1 points below standard； Homeless－ 83 Points below standard； Socioeconomic disadvantaged -71.7 Points below standard； English Learners－ 77 Points below standard； Hispanic－ 72.2 Points below standard； Students with Disabilities－ 131 Points below standard； White－ 60.6 Points below standard | Data is not available for 2020－2021 or 2021－2022． | ［Intentionally Blank］ | ［Intentionally Blank］ | Overall <br> student <br> scores－48．1 <br> points below <br> standard； <br> Homeless－ <br> 63 Points <br> below <br> standard； <br> Socioeconomigal <br> disadvantaged <br> -51.7 Points <br> below <br> standard； <br> English <br> Learners－ 57 <br> Points below <br> standard； <br> Hispanic－ <br> 52.2 Points <br> below <br> standard； <br> Students with <br> Disabilities－ <br> 111 Points <br> below <br> standard； <br> White－ 40.6 <br> Points below <br> standard |
| :---: | :---: | :---: | :---: | :---: | :---: |


| CA School Dashboard mathematics academic performance indicator | Overall student scores - 68.1 points below standard; Homeless 83 Points below standard; Socioeconomic disadvantaged - 71.7 Points below standard; English Learners - 77 Points below standard; Hispanic 72.2 Points below standard; Students with Disabilities 131 Points below standard; White - 60.6 Points below standard | Data is not available for 2020-2021 or 2021-2022. | [Intentionally <br> Blank] | [Intentionally Blank] | Overall student scores - 48.1 points below standard; Homeless 63 Points below standard; Socioeconomical disadvantaged - 51.7 Points below standard; English Learners - 57 Points below standard; Hispanic 52.2 Points below standard; Students with Disabilities 111 Points below standard; White - 40.6 Points below standard |
| :---: | :---: | :---: | :---: | :---: | :---: |


| Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator) | All district teachers are fully credentialed; however, two employees were approved through the waiver process to teach classes outside of their credentialed area. | All District teachers are fully credentials; however, five employees were approved through the waiver process to teach classes outside their credentialed area. | [Intentionally Blank] | [Intentionally Blank] | $100 \%$ of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator) | All district teachers are fully credentialed; however, two employees were approved through the waiver process to teach classes outside of their credentialed area. | All District teachers are fully credentials; however, five employees were approved through the waiver process to teach classes outside their credentialed area. | [Intentionally Blank] | [Intentionally Blank] | $100 \%$ of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach. |


| Compliance with Williams Act requirements, sufficient text books and instructional materials (local indicator) | District <br> maintained <br> 100\% <br> compliance <br> with Williams <br> Act <br> requirement <br> of sufficient <br> text books <br> and <br> instructional <br> materials. | District <br> maintained <br> 100\% <br> compliance <br> with Williams <br> Act <br> requirement <br> of sufficient <br> text books <br> and <br> instructional <br> materials. | [Intentionally <br> Blank] | [Intentionally Blank] | Maintain 100\% compliance with Williams Act requirement of sufficient text books and instructional materials. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Compliance with Williams Act requirements, sufficient text books and instructional materials (local indicator) | District <br> maintained <br> 100\% <br> compliance <br> with Williams <br> Act <br> requirement <br> of sufficient <br> text books <br> and <br> instructional <br> materials. | District maintained 100\% compliance with Williams Act requirement of sufficient text books and instructional materials. | [Intentionally <br> Blank] | [Intentionally Blank] | Maintain 100\% compliance with Williams Act requirement of sufficient text books and instructional materials. |
| State Standard Implementation Reflection Tool (local indicator) | Using a local <br> Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementatio <br> for ELA, and <br> Math; Initial <br> Implementation <br> for NGSS and <br> Beginning <br> Development <br> History-Social <br> Science. | Using a local <br> Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementation <br> for ELA, and <br> Math; <br> Beginning <br> Development <br> for NGSS and <br> Initial <br> Implementation <br> for History- <br> Social <br> Science. | [Intentionally Blank] | [Intentionally Blank] | Using a local <br> Self <br> Reflection <br> Tool, teaching <br> staff will <br> report Full <br> Implementatior <br> and <br> Sustainability <br> for ELA, and <br> Math; Full <br> Implementatio <br> for NGSS and <br> History-Social <br> Science. |


| State Standard Implementation Reflection Tool (local indicator) | Using a local Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementation <br> for ELA, and <br> Math; Initial <br> Implementatio <br> for NGSS and <br> Beginning <br> Development <br> History-Social <br> Science. | Using a local Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementation <br> for ELA, and <br> Math; <br> Beginning <br> Development for NGSS and Initial Implementation for HistorySocial Science. | [Intentionally Blank] | [Intentionally Blank] | Using a local <br> Self <br> Reflection <br> Tool, teaching <br> staff will <br> report Full <br> Implementatior <br> and <br> Sustainability <br> for ELA, and <br> Math; Full <br> Implementation <br> for NGSS and <br> History-Social <br> Science. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CA School <br> Dashboard <br> Chronic <br> Absenteeism indicator | Chronic absenteeism as reported through the CA School Dashboard was reported as $8 \%$. | Chronic absenteeism as reported through the CA School Dashboard was reported as $6 \%$. | [Intentionally Blank] | [Intentionally Blank] | Chronic absenteeism as reported through the CA School Dashboard will not exceed 5\%. |
| CA School <br> Dashboard Chronic Absenteeism indicator | Chronic absenteeism as reported through the CA School Dashboard was reported as $8 \%$. | Chronic absenteeism as reported through the CA School Dashboard was reported as $6 \%$. | [Intentionally Blank] | [Intentionally Blank] | Chronic absenteeism as reported through the CA School Dashboard will not exceed 5\%. |


| Parent Survey | 50\% of parents ranked their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest. | 44\% of parents ranked their satisfaction with Special Education Services that their child receives as 5 out of 5. | [Intentionally Blank] | [Intentionally Blank] | $65 \%$ of parents will rank their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Parent Survey | $50 \%$ of parents ranked their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest. | 44\% of parents ranked their satisfaction with Special Education Services that their child receives as 5 out of 5 . | [Intentionally <br> Blank] | [Intentionally Blank] | $65 \%$ of parents will rank their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest. |
| iReady ELA Diagnostic | $18 \%$ of K-12 <br> students are performing at grade level as measured by the iReady ELA <br> Diagnostic. | $17 \%$ of K-12 students are performing at grade level as measured by the iReady ELA <br> Diagnostic. | [Intentionally <br> Blank] | [Intentionally Blank] | $40 \%$ of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic. |
| iReady ELA <br> Diagnostic | $18 \%$ of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic. | $17 \%$ of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic. |


| iReady Math Diagnostic | $19 \%$ of K-12 <br> students are performing at grade level as measured by the iReady Math Diagnostic. | $14 \%$ of K-12 students are performing at grade level as measured by the iReady Math Diagnostic. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of K-12 <br> students are performing at grade level as measured by the iReady Math Diagnostic. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady Math Diagnostic | $19 \%$ of K-12 students are performing at grade level as measured by the iReady Math Diagnostic. | $\begin{aligned} & 14 \% \text { of K-12 } \\ & \text { students are } \\ & \text { performing at } \\ & \text { grade level as } \\ & \text { measured by } \\ & \text { the iReady } \\ & \text { Math } \\ & \text { Diagnostic. } \end{aligned}$ | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of K-12 <br> students are performing at grade level as measured by the iReady Math Diagnostic. |


| CA School <br> Dashboard ELA academic performance indicator | Overall <br> student <br> scores - 42.3 <br> points below <br> standard; <br> Homeless - <br> 43.5 Points <br> below <br> standard; <br> Socioeconomic <br> disadvantaged <br> - 37.9 Points <br> below <br> standard; <br> English <br> Learners - <br> 54.8 Points <br> below <br> standard; <br> Hispanic - <br> 46.3 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 111.5 Points <br> below <br> standard; <br> White - 26 <br> Points below <br> standard | Data is not available for 2020-2021 or 2021-2022. | [Intentionally Blank] | [Intentionally Blank] | Overall <br> student <br> scores - 22.3 <br> points below <br> standard; <br> Homeless - <br> 23.5 Points <br> below <br> standard; <br> Socioeconomical <br> disadvantaged <br> - 17.9 Points <br> below <br> standard; <br> English <br> Learners - <br> 34.8 Points <br> below <br> standard; <br> Hispanic - <br> 26.3 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 91.5 Points <br> below <br> standard; <br> White - 6 <br> Points below <br> standard |
| :---: | :---: | :---: | :---: | :---: | :---: |


| CA School Dashboard mathematics academic performance indicator | Overall <br> student <br> scores - 68.1 <br> points below <br> standard; <br> Homeless - <br> 83 Points <br> below <br> standard; <br> Socioeconomicaly <br> disadvantaged <br> -71.7 Points <br> below <br> standard; <br> English <br> Learners - 77 <br> Points below standard; <br> Hispanic - <br> 72.2 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 131 Points <br> below <br> standard; <br> White - 60.6 <br> Points below standard | Data is not available for 2020-2021 or 2021-2022. | [Intentionally Blank] | [Intentionally Blank] | Overall <br> student <br> scores - 48.1 <br> points below <br> standard; <br> Homeless - <br> 63 Points <br> below <br> standard; <br> Socioeconomidal <br> disadvantaged <br> -51.7 Points <br> below <br> standard; <br> English <br> Learners - 57 <br> Points below <br> standard; <br> Hispanic - <br> 52.2 Points <br> below <br> standard; <br> Students with <br> Disabilities - <br> 111 Points <br> below <br> standard; <br> White - 40.6 <br> Points below <br> standard |
| :---: | :---: | :---: | :---: | :---: | :---: |


| Compliance with Williams Act requirements, teacher credentialing and teaching assignments (local indicator) | All district teachers are fully credentialed; however, two employees were approved through the waiver process to teach classes outside of their credentialed area. | All District teachers are fully credentials; however, five employees were approved through the waiver process to teach classes outside their credentialed area. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | $100 \%$ of teachers will be appropriately assigned and fully credentialed in subject matter for pupils they teach. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Compliance with Williams Act requirements, sufficient text books and instructional materials (local indicator) | District maintained 100\% compliance with Williams Act requirement of sufficient text books and instructional materials. | District maintained 100\% compliance with Williams Act requirement of sufficient text books and instructional materials. | [Intentionally Blank] | [Intentionally Blank] | Maintain 100\% compliance with Williams Act requirement of sufficient text books and instructional materials. |


| State Standard Implementation Reflection Tool (local indicator) | Using a local <br> Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementatio <br> for ELA, and <br> Math; Initial <br> Implementatio <br> for NGSS and <br> Beginning <br> Development <br> History-Social <br> Science. | Using a local <br> Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementation <br> for ELA, and <br> Math; <br> Beginning <br> Development <br> for NGSS and <br> Initial <br> Implementation <br> for History- <br> Social <br> Science. | [Intentionally Blank] | [Intentionally Blank] | Using a local Self <br> Reflection <br> Tool, teaching staff will report Full Implementatio and Sustainability for ELA, and Math; Full Implementatio for NGSS and History-Social Science. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CA School Dashboard Chronic Absenteeism indicator | Chronic absenteeism as reported through the CA School Dashboard was reported as $8 \%$. | Chronic absenteeism as reported through the CA School Dashboard was reported as $6 \%$. | [Intentionally Blank] | [Intentionally Blank] | Chronic absenteeism as reported through the CA School Dashboard will not exceed $5 \%$. |
| Parent Survey | $50 \%$ of parents ranked their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest. | $44 \%$ of parents ranked their satisfaction with Special Education Services that their child receives as 5 out of 5 . | [Intentionally Blank] | [Intentionally Blank] | $65 \%$ of parents will rank their satisfaction with Special Education Services that their child receives as a 5 with 5 being the highest. |


| iReady ELA Diagnostic | $18 \%$ of K-12 <br> students are performing at grade level as measured by the iReady ELA Diagnostic. | $17 \%$ of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of K-12 students are performing at grade level as measured by the iReady ELA Diagnostic. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady Math Diagnostic | $19 \%$ of K-12 students are performing at grade level as measured by the iReady Math Diagnostic. | $14 \%$ of K-12 students are performing at grade level as measured by the iReady Math Diagnostic. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of K-12 students are performing at grade level as measured by the iReady Math Diagnostic. |
| Average Daily <br> Attendance as Reported through P2. | Average Daily Attendance is 96\%. | Average Daily Attendance is $90 \%$ | [Intentionally Blank] | [Intentionally Blank] | Average Daily Attendance will be no less than $96 \%$. |
| Middle School Dropout Rate as reported by Dataquest | The Middle School Dropout rate for Shandon Elementary is $0 \%$. | The Middle School Dropout rate for Shandon Elementary is 0\%. | [Intentionally Blank] | [Intentionally Blank] | The Middle School Dropout rate for Shandon Elementary is $0 \%$. |
| The Shandon High School Dropout rate as reported by Dataquest | The Shandon High School Dropout rate is $0 \%$ | The Shandon High School Dropout rate is $0 \%$ | [Intentionally Blank] | [Intentionally Blank] | The Shandon High School Dropout rate will remain 0\% |


| iReady ELA <br> Diagnostic <br> Results for <br> Students with <br> Exceptional <br> Needs | $84 \%$ of <br> students with <br> Exceptional <br> Needs are <br> performing at <br> two or more <br> years below <br> grade level <br> (tier 3) in ELA <br> as reported <br> through <br> iReady <br> Diagnostic <br> Assessment. | 82\% of <br> students with <br> Exceptional <br> Needs are <br> performing at <br> two or more <br> years below <br> grade level <br> (tier 3) in ELA <br> as reported <br> through <br> iReady <br> Diagnostic <br> Assessment. | [Intentionally Blank] | [Intentionally Blank] | No more than $70 \%$ of students with Exceptional Needs will be performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady Math <br> Diagnostic <br> Results for <br> Students with <br> Exceptional <br> Needs | $80 \%$ of <br> students with <br> Exceptional <br> Needs are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | $\begin{aligned} & 77 \% \text { of } \\ & \text { students with } \\ & \text { Exceptional } \\ & \text { Needs are } \\ & \text { performing } 2 \\ & \text { or more years } \\ & \text { below grade } \\ & \text { level (tier 3) } \\ & \text { in Math as } \\ & \text { reported } \\ & \text { through } \\ & \text { iReady } \\ & \text { Diagnostic } \\ & \text { Assessment. } \end{aligned}$ | [Intentionally Blank] | [Intentionally Blank] | No more than $65 \%$ of students with Exceptional Needs will be performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. |


| iReady ELA <br> Diagnostic <br> Results for <br> Economically <br> Disadvantaged <br> Students. | $57 \%$ of Economically Disadvantageo Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | $59 \%$ of <br> Economically <br> Disadvantageo <br> Students are performing 2 or more years below grade level (tier 3) <br> in ELA as <br> reported <br> through <br> iReady <br> Diagnostic <br> Assessment. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | 40\% of <br> Economically <br> Disadvantagec <br> Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady Math Diagnostic Results for Economically Disadvantaged Students. | 54\% of <br> Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | 52\% of Economically Disadvantagec Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of <br> Economically <br> Disadvantaged <br> Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. |
| Average Daily Attendance as Reported through P2. | Average Daily Attendance is 96\%. | Average Daily Attendance is 90\% | [Intentionally Blank] | [Intentionally Blank] | Average Daily Attendance will be no less than $96 \%$. |
| Average Daily <br> Attendance as <br> Reported through <br> P2. | Average Daily Attendance is 96\%. | Average Daily Attendance is 90\% | [Intentionally Blank] | [Intentionally Blank] | Average Daily Attendance will be no less than $96 \%$. |


| Middle School Dropout Rate as reported by Dataquest | The Middle <br> School <br> Dropout rate for Shandon Elementary is $0 \%$. | The Middle School Dropout rate for Shandon Elementary is $0 \%$. | [Intentionally <br> Blank] | [Intentionally <br> Blank] | The Middle School Dropout rate for Shandon Elementary is $0 \%$. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Middle School Dropout Rate as reported by Dataquest | The Middle School Dropout rate for Shandon Elementary is $0 \%$. | The Middle School Dropout rate for Shandon Elementary is $0 \%$. | [Intentionally Blank] | [Intentionally Blank] | The Middle School Dropout rate for Shandon Elementary is $0 \%$. |
| The Shandon High School Dropout rate as reported by Dataquest | The Shandon High School Dropout rate is $0 \%$ | The Shandon High School Dropout rate is $0 \%$ | [Intentionally <br> Blank] | [Intentionally Blank] | The Shandon High School Dropout rate will remain 0\% |
| The Shandon High School Dropout rate as reported by Dataquest | The Shandon High School Dropout rate is $0 \%$ | The Shandon High School Dropout rate is $0 \%$ | [Intentionally Blank] | [Intentionally Blank] | The Shandon High School Dropout rate will remain 0\% |
| iReady ELA <br> Diagnostic <br> Results for <br> Students with <br> Exceptional <br> Needs | $84 \%$ of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | $82 \%$ of students with Exceptional Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | [Intentionally <br> Blank] | [Intentionally Blank] | No more than 70\% of students with Exceptional Needs will be performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. |


| iReady ELA <br> Diagnostic <br> Results for <br> Students with <br> Exceptional <br> Needs | $84 \%$ of <br> students with <br> Exceptional <br> Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | $82 \%$ of <br> students with <br> Exceptional <br> Needs are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | No more than $70 \%$ of students with Exceptional Needs will be performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady Math <br> Diagnostic <br> Results for <br> Students with <br> Exceptional <br> Needs | $80 \%$ of <br> students with <br> Exceptional <br> Needs are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | $77 \%$ of <br> students with <br> Exceptional <br> Needs are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | No more than $65 \%$ of students with Exceptional Needs will be performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. |


| iReady Math <br> Diagnostic <br> Results for <br> Students with <br> Exceptional <br> Needs | 80\% of <br> students with <br> Exceptional <br> Needs are performing 2 or more years below grade level (tier 3) <br> in Math as reported through iReady Diagnostic Assessment. | $77 \%$ of students with Exceptional Needs are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | No more than $65 \%$ of students with Exceptional Needs will be performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady ELA <br> Diagnostic <br> Results for <br> Economically <br> Disadvantaged <br> Students. | $57 \%$ of <br> Economically <br> Disadvantaged <br> Students are <br> performing 2 <br> or more years <br> below grade <br> level (tier 3) <br> in ELA as <br> reported <br> through <br> iReady <br> Diagnostic <br> Assessment. | $59 \%$ of <br> Economically <br> Disadvantaged <br> Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | $40 \%$ of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. |


| iReady ELA <br> Diagnostic <br> Results for <br> Economically <br> Disadvantaged <br> Students. | 57\% of <br> Economically <br> Disadvantagec <br> Students are <br> performing 2 <br> or more years <br> below grade <br> level (tier 3) <br> in ELA as <br> reported <br> through <br> iReady <br> Diagnostic <br> Assessment. | 59\% of <br> Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | 40\% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| iReady Math <br> Diagnostic <br> Results for <br> Economically <br> Disadvantaged <br> Students. | 54\% of <br> Economically <br> Disadvantagec <br> Students are <br> performing 2 <br> or more years <br> below grade <br> level (tier 3) <br> in Math as <br> reported <br> through <br> iReady <br> Diagnostic <br> Assessment. | $52 \%$ of <br> Economically <br> Disadvantaged <br> Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | [Intentionally Blank] | [Intentionally Blank] | 40\% of Economically Disadvantaged Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. |


| iReady Math <br> Diagnostic <br> Results for <br> Economically <br> Disadvantaged <br> Students. | 54\% of <br> Economically <br> Disadvantagec <br> Students are performing 2 <br> or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | 52\% of Economically Disadvantagec Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. | [Intentionally <br> Blank] | [Intentionally Blank] | $40 \%$ of <br> Economically <br> Disadvantaged <br> Students are performing 2 or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. |
| :---: | :---: | :---: | :---: | :---: | :---: |

## Actions

| Action \# Title |  | Description | Total <br> Funds | Contributin |
| :---: | :---: | :---: | :---: | :---: |
| Action <br> \#1 | Reading Intervention | Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials. | \$55,150. | .joes |
| $\begin{aligned} & \text { Action } \\ & \text { \#2 } \end{aligned}$ | After School Program | Through a partnership with Boy and Girls Club of America, SJUSD will provide an after school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities. | \$45,000. | bres |
| $\begin{aligned} & \text { Action } \\ & \# 3 \end{aligned}$ | Multi Tiered Systems of Support | Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention programs ALEKS for grades 3-12. Utilize iReady diagnostics and intervention materials to support TK-12th grade students in math and reading. | \$22,873. | .bres |
| Action \#4 | Attendance | Good daily attendance will be monitored with an independent study coordinator, AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. | \$10,693. | .ores |


| Action \# Title |  | Description | Total <br> Funds | Contributin |
| :--- | :--- | :--- | :--- | :--- |
| Action <br> \#5 | Professional <br> Development | Provide professional development in guided <br> reading. | $\$ 2,000.00$ | No |
| Action <br> \#6 | After School <br> Tutoring and <br> Homework <br> Support | SJUSD will provide after school tutoring and <br> homework support through certificated and <br> classified personnel. | $\$ 15,000$. DVes |  |

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions and services for this goal were executed as planned. Due to tracking and contact tracing of COVID-19, Shandon experienced an above average number of absences. In addition, COVID precautions limited our ability to fundraise incentives to support Action 4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was less than a $10 \%$ difference between budgeted expenditures and estimated actual expenditures in all action except action 4-Attendance. The district spent less than expected out of ASB funds due to donated items that were used for incentives prizes and parties. In addition the district spent $\$ 15,000$ of Esser III monies on after school tutoring which will be added as an LCAP action for 20222023.

An explanation of how effective the specific actions were in making progress toward the goal.

The size of SJUSD makes reporting data challenging as there is often not a statistically relevant amount people in each subgroup to qualify for demographic reporting. Furthermore, the performance of the small student population historically fluctuates from year to year due to enrollment changes where one or two students can drastically skew the percentage of students deemed as making adequate progress. The suspension of statewide academic testing has made it impossible to report on all metrics set by the district.

Action 1: Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials. Students enrolled in reading intervention are averaging 1.3 years of growth in reading fluency and comprehension as measured through Fountas and Pinnell running records.
Action 2:Through a partnership with Boy and Girls Club of America, SJUSD will provide an after school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities. The afterschool program supports socioeconomically disadvantaged students by providing a safe space for them after school while supporting them with homework completion and exposing them to enrichment activities that they would not otherwise have an opportunity to participate in. Current enrollment in the afterschool program is 50 students with a waiting list for other students who wish to join.
Action 3:Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention programs ALEKS for grades 3-12. Utilize iReady diagnostics and intervention materials to support TK-12th grade students in math and reading. Although we did not see the growth were expecting to see through iReady diagnostic results with a $1 \%$ decrease in the percentage of students reading in grade level and a $5 \%$ decrease in the percentage of students performing at grade level in math, the district believes that iReady and ALEKS are useful and research supported interventions for reading and math. Furthermore, baseline data may be unreliable as students took baseline assessments at home and were not monitored for adult assistance. Tutorial and learning lab continue to be utilized and assist students in completing missing assignments and support for unfamiliar content as evident by the reduction of students receiving at least one failing grade. (2021: Number of students with at least one F-37) (2022: Number of students with at least one F-14) Action 4:Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. Attendance monitoring and incentives has historically helped the district to maintain a daily average attendance rate above $95 \%$. Due to COVID-19 and mandated quarantine times, our average daily attendance did drop to $90 \%$ for the 2021-2022 school year; however, we expect with improved independent study monitoring we improve our attendance in the 2022-2023 school year. .

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-2023 school year, SJUSD will modify Action 4 and add Actions 5 and 6. Action 4 was modified to include independent study coordinator and parent liaison to better support families of English learners and socioeconomically disadvantaged students in completing independent study contracts and maintaining their academics while on independent study due to illness or seasonal migrant absences.
The following actions are being added to the 2022-2023 LCAP on a LEA Wide basis.
Action 5 Guided Reading Professional Development will be provided to support the reading instruction for all students as over $50 \%$ of the student population is reading below grade level.
Action 6 After School tutoring/homework support will be available to all students but primarily directed to unduplicated students who are performing significantly below standard in ELA and Math CAASPP assessments.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

## Goal

| Goal \# | Description |
| :---: | :--- |
| Goal 4 | SJUSD will increase English language proficiency of second language <br> learners, while working to increase academic achievement in content <br> standards State Priorities: 2, 7, 4 |

An explanation of why the LEA has developed this goal.
42.1\% of SJUSD students are English Learners. 54.4\% of English Learners are making progress on English language proficiency and is considered "medium" progress. SJUSD CA Dashboard data reveals: Current English Learners are performing 97.4 points below ELA standard with a performance indicator of orange and a decline of 16.5 points since 2018. Current English Learners are performing 107.8 points below Math standard with a performance indicator of orange and a decline of 20.9 points since 2018.

## Measuring and Reporting Results

| Metric \# | Baseline | Year 1 <br> Outcome | Year 2 <br> Outcome | Year 3 <br> Outcome | Desired <br> Outcome for <br> $2023-24$ |
| :--- | :--- | :--- | :--- | :--- | :--- |


| Parent Survey | $60 \%$ of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest． | $67 \%$ of parents ranked their satisfaction with the English Learner Services that their child receives as 5 out of 5 ． | ［Intentionally Blank］ | ［Intentionally Blank］ | $75 \%$ of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest． |
| :---: | :---: | :---: | :---: | :---: | :---: |
| State Standard Implementation Reflection Tool （local indicator） | Using a local <br> Self <br> Reflection <br> Tool，teaching staff report <br> Full <br> Implementatior for ELD． | Using a local Self <br> Reflection <br> Tool，teaching <br> staff report <br> Full <br> Implementation for ELD． | ［Intentionally Blank］ | ［Intentionally <br> Blank］ | Using a local <br> Self <br> Reflection <br> Tool，teaching <br> staff report <br> Full <br> Implementatior <br> and <br> Sustainability for ELD． |
| CA School <br> Dashboard <br> English <br> Language <br> Proficiency <br> indicator | 54．4\％of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4. | This indicator has not been updated in the CA <br> School <br> Dashboard． <br> According to <br> 2021 <br> Summative <br> ELPAC <br> reports， <br> $7.69 \%$ of <br> English <br> Learners scored a 4 on the ELPAC exam． | ［Intentionally Blank］ | ［Intentionally <br> Blank］ | 64\％of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4. |


| Data Quest English Learner redesignation rate | Students redesignated as Fluent English Proficient in 2019-2020 was $15.2 \%$. | Students redesignated as Fluent English Proficient in 2020-2021 was 4.8\%. | [Intentionally Blank] | [Intentionally Blank] | $21 \%$ of <br> English <br> Learners will be <br> redesignated <br> at Fluent <br> English <br> Proficient. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CA School <br> Dashboard ELA <br> academic <br> indicator | Current <br> English <br> Learners are performing 97.4 points below ELA standard. | Data is not available for 2020-2021 or 2021-2022. | [Intentionally Blank] | [Intentionally Blank] | Current <br> English <br> Learners are performing no more than 72 points below ELA standard. |
| CA School <br> Dashboard <br> Mathematics <br> academic <br> indicator | Current <br> English Learners are performing 107.8 points below Math standard. | Data is not available for 2020-2021 or 2021-2022. | [Intentionally Blank] | [Intentionally Blank] | Current <br> English <br> Learners are performing no more than 82.8 points below Math standard. |
| Parent Survey | $60 \%$ of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest. | $67 \%$ of parents ranked their satisfaction with the English Learner Services that their child receives as 5 out of 5 . | [Intentionally Blank] | [Intentionally Blank] | $75 \%$ of parents ranked their satisfaction with the English Learner Services that their child receives as a 5 with 5 being the highest. |


| State Standard Implementation Reflection Tool (local indicator) | Using a local Self <br> Reflection <br> Tool, teaching staff report Full Implementation for ELD. | Using a local Self <br> Reflection <br> Tool, teaching staff report Full Implementation for ELD. | [Intentionally Blank] | [Intentionally Blank] | Using a local Self <br> Reflection <br> Tool, teaching <br> staff report <br> Full <br> Implementatior <br> and <br> Sustainability for ELD. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CA School <br> Dashboard English Language Proficiency indicator | $54.4 \%$ of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4. | This indicator has not been updated in the CA <br> School Dashboard. According to 2021 <br> Summative ELPAC reports, $7.69 \%$ of English Learners scored a 4 on the ELPAC exam. | [Intentionally Blank] | [Intentionally Blank] | 64\% of students are making progress towards English language proficiency by moving up at least one level or maintaining at level 4. |
| Data Quest <br> English Learner redesignation rate | Students redesignated as Fluent English Proficient in 2019-2020 was $15.2 \%$. | Students redesignated as Fluent English Proficient in 2020-2021 was 4.8\%. | [Intentionally Blank] | [Intentionally Blank] | $21 \%$ of <br> English <br> Learners will be <br> redesignated <br> at Fluent <br> English <br> Proficient. |


| CA School Dashboard ELA academic indicator | Current <br> English <br> Learners are performing 97.4 points below ELA standard. | Data is not available for 2020-2021 or 2021-2022. | [Intentionally Blank] | [Intentionally Blank] | Current <br> English <br> Learners are performing no more than 72 points below ELA standard. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CA School Dashboard Mathematics academic indicator | Current <br> English <br> Learners are performing 107.8 points below Math standard. | Data is not available for 2020-2021 or 2021-2022. | [Intentionally <br> Blank] | [Intentionally Blank] | Current <br> English <br> Learners are performing no more than 82.8 points below Math standard. |

## Actions

| Action \# Title |  | Description | Total <br> Funds | Contribut |
| :---: | :---: | :---: | :---: | :---: |
| Action \#1 | Staff <br> Development | Provide staff development in academic vocabulary and integrated and designated instructional strategies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum. | \$500.00 | Yes |
| $\begin{aligned} & \text { Action } \\ & \text { \#2 } \end{aligned}$ | Para Educators | Provide access to para educators to assist English Learners with accessing core curriculum. | \$135,86 | Yep |
| $\begin{array}{\|l} \text { Action } \\ \# 3 \end{array}$ | Field Trips | Each class will have at least one opportunity per school year to expand their understanding with hands on learning experiences and realia that build language and content knowledge for second language learners and socioeconomically disadvantaged students. | \$15,000. | pres |

## Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The actions for this goal were executed as planned. However, Action1 was expanded using Expanded Learning Federal funds to provide a three year staff development plan through a contract with Kern County Office of education to work with teachers on designated nd integrated ELD strategies and instructional coaching.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to an increase in 2021-2022 LCFF and Supplemental and Concentration funds, the district spent more on these actions than originally budgeted. Action 1: Staff development increased by $\$ 88,219$ to secure a three year contract with Kern County Office of education to provide a series of professional development and mentoring designed to strengthen designated and integrated ELD instruction. Action 2: Bilingual Para Educator support was increased by $\$ 12,189$ to provide additional bilingual academic support for middle school students.

An explanation of how effective the specific actions were in making progress toward the goal.

State academic and English Language proficiency testing was suspended during the COVID pandemic creating a gap in state data reporting; therefore, not all metric data can be reported on as planned. Local data indicates that 75\% of parents ranked their satisfaction with the English Learner Services that their child received at SJUSD as a 5 with 5 being the highest. According to 2021 Summative ELPAC reports, $7.69 \%$ of English Learners scored a 4 on the ELPAC exam and $4.8 \%$ of English Learners were redesignated to Fluent English Proficient in 2020-2021. IReady reading diagnostic results show a $7 \%$ increase in English Learners performing at grade level during the school year. IReady math diagnostic results show a 10\% increase in English Learners performing at grade level during the school year. Actions 1 and 2 directly support increases in metric and local data by providing explicit instructional support for English Learners through lesson development and para-educator assistance.
Action 1 Provide staff development in academic vocabulary and SDAIE methodologies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum. Action 2 Provide access to para educators to assist English Learners with accessing core curriculum.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2022-2023 school year, SJUSD has modified Actions 1 and 2 and added Action 3. Action 1 is being modified to reflect a series of PD opportunities being provided through a contract with the Kern County Office of Education. While this will be a one time purchase to contract services, the professional development series will run through the 23-24 school year. Modified Action 1: Provide staff development in academic vocabulary and integrated and designated instructional strategies designed to provide English Learners and students with disabilities access to vocabulary and core curriculum. Action 2 was expanded to add another bilingual para educator position to support second language learners with academic concepts.

The following action is being added to the 2022-2023 LCAP on a LEA Wide basis.
Action 3-Each class will have at least one opportunity per school year to expand their understanding with hands on learning experiences and realia that build language and content knowledge for second language learners and socioeconomically disadvantaged students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23 

| Projected LCFF Base Grant | Projected LCFF Supplemental <br> and/or Concentration Grants | Projected Additional LCFF <br> Concentration Grant (15 <br> percent) |
| :--- | :--- | :--- |
| $\$ 2,917,567.00$ | $\$ 868,527.00$ | $\$ 106,379.00$ |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage <br> to Increase or Improve <br> Services for the <br> Coming School Year | LCFF Carryover - <br> Percentage | LCFF Carryover - <br> Dollar | Total Percentage to <br> Increase or Improve <br> Services for the <br> Coming School Year |
| :--- | :--- | :--- | :--- |
| $29.77 \%$ | $0.47 \%$ | $\$ 13,763.00$ | $29.77 \%$ |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or lowincome students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s) and be effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. The contributing "wide" actions in this plan are:
Goal 1, Action 1 - Administrative Support
After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we discovered that efforts to support social emotional wellness of students has had a positive effect on these subgroups. Data reported through the CA School Dashboard reveals a decrease in suspension rates over a three year period with the exception of middle school suspension for 2022. 2018: English Learners and Homeless were assigned an orange indicator. English Learner suspension rate was $2.6 \%$ and Homeless suspension rate was $6.1 \%$. Socioeconomically Disadvantaged was assigned a yellow indicator and a suspension rate of $4.7 \%$. 2019: Homeless and Students with Disabilities were assigned an orange indicator. English Learners were assigned a yellow indicator and Socioeconomically Disadvantaged were assigned a green indicator. Homeless suspension rate was $5.9 \%$; Students with Disabilities suspension rate was $4 \%$ and Socioeconomically Disadvantaged suspension rate was $3.3 \%$. 2020 and 2021: There were no suspensions in any subgroup. 2022 High School and Elementary suspensions remained at zero; however, middle suspensions have increased with a total of 20 suspensions. Expulsions have also increased in 2022 with 3 students recommended for expulsion. Funding will be used to maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. Restorative justice practices will be implemented to reduce the number of unduplicated students who are suspended or recommended for expulsion. Behavior plans will be designed and students will be assigned to tiered behavioral supports and interventions including Social Emotional Education lessons. Students classified as homeless and sociaeconomically disadvantaged have been suspended at a higher rate than other subgroups within the district; however, suspension has not been proven to be effective in altering undesired behavior. Restorative Justice is a theory of justice that emphasizes repairing the harm caused by delinquent behavior. Behavior is then modified through understanding and empathy of others. SJUSD expects that the number of suspensions will decrease by $2 \%$ for all subgroups and recommendations for expulsions will return to $0 \%$

## Goal 1, Action 2 - Counseling Services

SJUSD annual student survey revealed that only $52 \%$ of students reported that they feel like the school meets their social needs. $20 \%$ of students reported having "benefited" from participating in school provided
counseling services. 16\% of students reported feeling sad "almost always" during the past month and 54\% reported "almost always" feeling stressed out over the last month. Because the survey results are anonymous, we have no way to correlate responses to subgroups. However, based on the current counseling caseload, $87 \%$ of students receiving counseling services are from an unduplicated subgroup. Supplemental and Concentration funds will be used to maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma and will be expanded to include an additional day of counseling support at Shandon Elementary and Shandon High School. Counseling services can be accessed through parent/student request or staff recommendation. Counseling takes place weekly on each school site. Session length varies by student need or plan (Behavioral, SST, 504, IEP) specifications. Counseling interventions to reduce and manage stress help students better manage test anxiety while increasing test scores, improving self image, and developing effective coping strategies (Page 3 of 4 Cheek, Bradley, Reynolds, \& Coy (2002). An intervention for helping elementary students reduce test anxiety. Professional School Counseling 6(2), 162-164; Eder \& Whiston (2006). Does psychotherapy help some students? An overview of psychotherapy outcome research. Professional School Counseling, $9(5), 337-343$ ). This service will focus primarily on socioeconomically disadvantaged students who would not otherwise have access to private counseling services and will provide social emotional support and guidance to families who may need additional outside resources. SJUSD expects to have a $10 \%$ decrease in the number of students who report feeling stressed out and/or sad almost always .

## Goal 1, Action 3 - Multi-Tiered Systems of Support

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we discovered that efforts to support social emotional wellness of students has had a positive effect on these subgroups. Data reported through the CA School Dashboard reveals a decrease in suspension rates over a three-year period with the exception of middle school suspension for 2022. 2018: English Learners and Homeless were assigned an orange indicator. English Learner suspension rate was $2.6 \%$ and Homeless suspension rate was $6.1 \%$. Socioeconomically Disadvantaged was assigned a yellow indicator and a suspension rate of $4.7 \%$. 2019: Homeless and Students with Disabilities were assigned an orange indicator. English Learners were assigned a yellow indicator and Socioeconomically Disadvantaged were assigned a green indicator. Homeless suspension rate was $5.9 \%$; Students with Disabilities suspension rate was $4 \%$ and Socioeconomically Disadvantaged suspension rate was 3.3\%. 2020 and 2021: There were no suspensions in any subgroup. 2022 High School and Elementary suspensions remained at zero; however, middle suspensions have increased with a total of 20 suspensions. Supplemental and Concentration funds will be used to continue to implement and refine multi-tiered systems of support to address the behavioral needs of students. Items will be purchased that the students can earn by demonstrating appropriate behavior and kindness. Do to the reduction of office referrals and suspensions seen at the elementary school, a token economy will be expanded to include middle school and high school students. This will be accomplished through Positive Behavior Interventions and Support (PBIS) ideals including utilizing a token economy. Students will earn recognition for desired behavior and have the opportunity to "cash out" for a tangible reward every Friday. Students classified as socioeconomically disadvantaged are being suspended and sent to the office at a greater rate than other subgroups. Research has shown that PBIS is effective in decreasing student behaviors that result in negative outcomes such as expulsions, office discipline referrals, and suspensions (Bradshaw, Mitchell, \& Leaf, 2010; Simonsen et al., 2012; Simonsen, Sugai, \& Negron, 2008) SJUSD expects that elementary suspensions will be maintained at less than $2 \%$ and middle school suspension will decrease by $5 \%$.

## Goal 1, Action 4 - Basic Needs

84\% of Shandon Elementary students are considered socioeconomically disadvantaged and the community of Shandon is considered "food insecure"; therefore, Shandon schools qualify to offer free breakfast and lunch to all students through the Community Eligibility Provision (CEP). "CEP is a nonpricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Prior to implementing the afternoon snack program, there was an average of 3 students per day who were sent to the office for hunger."
(https://www.fns.usda.gov/cn/community-eligibility-provision\#main-content) Since implementing the afternoon snack program, there have been zero students sent to the office for hunger and a decrease in behavioral office referrals. Supplemental and Concentration funds will be used to offer a free afternoon snack to all K-5 students to help curb hunger and increase learning opportunities. Partnering with the Shandon Colt's Cafe, healthy snacks such as fresh fruit and raisins will be provided to each classroom and made available for students to access throughout the day. "Research demonstrates that children from families who are not sure where their next meal may come from are more likely to have lower math scores and repeat a grade, among other challenges. Kids at risk of hunger may be less equipped to reach their full potential as they engage with the world around them. Studies show that children from homes that lack consistent access to food are more likely to experience developmental impairments in areas like language, motor skills, and behavior." (Allison Weber, Feeding America, August 8, 2019). SJUSD expects that by providing an afternoon snack to all K-5 students we will continue to have no office referrals for hunger, more time on task and better academic performance.

## Goal 1, Action 6 - Sports

When asked which programs, or supports have helped you the most at school, $60 \%$ of Shandon students reported that sports has been the most beneficial to them by promoting teamwork, cooperation, social interaction and providing motivation to maintain a qualifying GPA. In addition, the board of trustees, parents and students have expressed a desire to maintain if not expand Shandon sports programs. SJUSD will promote healthy after school activities through physical education and organized sports programs. Supplemental and Concentration funds will be used to pay for coaches, sports equipment and transportation to sporting events. Given the rural and remote location of Shandon, and the low socio economic status of the community, Shandon does not offer organized city or county sports within town limits. The majority of Shandon families do not have the resources or ability to provide access to organized sports outside of the school community. A study conducted by the University of Chicago reported that participation in school sports had a significantly positive effect on academic achievement, positive bodyimage, and self esteem. Youth involvement in sports can instill confidence, promote positive values, and improve academic, social, and physical skills (Mahoney, Larson, \& Eccles, 2005; Mahoney, Lord, \& Carryl, 2005; Olushola, Jones, Dixon, \& Green, 2013). Participation in sports improves physical and psychological health and decreases obesity levels among youth (American College of Sport Medicine, 2002; Kilpatrick, Hebert, \& Jacobsen, 2002). For minority youth, after-school sports programs have been found to decrease delinquency and serve as a buffer from negative effects of low socioeconomic status, discrimination, and neighborhood crime (e.g., Hartmann, 2001). SJUSD expects to maintain $60 \%$ of its student population participating in school sponsored sporting opportunities while maintaining a minimum 2.0 GPA.

## Goal 1, Action 7 - Stakeholder Communication

$38 \%$ of Shandon students are English learners and an even larger percentage of the community have a
primary language other than English. The district has struggled to provide meaningful participation opportunities and families have expressed reluctance to attend in-person gatherings and an uncertainty in sharing ideas/concerns in a public setting. After moving to anonymous surveys and questionnaires $85 \%$ of parents report that they feel the district encourages parent participation and $67 \%$ believe that the district seeks parent/community input in school and district decision making. Supplemental and Concentration funds will be used to purchase SurveyMonkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success. Survey Monkey will be utilized to engage stakeholders in meaningful input by providing opportunities for parents, students and staff to respond in their primary language and with the safety to remain anonymous when asking questions or expressing concerns. SurveyMonkey will be used annuaily to gather data and feedback on LCAP goal development and implementation, and district, ELAC and DELAC needs assessments. Research has shown that there are many benefits to increasing parent involvement including improvement in student behavior, attendance, and academic achievement. Parent involvement in schools helps students earn higher grades, boost test scores, improve social skills, and graduate, according to the 2002 paper titled A New Wave of Evidence, The Impact of School, Family, and Community Connections on Student Achievement, authored by Harvard Graduate School of Education Lecturer, Dr. Karen Mapp. SJUAD expects that input from educational partners will continue to increase through the safety and ease of SurveyMonkey while maintaining a minimum of $85 \%$ parents reporting that the district encourages parent participation and an increase of $5 \%$ of parents reporting they feel that the district seeks input from parents in decision making.

## Goal 1, Action 9 - Parent Involvement

Shandon Elementary hosted a family literacy night with 50 participants and family math night with 36 participants during the 2021-2022 school year. A parent survey revealed that $86 \%$ of participants reported attending at least one school sponsored event during the school year. Parent volunteers are non-existent due to the district's TB and background clearance requirements which parents have expressed are too expensive. Other parents have communicated feeling under educated or ill equipped to work in the school or classroom. 59\% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA as reported through iReady Diagnostic Assessment. 52\% of Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in Math as reported through iReady Diagnostic Assessment. Current English Learners are performing no more than 97 points below ELA standard. Current English Learners are performing no more than 107 points below Math standard. 9\% of English Learners are performing at grade level on the iReady Reading Diagnostic, 12\% of English Learners are performing at grade level on the iReady Math Diagnostic. 50\% of students (2020) were ranked as prepared for College and Career as reported by CA School Dashboard SJUSD will continue to provide opportunities for parent involvement and education through TB testing, ELA , math and/or science nights, health fairs, and financial aid events. Supplemental and concentration funds will be utilized to provide TB testing and educational supplies and resources for low income families. Supporting families of unduplicated students will build a strong home to school connection and partnership providing students with a system of support in all educational settings to help them reach their academic and future goals. Regardless of family income or background, students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (Henderson, A.T., and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.) SJUAD expects to increase parent volunteers by $2 \%$; decrease the number of

Economically Disadvantaged Students are performing at two or more years below grade level (tier 3) in ELA and Math by 5\% as reported through iReady Diagnostic Assessment. English Learners will perform no more than 90 points below ELA standard and no more than 100 points below Math standard as measured by SBAC. 14\% of English Learners will be performing at grade level on the iReady Reading Diagnostic and $17 \%$ of English Learners will be performing at grade level on the iReady Math Diagnostic. 55\% of students will be ranked as prepared for College and Career as reported by CA School Dashboard.

## Goal 2, Action 1 - College Preparation

2019 indicator of College and Career Readiness revealed that 9.1\% of English Learners 20\% of Hispanic, and $23.5 \%$ of Socioeconomically Disadvantaged were prepared for College and Career. 2020 local data indicates that of our High School Seniors identified as English Learner and/or Socioeconomically Disadvantaged 2 were accepted to attend multiple four-year universities, $75 \%$ are attending a community college, $20 \%$ went on to a career and 1 student went to the military. According to the 2020 Ca School Dashboard, $50 \%$ of SJUSD students were ranked as prepared for College and Career. 2021 local data indicates that of our High School Seniors identified as English Learner and/or Socioeconomically Disadvantaged, 7 are planning to attend a community college and 2 will be moving on to career. SJUSD implements the College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students. Supplemental and Concentration funds will be used to tour local colleges, host college/career parent nights, and staff dedicated to educate students on college and career pathways. College and Career Readiness means students exit high school prepared for success in a wide range of post-secondary opportunities and equipped with the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to gainful employment. Many of Shandon's students are first generation American and/or first to attend college or university. Socioeconomically disadvantaged and English Learner families find the application process overwhelming. Having a dedicated period in their day to research college and career opportunities, with staff to guide them through the application process, helps level the playing field for unduplicated students when the college enrollment rates for students in low income areas is nearly $20 \%$ less that those from high income areas. SJUAD expects that the percentage of unduplicated students deemed college and career ready will increase by $2 \%$ for all subgroups.

## Goal 2, Action 2 - CTE Course Offerings

SJUSD local data revealed that in 2021 70\% of high school seniors had completed at least one Career Technical Education (CTE) pathway during their school career. 2022 local data indicates that $90 \%$ of high school seniors will complete at least one CTE pathway. Shandon CTE courses are designed to build college and career readiness in the field of agriculture. 16 student work permits have been issued to students working in these industries. SJUSD will continue to offer CTE courses to Shandon High School to ensure availability of career and college readiness options. Shandon offers CTE courses including welding, ag biology, California Career Pathways, Pre-Calculus, Calculus and graphic design and are available to all 9-12th grade students. Supplemental and Concentration funds will support 1.5 FTE and classroom supplies and materials. College and Career Readiness means students exit high school prepared for success in a wide range of high-quality post-secondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment. Shandon unduplicated student groups are already working in Ag related fields and CTE courses help them get beyond entry level positions in the Ag community. Career and technical education is designed to increase a student's skills in technology,
academics and employability. In addition, career and technical education helps students apply their learnings to meet the needs of current and future employers. Career technical education is beneficial for students on track to enter college or the workforce because the skills gained help to prepare students for future employment. In addition, CTE courses can provide job-based experiences that can help define career plans, identify an appropriate course of study and help pay for tuition thus further assisting socioeconomically disadvantaged students. SJUAD expects to maintain $90 \%$ of unduplicated high school seniors who have completed at least one CTE pathway during their school career.

Goal 2, Action 3 - Credit Recovery; Action 4 Technology $12 \%$ of high school students had failing grades in the 1 st semester of 2019 (in-person). $46 \%$ of high school students had failing grades in the 1 st semester of 2020 (distance learning). $25 \%$ of high school students had failing grades in the 1st semester of 2021. 39\% of 11th grade students passed the ELA Early Assessment Program with a score of 4 and $5 \%$ of 11 th grade students passed the Math Early Assessment Program with a score of $4.20 \%$ of the 2019-2020 seniors completed A-G requirements. $35 \%$ of 2021-2022 high school seniors are on track to complete A-G requirements. In 2019 Shandon High School graduation rate declined to $88.9 \%$. Approximately $80 \%$ of those attending summer school were unduplicated students who failed a course in the Spring or needed credit recovery. Shandon High School will maintain credit recovery options and course availability for unduplicated students. Supplemental and Concentration funds will be used to offer summer school, Saturday school and SHMOOP online courses to students who have fallen behind and need to make up high school credits. SJUSD will also continue to upgrade and add technology accessibility for access to online credit recovery options and CTE online courses to prepare students for college and career readiness. The district is providing 1-1 devices to all students but is primarily designed to support socioeconomically disadvantaged students. In addition, the district is subsidizing in-home internet connections to support online learning for socioeconomically disadvantaged students. In 2020, 30 students were enrolled in summer school and by accessing credit recovery options they avoided having to retake classes in the fall. Providing timely and effective credit recovery options will provide the best opportunity for students to complete state and district requirements while working towards graduation. Research indicates "credit recovery students are more likely to graduate from high school and less likely to drop out than students who repeat courses traditionally. Credit recovery is a particularly effective strategy to prevent dropping out for black, Hispanic, and economically disadvantaged students and for increasing the likelihood of graduating from high school for economically disadvantaged students." (https://appam.confex.com/appam/2018/webprogram/Paper26158.html) SJUSD expects that 42\% of 11th grade students will pass the ELA Early Assessment Program with a score of 4 and $8 \%$ of 11 th grade students will pass the Math Early Assessment Program with a score of 4 . In addition, $40 \%$ of seniors will complete A-G requirements and the graduation rate for Shandon High School will increase to $90 \%$.

## Goal 2, Action 5 - Music Education

7\% of Shandon High School English Learners are performing at grade level compared to 17\% English only students as measured by the iReady math diagnostic. $0 \%$ of high school students with disabilities are performing at grade level compared to $15 \%$ students without disabilities as measured by the iReady math diagnostic. 5\% of high school socioeconomically disadvantaged students are performing at grade level compared to $7 \%$ of non-socioeconomically disadvantaged students as measured by the iReady reading diagnostic. 3\% of Shandon High School English Learners are performing at grade level compared to 7\% English only students as measured by the iReady reading diagnostic. 0\% of high school students with disabilities are performing at grade level compared to $6 \%$ students without disabilities as measured by the
iReady reading diagnostic. Student and parent surveys indicate that both stakeholder groups want students to have access to music education. This has also been an interest expressed by the Shandon Board of Trustees. Shandon High School will offer music education that supports student and parent interests as indicated through stakeholder feedback. $80 \%$ of Shandon's population is socioeconomically disadvantaged and as a result of surveying unduplicated student interests and the cost of musical instruments, the district is providing access to instruments and course instruction at no cost to the students. Supplemental and Concentration funds will be used for a .20 FTE music teacher and classroom supplies/materials including musical instruments. Providing musical supplies and instruments to low income students free of charge provides them with an opportunity to learn to read and play music that would not be otherwise available to them through private instruction or by renting an instrument. An analysis of data from the National Educational Longitudinal Study of 1988 demonstrated a significant correlation between participation in school music groups and achievement in math and English. Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? Sociology of Education, 75(1), 69-95. Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district. Johnson, C. M. \& Memmott, J. E. (2007). Examination of relationships between participation in school music programs of differing quality and standardized test results. Journal of Research in Music Education, 54(4), 293-307. On the 2012 SAT, students who participated in music scored an average of 31 points above average in reading, 23 points above average in math, and 31 points above average in writing. College Board SAT, 2012 College-Bound Seniors: Total Group Profile Report. (See table 18.) SJUSD expects that $10 \%$ of Shandon High School English Learners will be performing at grade level as measured by the iReady math diagnostic. $3 \%$ of high school students with disabilities will be performing at grade level as measured by the iReady math diagnostic. $8 \%$ of high school socioeconomically disadvantaged students will be performing at grade level as measured by the iReady reading diagnostic. 6\% of Shandon High School English Learners will be performing at grade level as measured by the iReady reading diagnostic. $3 \%$ of high school students with disabilities will be performing at grade level as measured by the iReady reading diagnostic.

## Goal 2, Action 6-Diver's Education

$13 \%$ of high school student survey responses indicated a desire to have the school offer driver's education. Shandon High currently has approximately 5 students who are legally licensed drivers with several others who drive without a license. Shandon High School will use Supplemental and Concertation funds to purchase class materials and provide driver's education to prepare students to take their permit test. Due to lack of qualified staff, the district will not provide behind the wheel training. Providing driver's education to students free of charge provides them with the opportunity to obtain a driver's permit and subsequent license. This will create more opportunities for students for students to obtain jobs in Paso Robles to help support their families and schooling needs while increasing defensive driving skills while driving 20 miles to the nearest town. Studies have shown that teens who have a license will have more opportunities and access to a wider variety of jobs. With the shift of diver's education oversight from the department of education to the state, the burden of funding driver's education fell to families. The cost of driver's education can range between $\$ 300-\$ 500$ making it nearly impossible of low income families to access. In addition, when students get a driver's license before age 18, driving at night and with friends is restricted for the first year of licensure giving students the opportunity to gradually learn the skills necessary to be safe behind the wheel. These restrictions do not apply to students who are 18 years of age and apply for a driver's license without taking an approved driver's education course thus increasing their risk of causing
or being injured in an automobile accident. SJUSD expects to have 47 eligible high school students enroll and pass driver's education during the summer of 2022.

Goal 3, Action 1 - Reading Intervention
After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, in English Language Arts, we learned that English learners are performing 12 points behind "All Students"; Homeless students are performing 1.2 points behind "All Students" ; and socioeconomically disadvantaged students are performing 4.4 points above "All Students". English Learners were assigned an orange indicator and performed 54.8 points below standard. Homeless were assigned a yellow indicator and performed 43.5 points below standard. Socioeconomically Disadvantaged were assigned a yellow indicator and performed 37.9 points below standard. Supplemental and Concentration grade funds will be used to maintain reading intervention support through hiring a . 5 FTE reading specialist and purchasing Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials. A tiered intervention system is used for reading support and the reading intervention teacher and principal monitor placement. Students in intervention receive an additional 30 minutes of reading instruction four days per week. The majority of students who need additional reading intervention are unduplicated students. Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials is a research based intervention program that has demonstrated the ability to improve reading scores of students who participate. Shandon Unified School district expects students participating in reading intervention to average 1.16 years of growth in reading fluency and comprehension as measured by running records which will lead to improved performance on the SBAC English language arts assessment and all subgroups in the green tier.

## Goal 3, Action 2- After School Program

Results from the 2019 ELA and mathematics SBAC assessment indicated that English learners were rated in the orange tier in both assessments and homeless students and socio disadvantaged students were rated yellow in ELA and orange in mathematics. The Boys and Girls Club offers after school support for students including homework help. Parent survey results revealed that $60 \%$ of parents responded that they utilize the Boy and Girls Club and found it effective in meeting academic and homework needs for their students. Funding will be used through a partnership with Boy and Girls Club of America to provide an after school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities. Students attending the Boys and Girls club will participate in 60 minute of homework support per week, in addition to the opportunity to engaging educational activities after school. The Boys and Girls Club is offering academic and homework support primarily for English Learners, Foster Youth, Special Education, and Socioeconomically Disadvantaged students. SJUSD expects to maintain $60 \%$ of parents surveyed indicating that they utilize the Girls and Boys Club and find it effective in meeting the academic and homework needs of students which will lead to participating student improved SBAC ELA and mathematics scores and a green tier rating for all subgroups.

## Goal 3, Action 3-Multi-Tiered Systems of Support

Utilization of iReady math intervention revealed an increase from $8 \%$ to $14 \%$ of students performing on grade level as measured by iReady math benchmark/diagnostic assessments while $58 \%$ of SJUSD economically disadvantaged students were performing 2 or more years below grade level in math. Utilization of iReady reading intervention revealed an increase from $9 \%$ to $17 \%$ of students performing on grade level as measured by iReady reading benchmark/diagnostic assessments while $54 \%$ of
economically disadvantaged students were performing 2 or more years below grade level. Data revealed that only $6 \%$ of students were making desired progress through ALEKS but instructional delivery needs to be modified internally. Funding will be used to provide math and reading intervention to middle and high school students through tutorial and a learning lab and to maintain ALEX and iReady math intervention programs. Research has shown that when using ALEX and iReady intervention with fidelity, historically marginalized groups have scored significantly better on state assessments than peers who did not use these programs. Both ALEX and iReady are online resources. 3-12 students work on ALEX 20 minutes per day while TK-8 students work on iReady 40 minutes per week for math and 40 minutes per week for reading. Using ALEX and iReady math provides individualized practice based on diagnostic analysis of student performance. The electronic programs provide instruction in Spanish and have tutorial videos so students can still access instruction when family support is limited due to socioeconomic factors and language barriers.SJUSD expects students who are performing at grade level to increase by $10 \%$ as measured by iReady reading and iReady math diagnostics and a corresponding correlation to state standardized test scores.

## Goal 3, Action 4- Attendance

From 2018 to 2019 the district indicator from Chronically absent students has moved from orange to green for all students. This action was originally designed to address the significant absenteeism rates among our homeless and socioeconomically disadvantaged students. The CA School Dashboard reported the following for Chronic Absenteeism in 2018: Homeless was assigned an orange indicator with $14.9 \%$ being chronically absent. Socioeconomically Disadvantaged was assigned a yellow indicator with $11.5 \%$ identified as being chronically absent. CA School Dashboard for 2019 reported that all subgroups were assigned a green indicator; however, Socioeconomically Disadvantaged were identified as having the highest chronically absent percentage with $8.2 \%$. Funding will be used to purchase the Bright Arrow program, fund rewards and incentives for good daily attendance and to provide a .23 FTE district classified position to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education.. Good daily attendance will be monitored with AERIES, including unduplicated student subgroups, communicated through Bright Arrow, and encouraged through rewards and incentives. Data from the CA dashboard indicates that this program was effective at having all subgroups meet the green tier in attendance including unduplicated students. SJUSD expects that each subgroup will maintain green tier status and that socioeconomically disadvantaged subgroup will drop to $7 \%$ of chronic absenteeism.

Goal 3, Action 6- After School Tutoring and Homework Support 2019 ELA CAASPP test results revealed that English Learners were assigned an orange indicator and performed 54.8 points below standard. Homeless were assigned a yellow indicator and performed 43.5 points below standard. Socioeconomically Disadvantaged were assigned a yellow indicator and performed 37.9 points below standard. 2019 Math CAASPP test results revealed that All subgroups were assigned an orange indicator. English Learners performed 77 points below standard, Homeless performed 83 points below standard and Socioeconomically Disadvantaged performed 71.7 points below standard. After School Tutoring and Homework Support was started in 2021-2022 with the use of ESSER III dollars. Up to 12 students who attended tutorial were facing failing grades and after several sessions, these students were passing all classes. Additionally, some tutorial students also participated in community assistance activities as needed. SJUSD will use supplemental and concentration funds to support the needs of second language learners, foster youth and socioeconomically disadvantaged students by providing after school
tutoring and homework support through certificated and classified personnel. Staff will be available to work with students 4 days a week from 3:15-5:15 on missing assignments, homework and tutoring. The library will remain open during these hours for internet access for homework and research projects. The majority of students who need additional academic support are unduplicated students. Research shows that consistent participation in after school programs helps decrease dropout rates and close achievement gaps for low-income students. Some research also suggests that participation may also reduce the likelihood of delinquent behavior and increase skills needed for college and career success. By implementing this goal on a LEA and school wide basis SJUSD expects the academic performance of English learners, Socioeconomically Disadvantaged and Homeless students to increase by a minimum of 20 points in both ELA and math as reported by the 2024 CA Dashboard.

## Goal 4, Action 3 -Field Trips

SJUSD English Learners are performing 55.1 points below "All Students" on CAASPP ELA summative assessments. Socioeconomically Disadvantaged students are performing 37.9 below standard on CAASPP ELA summative assessments. iReady diagnostic assessments revealed that 9\% percent of English learners are performing at grade level in ELA compared to 24\% of non English learners. 11\% of English learners are performing at grade level in vocabulary as compared to 28\% of non English learners. $84 \%$ percent of economically disadvantaged students are performing below grade level in reading and $85 \%$ are performing below grade level in math. Supplemental and Concentration funds will be used to provide each class with at least one filed trip opportunity per school year.
Field trips will support student understanding of state standards and be with hands on learning experiences and realia that build language and content knowledge for second language learners and socioeconomically disadvantaged students. Economically advantaged families are more likely to have exposure to cultural and community experiences outside of school hours, but less-advantaged students are less likely to have these experiences if schools do not provide them. Research has shown that students better retain factual information gained from field trips. (Education Next, vol. 14, NO. 1) Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Nabors et al., 2009). SJUSD expects English Learner students to perform no more than 25 points below "All Students" and Socioeconomically Disadvantaged students to perform no more than 18 points below standard on CAASPP ELA standard as reported through the CA Dashboard by 2024.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Shandon Joint Unified School District has demonstrated it has at least met/exceeded the 29.77\% proportionality percentage, as required, by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a $29.77 \%$ proportionality percentage based on the contributing actions/services in this plan. It is important to note we are meeting/exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and also explained and justified in detail in each contributing limited action described below. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school-wide services in prompt one and as described below
for each of the student groups on a limited basis:

Goal 1, Action 5 - Foster Youth Liaison
There is not a statistically significant amount of foster youth enrolled in Shandon Schools to provide data as recorded from the CA School Dashboard and dataquest; therefore, Supplemental and Concentration Funds will not be used to support this action. However, SJUSD recognizes that foster youth require specialized attention and resources to meet their unique needs. SJUSD will use Title III funds to support the district counselor as the Foster Youth Liaison. The Liaison will coordinate foster youth access to programs in and outside of school and will monitor attendance, conduct home visits and provide support for foster youth and families. In addition, the Liaison will provide staff training on the needs of foster youth. SJUSD expects that suspensions and chronic absenteeism among foster youth will remain statistically insignificant.

Goal 1, Action 8- Bilingual parent Support $66 \%$ of parents who responded to the SJUSD annual survey, reported feeling welcomed at their child's school. $73 \%$ reported being informed about their child's progress and knowing what their child's teacher expects of their child. $99 \%$ reported being satisfied with the district's communication with parents. SJUSD will use Supplemental and Concentration funds to maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. Bilingual office staff will support parents during parent conferences and assist with communication between admin, teachers and families. In addition, bilingual staff will help lead parent education events such as literacy and math nights to maximize parent participation. SJUSD expects that $70 \%$ of parents who respond to the SJUSD annual survey, will report feeling welcomed at their child's school, $77 \%$ will report being informed about their child's progress and knowing what their child's teacher expects of their child, and the district will maintain $99 \%$ reported being satisfied with the district's communication with parents.

Goal 4, Action 1 Professional Development and Action 2 Bilingual Para Educators -
After assessing the needs, conditions, and circumstances of our English learner students, we learned that our English Learners are performing 55.1 points below "All Students" on CAASPP ELA summative assessments. iReady diagnostic assessments revealed that $9 \%$ percent of English learners are performing at grade level in ELA compared to $24 \%$ of non English learners. $11 \%$ of English learners are performing at grade level in vocabulary as compared to $28 \%$ of non English learners. 13\% of English learners are performing at grade level in Comprehension of Literature compared to 24\% of non English Learners. 13\% of English learners are performing at grade level in Comprehension of Informational Text compared to 19\% of non English learners. SJUSD will increase English language proficiency of second language learners, while working to increase academic achievement in content standards by using Supplemental and Concentration funds to provide staff development in academic vocabulary and integrated and designated instructional strategies and para educator support to assist English learners with accessing core curriculum. These actions are being continued from the 2020-2021 school year because since implementation we have redesignated $15 \%$ of our English learners. Push-in classroom supports currently serve approximately 60 students per day. Data suggests that out of the English learner 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. These actions are being provided on a LEA

Wide basis and we expect English Learner students to perform no more than 25 points below "All Students" on CAASPP ELA standard as reported through the CA Dashboard and a $6 \%$ increase in the number of students being reclassified as English language proficient by 2024.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SJUSD has an unduplicated student population greater than $55 \%$ and has utilized additional concentration grant funds to increase certificated, and classified positions to support the health, safety and educational needs of unduplicated students at Shandon Elementary and Shandon High School. These two school sites serve $97 \%$ of the district's enrollment. The sites are located next door to each other and share staff and facilities.
Staff positions that were increased during the $21 / 22$ school and will continue into the $22 / 23$ school year include:

* 8 hours weekly to either certificated or classified personnel to provide after school homework/tutoring. \$15,000
* One FTE classified para educator position was added for bilingual support in middle school core content classes. \$25,503
* . 23 FTE district classified position to support COVID tracing, Independent Study tracking, Independent Study completion, and bilingual parent education. \$8,168
* Increase in counseling support for K-12. Two Thrive counselors at Shandon High School and one elementary counselor. $\$ 32,608$
* One 4 hour per week custodial position and a 1 hour per week maintenance position to maintain the safety and welfare of students and staff for shared facilities. \$5,214

| Staff-to-student <br> ratios by type of <br> school and <br> concentration of <br> unduplicated <br> students | Schools with a student concentration <br> of 55 percent or less | Schools with a student concentration <br> of greater than 55 percent |
| :--- | :--- | :--- |
| Staff-to-student <br> ratio of classified <br> staff providing <br> direct services to <br> students |  | PES:1:8; SES 1:26; SHS 1:29 |
| Staff-to-student <br> ratio of <br> certificated staff <br> providing direct <br> services to <br> students |  | PES: 1:8; SES 1:13; SHS 1:11 |

## 2022-23 Total Planned Expenditures Table

| Totals | LCFF <br> Funds | Other State Funds | Local <br> Funds | Federal Funds | Total Funds | Total Personnel | Total NonPersonnel |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Totals | \$927,482.06 | \$0.00 | \$2,500.00 | \$300.00 | \$930,282.00 | \$803,383.00 | \$126,899.00 |


| GoalAction <br> \# \# Action Title |  |  | Student Group(s) | LCFF <br> Funds | Other State Funds | Local <br> Funds | Federal <br> Funds | Total Funds |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | Administrativ Support | e | \$77,099.00 | \$0.00 | \$0.00 | \$0.00 | \$77,099.00 |
| 1 | 2 | Counseling Services |  | \$92,224.00 | \$0.00 | \$0.00 | \$0.00 | \$92,224.00 |
| 1 | 3 | Multi <br> Tiered <br> Systems <br> of Support |  | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 |
| 1 | 4 | Basic <br> Needs |  | \$1,800.00 | \$0.00 | \$0.00 | \$0.00 | \$1,800.00 |
| 1 | 5 | Foster <br> Youth <br> Liaison |  | \$0.00 | \$0.00 | \$0.00 | \$300.00 | \$300.00 |
| 1 | 6 | Sports |  | \$61,668.00 | \$0.00 | \$0.00 | \$0.00 | \$61,668.00 |
| 1 | 7 | Stakeholder Communic |  | \$384.00 | \$0.00 | \$0.00 | \$0.00 | \$384.00 |
| 1 | 8 | Bilingual Parent Support |  | \$143,874.00 | 0\$0.00 | \$0.00 | \$0.00 | \$143,874.00 |
| 1 | 9 | Parent <br> Involvemen |  | \$500.00 | \$0.00 | \$0.00 | \$0.00 | \$500.00 |
| 1 | 10 | Health and Safety | all students | \$5,217.00 | \$0.00 | \$0.00 | \$0.00 | \$5,217.00 |
| 2 | 1 | College <br> Preparation |  | \$65,641.00 | \$0.00 | \$0.00 | \$0.00 | \$65,641.00 |
| 2 | 2 | CTE Class Offerings |  | \$115,816.00 | \$\$0.00 | \$0.00 | \$0.00 | \$115,816.00 |


|  |  | Action Title | Student <br> Group(s) | LCFF <br> Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 3 | Credit Recovery |  | \$10,731.00 | \$0.00 | \$0.00 | \$0.00 | \$10,731.00 |
| 2 | 4 | Technology |  | \$31,000.00 | \$0.00 | \$0.00 | \$0.00 | \$31,000.00 |
| 2 | 5 | Music |  | \$11,948.00 | \$0.00 | \$0.00 | \$0.00 | \$11,948.00 |
| 2 | 6 | Driver's Education |  | \$8,000.00 | \$0.00 | \$0.00 | \$0.00 | \$8,000.00 |
| 3 | 1 | Reading Intervention |  | \$55,150.00 | \$0.00 | \$0.00 | \$0.00 | \$55,150.00 |
| 3 | 2 | After <br> School <br> Program |  | \$45,000.00 | \$0.00 | \$0.00 | \$0.00 | \$45,000.00 |
| 3 | 3 | Multi <br> Tiered <br> Systems of Support |  | \$22,873.00 | \$0.00 | \$0.00 | \$0.00 | \$22,873.00 |
| 3 | 4 | Attendance |  | \$8,193.00 | \$0.00 | \$2,500.00 | \$0.00 | \$10,693.00 |
| 3 | 5 | Professiona\| Developme | IAll <br> Btudents | \$2,000.00 | \$0.00 | \$0.00 | \$0.00 | \$2,000.00 |
| 3 | 6 | After <br> School <br> Tutoring <br> and <br> Homework <br> Support |  | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$15,000.00 |
| 4 | 1 | Staff <br> Developme |  | \$500.00 | \$0.00 | \$0.00 | \$0.00 | \$500.00 |
| 4 | 2 | Para <br> Educators |  | \$135,864.00 | \$\$0.00 | \$0.00 | \$0.00 | \$135,864.00 |
| 4 | 3 | Field Trips |  | \$15,000.00 | \$0.00 | \$0.00 | \$0.00 | \$15,000.00 |

## 2022－23 Contributing Actions Tables

| 1. Projected LCFF Base Grant | 2. <br> Projected LCFF <br> Supplemen and／or Concentrati Grants | 3. <br> Projec <br> Percen to Incre or Impr Servic for th Comi ion Scho Year divided | LCFF <br> Carryover－ <br> Percentage <br> （Percentage <br> from Prior Year） | To Perce <br> to Inc <br> or Im <br> Serv <br> for <br> Com <br> Sch <br> Year <br> Carr | 4．Total Planned Contributin Expenditure （LCFF Funds） |  | Planned <br> Percentage <br> to Increase <br> or Improve <br> Services <br> for the <br> Coming <br> School <br> Year（4 <br> divided by <br> 1 plus 5） |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \＄2，917，567 | （8868，527．0 | 00．30\％ | 0．47\％ | 0．77\％ | \＄920，265．0 | 00．00\％ | 0\％ |


| Totals by Type | Total LCFF Funds | Total Funds |
| :---: | :--- | :--- |
| Total： | $\$ 920,265.00$ | $\$ 923,065.00$ |
| LEA－wide Total： | $\$ 393,147.00$ | $\$ 395,947.00$ |
| Limited Total： | $\$ 198,032.00$ | $\$ 198,032.00$ |
| Schoolwide Total： | $\$ 329,086.00$ | $\$ 329,086.00$ |


|  |  | ction Title | Cont <br> Incr <br> Imp <br> Serv | Scope | Unduplicated <br> Student <br> Group（s） | Location | Planned <br> Expenditure for <br> Contributing Actions （LCFF Funds） | Planned Percentage of Improved Services （\％） |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | Administrat Support | Ye | LEA－wide | Economical Disadvanta | Shandon <br> Elementary <br> and <br> Sthandon <br> High <br> School | \＄77，099．00 | 0\％ |


|  |  | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated <br> Student <br> Group(s) | d Location | Planned <br> Expenditure <br> for Contributing <br> Actions <br> (LCFF <br> Funds) | Planned Percentage of ${ }^{\mathrm{g}}$ Improved Services (\%) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 2 | Counseling Services | Yes | LEA-wide | Economical Disadvantag | Shandon <br> Elementary <br> yand <br> © ${ }^{6}$ andon <br> High <br> School | \$92,224.00 | 0\% |
| 1 | 3 | Multi <br> Tiered <br> Systems of Support | Yes | LEA-wide | Economical Disadvantag | Shandon <br> Elementary, <br> Shandon <br> High <br> School, <br> Parkfield <br> Elementary | \$2,000.00 | 0\% |
| 1 | 4 | Basic <br> Needs | Yes | Schoolwide | Economical Disadvantag | Shandon Exementary | \$1,800.00 | 0\% |
| 1 | 5 | Foster Youth Liaison | Yes | LEA-wide | Foster Youth | Shandon <br> Elementary, <br> Shandon <br> High, <br> Parkfield <br> Elemetary | \$0.00 | 0\% |
| 1 | 6 | Sports | Yes | Limited | Economical Disadvanta and Foster Youth | Shandon <br> High and Shandon Elementary grades 6-8 | \$61,668.00 | 0\% |
| 1 | 7 | Stakeholde Communic | Yes | LEA-wide | English Learners, Economical Disadvanta Foster Youth | Shandon <br> Elementary, <br> Shandon eligh, <br> Parkfield <br> Elementary | \$384.00 | 0\% |


|  |  | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated <br> Student <br> Group(s) | Location | Planned <br> Expenditures <br> for <br> Contributing <br> Actions <br> (LCFF <br> Funds) | Planned <br> Percentage of Improved Services (\%) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 8 | Bilingual <br> Parent <br> Support | Yes | LEA-wide | English Learners | Shandon <br> High and <br> Shandon <br> Elementary | \$143,874.00 | 0\% |
| 1 | 9 | Parent Involvemen | Yes | LEA-wide | Economicall Disadvantag | Shandon <br> Elementary, <br> Shandon lellogh, <br> Parkfield <br> Elementary | \$500.00 | 0\% |
| 2 | 1 | College Preparation | Yes | Schoolwide | English Learners and Economical Disadvantag | Shandon <br> High <br> School <br> and <br> Shandon <br> Elementary <br> Grades 6- <br> 8 | \$65,641.00 | 0\% |
| 2 | 2 | CTE Class Offerings | Yes | Schoolwide | Economicall Disadvanta English Learners, Foster Youth | y <br> Sthandon <br> High <br> School | \$115,816.00 | 0\% |
| 2 | 3 | Credit Recovery | Yes | Schoolwide | Economicall Disadvanta English Learners, Foster Youth | y <br> Shenandon <br> High <br> School | \$10,731.00 | 0\% |


| Goa |  | ction Title | Contributing to Increased or Improved Services? | Scope | Unduplicated <br> Student <br> Group(s) | Location | Planned Expenditure for Contributing Actions (LCFF Funds) | Planned ercentage of Improved Services (\%) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 | 4 | Technology | Yes | LEA-wide | Economicall Disadvantag | Shandon <br> Elementary, <br> Shandon <br> High <br> School, <br> Parkfield <br> Elementary | \$31,000.00 | 0\% |
| 2 | 5 | Music | Yes | Schoolwide | Socioeconon Disadvantag |  | \$11,948.00 | 0\% |
| 2 | 6 | Driver's Education | Yes | Schoolwide | Socioecono disadvantag students | raibalthelon <br> edgh <br> School | \$8,000.00 | 0\% |
| 3 | 1 | Reading Intervention | Yes | Schoolwide | English Learners and Economicall Disadvanta | Shandon Elementary ged | \$55,150.00 | 0\% |
| 3 | 2 | After <br> School <br> Program | Yes | Schoolwide | Economical\| <br> Disadvantad | Shandon Etementary | \$45,000.00 | 0\% |
| 3 | 3 | Multi <br> Tiered Systems of Support | Yes | LEA-wide | Economical <br> Disadvanta <br> English <br> Learners | Shandon <br> Elementary <br> Shandon High <br> School, <br> Parkfield <br> Elementary | \$22,873.00 | 0\% |


| $\begin{gathered} \text { Goa } \\ \# \end{gathered}$ |  | Action Title | Contributing <br> to Increased or Improved Services? | Scope | Unduplicated <br> Student <br> Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of g Improved Services (\%) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 4 | Attendance | Yes | LEA-wide | Economicall Disadvantag | Shandon <br> Elementary, <br> Shandon <br> High <br> Šchool, <br> Parkfield <br> Elementary | \$8,193.00 | 0\% |
| 3 | 6 | After <br> School <br> Tutoring and <br> Homework Support | Yes | Schoolwide | English <br> Learners, <br> Foster <br> Youth, socioecono disadvantag | Shandon <br> High <br> School <br> and <br> Shandon <br> nically <br> Elementary <br> School | \$15,000.00 | 0\% |
| 4 | 1 | Staff <br> Developme | Yes | Limited | English Learners | Shandon <br> Elementary, <br> Parkfield <br> Elementary, <br> Shandon <br> High <br> School | \$500.00 | 0\% |
| 4 | 2 | Para <br> Educators | Yes | Limited | English <br> Learners | Shandon <br> Elementary <br> and <br> Shandon <br> High <br> School | \$135,864.0¢ | 00\% |


|  |  | ction Title | Contributing to Increased or Improved Services? | Scope | Unduplicated <br> Student <br> Group(s) | Location | Planned Expenditure for <br> Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (\%) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4 | 3 | Field Trips | Yes | LEA-wide | English <br> Learners and socioeconor disadvantag | Shandon <br> Elementary, <br> Parkfield <br> Elementary, <br> 18tazthdon <br> digh <br> School | \$15,000.00 | 0\% |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures <br> (Total Funds) | Total Estimated Actual Expenditures <br> (Total Funds) |
| :--- | :--- | :--- |
| Totals | $\$ 759,379.00$ | $\$ 941,718.83$ |


| LastLast Yearłear's GoalAction \# \# |  |  | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | Administrative Support | Yes | \$75,014.00 | \$75,247.59 |
| 1 | 2 | Counseling Services | Yes | \$58,468.00 | \$61,034.42 |
| 1 | 3 | Multi Tiered Systems of Support | Yes | \$2,000.00 | \$2,000.00 |
| 1 | 4 | Basic Needs | Yes | \$1,800.00 | \$598.53 |
| 1 | 5 | Foster Youth Liaison | Yes | \$300.00 | \$300.00 |
| 1 | 6 | Sports | Yes | \$59,363.00 | \$44,372.16 |
| 1 | 7 | Stakeholder Communication | Yes | \$384.00 | \$384.00 |
| 1 | 8 | Bilingual Parent Support | Yes | \$104,711.00 | \$128,333.43 |
| 1 | 9 | Parent Involvement | Yes | \$500.00 | \$164.00 |
| 2 | 1 | College Preparation | Yes | \$65,016.00 | \$66,574.47 |
| 2 | 2 | CTE Class Offerings | Yes | \$107,366.00 | \$110,205.90 |
| 2 | 3 | Credit Recovery | Yes | \$10,731.00 | \$85,000.00 |
| 2 | 4 | Technology | Yes | \$31,000.00 | \$31,000.00 |
| 2 | 5 | Music | Yes | \$11,553.00 | \$10,966.87 |
| 3 | 1 | Reading Intervention | Yes | \$54,608.00 | \$54,022.98 |


| LastLast Yearłsear's GoalAction \# \# |  |  | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 2 | After School Program | Yes | \$45,000.00 | \$45,000.00 |
| 3 | 3 | Multi Tiered <br> Systems of Support | Yes | \$27,650.00 | \$25,825.63 |
| 3 | 4 | Attendance | Yes | \$4,000.00 | \$365.85 |
| 4 | 1 | Staff Development | Yes | \$500.00 | \$88,719.00 |
| 4 | 2 | Para Educators | Yes | \$99,415.00 | \$111,604.00 |

## 2021-22 Contributing Actions Annual Update Table

| To | 6. <br> Estimated <br> Actual <br> LCFF <br> Supplementa and/or Concentratio Grants (Input Dollar Amount) | 4. Total Planned Contributin Expenditur (LCFF Funds) | 7. Total <br> Estimated <br> Actual <br> Expenditures <br> for <br> Contributing <br> Actions <br> (LCFF <br> Funds) | Difference <br> Between <br> Planned and <br> Estimated <br> s <br> Actual <br> Expenditures <br> for <br> Contributing <br> Actions <br> (Subtract 4 <br> from 7) | 5. Total Planned Percentage of Improved Services (\%) | 8. Total <br> Estimated <br> Actual <br> Percentage of Improved <br> Services <br> (\%) | Difference <br> Between <br> Planned and <br> Estimated <br> Actual <br> Percentage <br> of Improved <br> Services <br> (Subtract 5 <br> from 8) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Totals | \$822,424.0 | \$759,379.0 | \$773,928.98 | 4,549.98 | 0.00\% | 0.00\% | 0.00\% |


| LastLast <br> Yearłear's <br> GoalAction ${ }^{\text {Action Title }}$ <br> \# \# |  |  | Contributed <br> to Increased <br> or Improved Services? | Last Year's Total Planned Expenditures (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services (\%) | Estimated <br> Actual <br> Percentage <br> of Improved <br> Services <br> (Input <br> Percentage) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1 | Administrative Support | Yes | \$75,014.00 | \$75,247.59 | 0.00\% | 0.00\% |
| 1 | 2 | Counseling Services | Yes | \$58,468.00 | \$55,034.42 | 0.00\% | 0.00\% |
| 1 | 3 | Multi Tiered Systems of Support | Yes | \$2,000.00 | \$2,000.00 | 0.00\% | 0.00\% |
| 1 | 4 | Basic Needs | Yes | \$1,800.00 | \$598.53 | 0.00\% | 0.00\% |
| 1 | 5 | Foster Youth Liaison | Yes | \$300.00 | \$0.00 | 0.00\% | 0.00\% |
| 1 | 6 | Sports | Yes | \$59,363.00 | \$44,372.16 | 0.00\% | 0.00\% |
| 1 | 7 | Stakeholder Communicati | $\hat{\phi n}^{Y e s}$ | \$384.00 | \$384.00 | 0.00\% | 0.00\% |


| LastLast <br> Year＇sear＇s Action Title GoalAction <br> \＃\＃ |  |  | Contributed to Increased or Improved Services？ <br> Yes | Last Year＇s Total Planned Expenditures （LCFF Funds） | Estimated <br> Actual <br> Expenditures for Contributing Actions （Input LCFF Funds） | Planned Percentage of Improved Services（\％） | Estimated <br> Actual <br> Percentage <br> of Improved <br> Services <br> （Input <br> Percentage） |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 8 | $\begin{array}{\|l} \hline \text { Bilingual } \\ \text { Parent } \\ \text { Support } \end{array}$ |  | \＄104，711．00 | \＄128，333．43 | 0．00\％ | 0．00\％ |
| 1 | 9 | Parent Involvement | Yes | \＄500．00 | \＄164．00 | 0．00\％ | 0．00\％ |
| 2 | 1 | College Preparation | Yes | \＄65，016．00 | \＄66，574．47 | 0．00\％ | 0．00\％ |
| 2 | 2 | CTE Class Offerings | Yes | \＄107，366．00 | \＄110，205．90 | 0．00\％ | 0．00\％ |
| 2 | 3 | Credit Recovery | Yes | \＄10，731．00 | \＄10，595．00 | 0．00\％ | 0．00\％ |
| 2 | 4 | Technology | Yes | \＄31，000．00 | \＄31，000．00 | 0．00\％ | 0．00\％ |
| 2 | 5 | Music | Yes | \＄11，553．00 | \＄10，966．87 | 0．00\％ | 0．00\％ |
| 3 | 1 | Reading Intervention | Yes | \＄54，608．00 | \＄54，022．98 | 0．00\％ | 0．00\％ |
| 3 | 2 | After School Program | Yes | \＄45，000．00 | \＄45，000．00 | 0．00\％ | 0．00\％ |
| 3 | 3 | Multi Tiered Systems of Support | Yes | \＄27，650．00 | \＄25，825．63 | 0．00\％ | 0．00\％ |
| 3 | 4 | Attendance | Yes | \＄4，000．00 | \＄1，500．00 | 0．00\％ | 0．00\％ |
| 4 | 1 | Staff <br> Development | Yes | \＄500．00 | \＄500．00 | 0．00\％ | 0．00\％ |
| 4 | 2 | Para <br> Educators | Yes | \＄99，415．00 | \＄111，604．00 | 0．00\％ | 0．00\％ |

## 2021-22 LCFF Carryover Table



## Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at Icff@cde.ca.gov.

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section $52064[\mathrm{e}][1])$. Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- Meaningful Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- Accountability and Compliance: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the
outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement
with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021-22, 2022-23, and 2023-24 school years reflects statutory changes made through Assembly Bill 1840
(Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions
included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English
learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through
grade twelve (TK-12), but also allow educational partners to understand why, and whether those strategies are leading to improved
opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended
to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA
using its budgetary resources to respond to TK-12 student and community needs, and address any
performance gaps, including by
meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners,
research, and experience, will have the biggest impact on behalf of its TK-12 students.
These instructions address the requirements for each section of the LCAP, but may include information about effective practices when
developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

## General Information

Briefly describe the LEA, its schools, and its students in grades TK-12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes
Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward

LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

## Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps?
An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

## LCAP Highlights

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

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

## Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

## Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

## Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.
This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs
are encouraged to keep this goal in the forefront when completing this section.
Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.
Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.
Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

## Requirements and Instructions

Below is an excerpt from the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:
a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a) (3), as appropriate.
d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."
Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."
A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.
Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."
A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions


## Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.
A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local
indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.
In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal. Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

## Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022-23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP. for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- Consistently low-performing student group(s) goal requirement: An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- Goal Description: Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- Explanation of why the LEA has developed this goal: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the
"All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- Low-performing school(s) goal requirement: A school district or COE meeting the lowperforming school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- Goal Description: Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- Explanation of why the LEA has developed this goal: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.


## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of
the three-year plan. LEAs may use data as reported on the 2019
Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).
Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020-21 outcomes on some metrics may not be computable at the time the 2021-24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.
The baseline data shall remain unchanged throughout the three-year LCAP.

## Complete the table as follows:

- Metric: Indicate how progress is being measured using a metric.
- Baseline: Enter the baseline when completing the LCAP for 2021-22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 1 Outcome: When completing the LCAP for 2022-23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 2 Outcome: When completing the LCAP for 2023-24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- Year 3 Outcome: When completing the LCAP for 2024-25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024-25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 202324 LCAP year.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (202324) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Enter information in this box when completing the LCAP for 2021-22. | Enter information in this box when completing the LCAP for 2021-22. | Enter information in this box when completing the LCAP for 2022-23. <br> Leave blank until then. | Enter information in this box when completing the LCAP for 2023-24. <br> Leave blank until then. | Enter information in this box when completing the LCAP for 2024-25. <br> Leave blank until then. | Enter information in this box when completing the LCAP for 2021-22 or when adding a new metric. |

Timeline for completing the "Measuring and Reporting Results" part of the Goal.
The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

## Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a " $Y$ " for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

## Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

## Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## Goal Analysis:

## Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK-12 as compared to all students in grades TK-12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students. Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.
Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for
unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
LCFF Carryover - Percentage: Specify the LCFF Carryover Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero $(0.00 \%)$.
LCFF Carryover - Dollar: Specify the LCFF Carryover - Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0). Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021-24 LCAP from the 2017-2020 LCAP, the LEA must determine whether or not the action was effective
as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

## Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.
Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low- income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions $\mathrm{X}, \mathrm{Y}$, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.
(Measurable Outcomes [Effective In])


## COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

## Actions Provided on an LEA-Wide Basis:

## Unduplicated Percentage > 55\%:

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

## Unduplicated Percentage < 55\%:

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.
For schools with $40 \%$ or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.
For school districts expending funds on a schoolwide basis at a school with less than $40 \%$ enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

> A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for
unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.
For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.
An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.
Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

## Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the
number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.


## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.
The following action tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022-23 LCAP, 2022-23 will be the coming LCAP Year and 2021-22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- LCAP Year: Identify the applicable LCAP Year.
- 1. Projected LCFF Base Grant: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- 2. Projected LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the
basis of the number and concentration of unduplicated students for the coming school year.
- 3. Projected Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- LCFF Carryover - Percentage: Specify the LCFF Carryover - Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero ( $0.00 \%$ ).
- Total Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.


## Goal \#:

Enter the LCAP Goal number for the action.

## Action \#:

Enter the action's number as indicated in the LCAP Goal.

## Action Title:

Provide a title of the action.

## Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
Contributing to Increased or Improved Services?:
Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

## Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

## Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

## Location:

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

## Time Span:

Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter " 1 Year", or "2 Years", or "6 Months".

## Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

## Total Non-personnel:

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

## LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- Note: For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.


## Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

## Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

## Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

## Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

## Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth $(0.00 \%)$. A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $\$ 165,000$. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $\$ 165,000$ by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.


## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- 6. Estimated Actual LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- Estimated Actual Expenditures for Contributing Actions: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- Estimated Actual Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth ( $0.00 \%$ ).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $\$ 169,500$ due to a cost of living adjustment. The LEA would divide the estimated actual cost of $\$ 169,500$ by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.


## LCFF Carryover Table

- 9. Estimated Actual LCFF Base Grant: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- 10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover - Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.


## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

## Contributing Actions Table

## 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column


## 5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column


## Planned Percentage to Increase or Improve Services for the coming

school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).


## Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07 (c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

## 6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.


## 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)


## 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)


## Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)


## 5. Total Planned Percentage of Improved Services (\%)

- This amount is the total of the Planned Percentage of Improved Services column


## 8. Total Estimated Actual Percentage of Improved Services (\%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column


## Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)


## LCFF Carryover Table

## 10. Total Percentage to Increase or Improve Services for the Current

 School Year (6 divided by 9 + Carryover \%)- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover - Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9 , plus 8 )

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).


## 12. LCFF Carryover - Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9 )

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

## 13. LCFF Carryover - Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education January 2022

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

## NOTICE OF PUBLIC HEARING

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

## TOPIC OF HEARINGS:

## Preliminary 2022-2023 Budget

| Hearing Date: | Monday, June 6, 2022 |
| :--- | :--- |
| Time: | 7:00 p.m. |
| Location: | Shandon High School |
|  | Library |
|  | 101 South 1st Street |
|  | Shandon, CA 93461 |

2022-2023 Budget will be available for public review at the hearing and beginning June 1, 2021 at the District Office.

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Kristina Benson, Ed.D

## 2022-2023 Annual Budget

Period July 1, 2022- July 31, 2023

## Board Members

Marlene Thomason
Nataly Ramirez
Jesse Cuellar Jennifer Moe
Flint Speer

ANNUAL BUDGET REPORT:
July 1, 2022 Budget Adoption

Insert "X" in applicable boxes
This budget was developed usind
necessary to implement the Local Control and Accounteria and Standards. It includes the expenditures hearing by the gove for the budget year. The budget was filed an (LCAP) or annual update to the LCAP 42127,52060, 52061, and 52062 the school district pursuant to Education subsequent to a public , and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum the requirements of subparagraphs (B) and (C) of at its public hearing, the school district complied with Section 42127.

Budget available for inspection at:

| Place: | Shandon JUSD District Office | Public Hearing: |  |
| :---: | :---: | :---: | :---: |
|  |  | Place: | Shandon JUSD |
| Date: | May 27. 2022 | Date: |  |
|  |  |  | Jurie 06, 2022 |
| Adoptian Date: | June 21, 2022 | Tirne: | 07:00 PM |
| Signed; |  |  |  |
|  | Clerk/Secretary of the Gaverning Board |  |  |
|  | (Original signature required) |  |  |

Contact person for additional information on the budget reports:

| Name: Maria Ruelas |  |  |
| ---: | :--- | ---: | :--- |
| Tille: Fiscal Specialist II | Telephone: $\frac{805-782-7271}{\text { E-mail: mruelas@slocoe.org }}$ |  |

## Criteria and Standards Review Surmmary

The following summary is automatically completed
Review (Form 01CS). Criteria and standards that based on data provided in the Criteria and Standards additional fiscal indicators that are "Yes," may indicate areas, " and supplemental information and purposes and should be carefully reviewed.



$\left.\begin{array}{|ll|l|l|}\hline \text { A9 } & \begin{array}{l}\text { Change of CBO } \\ \text { or } \\ \text { Superintendent }\end{array} & \begin{array}{l}\text { Have there been personnel changes in the } \\ \text { superlntendent or chief buslness official } \\ (G B O) \text { positlons within the last 12 months? }\end{array} & x\end{array}\right\}$

## ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Sectlon 42141, if a school dlstrict, either indlvidually or as a member of a joint powers agency, is selfinsured for workers' compensation clalms, the superintendent of the school dlstrict annually shall provide Informatlon to the governing board of the school district regarding the estimated accrued but unf unded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, If any, that it has decided to reserve in its budget for the cost of those claims.

To the Counly Superintendent of Schools:

X
Our district is self-insured for workers' compensation claims as defined in Education Code
$\qquad$ Section 42141 (a):

| Tatal liabilities actuarially determined: |
| :--- |
| Less: Amount of lotal liabilities <br> reserved in budget: <br> Estimaled accrued but unf unded <br> liablilies: |

This school district is not self-Insured for workars' campensation claims.

| Signed |  | Date of MeetIng: | Jun 06. 2003 |
| :---: | :---: | :---: | :---: |
| Clerk/Secretary of the Governing Board <br> (Original signature requirod) |  |  |  |
| For additional information on this certification, please contact: |  |  |  |
| Name: | MARIA RUELAS |  |  |
| Title: | FISCAL SPECIALIST II |  |  |
| Talephone: | 805-782-7274 |  |  |
| E-mail: | MRUELAS@SLOCOE.ORG |  |  |

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> Meeting Date: June 06, 2022 

TO: Board of Trustees
FROM: Maria Ruelas, Fiscal Specialist II

## SUBJECT: 2022-2023 Budget Narrative and Overview

Pursuant to Education code 42131, the Shandon Joint Unified School District's 2022-23 Annual Budget Report has been prepared for the Board's review and approval. The budget shows the ability of the District to meet its 2022-23 financial obligations. Based on the governor's May revise to the 2022-2023 state budget the district may not meet its financial obligations in the subsequent two fiscal years without further budget reductions or additional revenue.

As we continue to recover from the COVID-19 pandemic, California public schools will see a much needed infusion of investments at a time when students and schools, especially those that have been traditionally underserved, require more support than ever before. The revised budget directs a total of $\$ 128.3$ billion to education, lifts up the most critical needs including historic funding for school mental health, recruitment and retention of teachers, and literacy strategies necessary to allow students to heal and recover after two very challenging years. This discretionary, ongoing increase is an important resource for all local educational agencies to mitigate the impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns.

The TK-12 budget includes a 10\% increase in general funding under the Local Control Funding Formula (LCFF), which school districts and legislative leaders had made their \#1 priority. It would increase to $\$ 73.4$ billion, according to the Department of Finance. A cost-of-living adjustment was updated to $6.56 \%$, now the largest cost-of-living adjustment in the history of LCFF. To minimize reductions in LCFF funding that would otherwise result due to increased absences, the May Revision proposes allowing all classroom-based local educational agencies to be funded at the greater of their current year average daily attendance or their current year enrollment adjusted for pre-Covid-19 absence rates in the 2021-22 fiscal year.

The Governor has also proposed to give districts $\$ 8$ billion in discretionary, one-time funding. The funding would be distributed on a per-ADA basis using 2021-22 Second Principal Apportionment (P-2) reported ADA. The intent for these funds is to address student learning challenges, protect staff levels, and support the mental health and wellness of students and staff.

The Governor has built his State Budget capitalizing on a windfall that is likely to be short lived. Proposition 98 grew 0.0009\% from 2021-22 to 2022-23, signaling an anticipated slow down of state General Fund revenues. We should read this as a warning of more modest State budgets ahead.

The 2022-23 General Fund Budget is projected based on the following assumption as of State May Revision in May 2022. These assumptions are subject to change and the budget will be revised as updated information becomes availabie.

## Budget Assumptions:

## 2022-23

6.56\% COLA to LCFF

Estimated Supplemental and Concentration grant funding $\$ 868,527$
Estimated LCAP expenditures using Supplemental/Concentration funding \$927,982
LCAP expense overage will be covered by 2021-22 LCAP carryover.
Current Year estimated ADA 236.97. For funding purposes 250.16 ADA (greater of current or prior year ADA) Supplemental Unduplicated count 84.36\%
Certificated salaries were increased only by step and estimated column, longevity movement and associated statutory benefits.
Classified salaries were increase only by step and longevity movement and associated statutory benefits
STRS Employer Rate 19.1\%
PERS Employer Rate 25.37\%
Staff changes/additions:
None at this time. May change at $1^{\text {st }}$ Interim
*Cafeteria contribution of $\$ \mathbf{6 1 , 4 1 4}$
*Estimated Reserve for Economic Uncertainties 13.79\%

## 2023-24

5.38\% COLA to LCFF

Estimated Supplemental and Concentration grant funding \$891,586
Estimated LCAP expenditures using Supplemental/Concentration funding \$891,586
Current Year Estimated ADA 227.75. For funding purposes 239.45 ADA
Supplemental Unduplicated count 86.84\%
No increases in salary schedules for any bargaining unit other than normal step and column, and longevity movement and associated statutory benefits
STRS Employer Rate 19.10\%
PERS Employer Rate 25.20\%
*Cafeteria contribution of $\$ \mathbf{6 4 , 4 8 5}$
*Estimated Reserve for Economic Uncertainties 10.32\%
Expenditure will need to be closely monitored to maintain the minimum reserve requirement

## 2024-25

### 4.02\% COLA to LCFF

Estimated Supplemental and Concentration grant funding \$932,847
Estimated LCAP expenditures using Supplemental/Concentration funding \$932,847
Current Year Estimated ADA 221.50. For funding purposes 227.75 ADA.
Supplemental Unduplicated count 89.22\%
No increases in salary schedules for any bargaining unit other than normal step and column, and longevity movement and associated statutory benefits
STRS Employer Rate 19.10\%
PERS Employer Rate 24.60\%
*Cafeteria contribution of $\$ 67,709$
*Estimated Reserve for Economic Uncertainties 5.75\%
Expenditure will need to be closely monitored to maintain the minimum reserve requirement

## The General Fund

In the General Fund the educational program of the district is revealed. Revenues are made clear and our educational priorities are reflected in the programs we provide from those revenues.

The Shandon JUSD has various accounts within the General Fund. In addition, there are other funds dealing with special program and facility projects. The State requires that various accounts be divided into unrestricted and restricted accounts. The type of account is very important because the "account type" determines how the money may be spent.

Unrestricted funds must cover all fixed cost increases, including mandatory step and column movement on salary schedules, utilities, classroom supplies, services, insurance and general operational expenses.

Restricted accounts are funds whose use is restricted by legal requirement or by the donor. Major sources of restricted revenue include various Grants, Special Education (AB602) and Title 1 funds.


Revenue Highlights for 2022-23 are as follows:

- LCFF Sources: Based on hold harmless ADA of 250.16/Supplemental Concentration of $84.36 \%$
- Federal: Reduced due to CARES/ESSER dollars (will increase at $1^{\text {st }}$ interim with ESSER III)
- Other State: Reduced due decrease to STRS on Behalf
- Local revenues decreased due to removal of donation funds, will be added as they are received.


Expenditure Highlights for 2022-23 are as follows:

- Increase in Salaries for Certificate and Classified due to Step and Column
- Increase in Benefits due to STRS/PERS that will continue to grow annually and increase to Health \& Welfare Cap.
- Decrease in Supplies due to various grants being eliminated.
- Decrease in Services due to various grants being eliminated.
- Increase in Other outgo due to ongoing Special Ed services.
- Contribution to cafeteria.


## Unrestricted Ending Fund Balance and Reserve Levels



Much of the funding received by public school districts in California is allocated to those districts on the bases of their student attendance. School districts with higher student attendance receive more funds than those of the same size with a lower percentage of attendance. The measure of attendance activity is known as average daily attendance (ADA) and is the actual count of students present.

The ratio between ADA and enrollment is sometimes an indicator of how closely schools monitor student attendance. At Shandon JUSD, the ADA figure is approximately $90 \%$ of CBEDS enrollment. District staff and administration continue to work hard to improve and maintain this enrollment to ADA ratio. Better attendance rates not only improve District revenues; more importantly, they improve a student's well-being and achievement.


## District's Increasing Cost for STRS and PERS



- Fund 08 Student Activity Fund- GASB 84 requirement to book Fiduciary accounts ie: ASB
- *Fund 13 Cafeteria: Revenues and Expenditures need to be closely monitored throughout the year. The estimated contribution from General Fund is $\$ 42,263$. Estimated beginning balance is $\$ 0.00$
- *Fund 21 Building Fund-Bond Proceeds: Estimated beginning balance is $\mathbf{\$ 1 , 6 9 7 , 1 7 7 . 9 7}$
- Fund 25 Capital Facilities Fund (Developer Fees): Estimated beginning balance is $\mathbf{\$ 1 5 4 , 1 7 7 . 7 7}$
- Fund 51-Debt Service Fund: Bond Interest and Redemption Fund 51 are used for the repayment of bonds issued by the District along with the associated bond interest payments. This fund is administered, controlled, and operated by the SLO County Auditor/Treasurer's Office.


## General Assumptions:

The district is projected to meet its financial obligations for 2022-23. New expenditures should be looked at closely every year to insure they can be covered and proper reserves maintained for current year and two out years.

In order to maintain the 5\% reserve, the district must closely monitor the need for current open Certificated positions and other expenditures.

The July 1, 2022 beginning balances are ESTIMATED. Actual balances will be known in September after the books are closed.

The Single Budget Adoption timeline will be followed. The budget adopted by July 1, 2022, will become the Annual Budget. A review of any changes in revenues and expenditures necessitated by the State Budget Act will be made within 45 days after the Budget Act is signed, per $A B 1200$. In the event there are changes at the legislative level that materially affect the budget, the Board can adopt a revised budget and submit to the County Office of Education no later than 45 days after the Governor signs the State's Revised Budget.

## Recommended Action: Board approve Adoption Budget for 2022-23

Based on the information in the 2022-23 Budget Report, the Shandon Joint Unified School District will meet its financial obligations in the current year and two out years. The Budget Report as presented is an accurate representation of what is known at this time. The Superintendent will continue to monitor ADA and staffing needs of the District on a regular basis.


ADA
UNDUPLICATED COUNT



## 



## 



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COLA
STRS
PERS

$8010-8099$
$8100-8299$
$8300-8599$
$8600-8799$

$$
\begin{aligned}
& \text { Carry forward balances } \\
& \text { ROP } \\
& \text { SIPE } \\
& \text { FFA Donations } \\
& \text { Greenhouse } \\
& \text { Lottery-6300 } \\
& \text { Lottery } 1100 \\
& \text { Common Core }
\end{aligned}
$$

## 

| RESTRICTED |  |
| :---: | :---: |
| 3010 Title I | 72,000 |
| 3310 Special Ed | 51,447 |
| 3315 Special Ed Preschool |  |
| 3320 Pres |  |
| 3550 Carl Perkins |  |
| 4035 Title II Teacher Quality | 10,876 |
| 4127 Title IV Every Student |  |
| Succeeds Act- New 18/19 | 10,000 |
| 4203 Title III LEP | 13,156 |
| 5810 REAP | 25,000 |
| 6230 Prop 39-opted 2 yr in 15/1 | 0 |
| 6300 Lottery | 15,072 |
| 6387 CTE AIG Grant |  |
| 6500 Special Ed AB602 | 110,510 |
| AB602 | 15,000 |
| AB602 | 176,135 |
| AB602 Contract with PV-New 1 \& | 14,663 |
| 7010 Agriculture |  |
| 7311 Classified School |  |
| Employees Professional |  |
| Development- New 18/19 |  |
| 7338 College Readiness | 0 |
| 7690 STRS on behalf | 192,159 |
| 9010 Shop Donations | 0 |
| 9055 SIPE | 2,998 |
| 9055 SIPE SAFETY Grant | 0 |
| 9069 FFA Donations |  |
| 9580 Greenhouse | 0 |
| 9630 South Coast Region | 0 |
| 9638 CTE SLOPE GRANT | 0 |
| 9639 CTE CUESTA | 0 |
|  | 709,016 |
| total revenues | 4,822,524 |

\begin{tabular}{|c|c|c|}
\hline \& \& UNRESTRICTED <br>
\hline \multirow[t]{5}{*}{8010-8099} \& LCFF \& <br>
\hline \& STATE AID \& 1,472,399 <br>
\hline \& EPA \& 47,890 <br>
\hline \& TAXES \& 2,479,904 <br>
\hline \& \& 4,000,193 <br>
\hline \multirow[t]{5}{*}{$8300-8599$

8550
8550} \& STATE \& <br>
\hline \& MANDATE BLOCK GRANT \& 11,827 <br>
\hline \& 1 TIME MANDATE REVENUE \& 0 <br>
\hline \& 1100 LOTTERY \& 42,704 <br>
\hline \& \& 54,531 <br>
\hline 8600-8799 \& OTHER LOCAL REV \& <br>
\hline 8650 \& LEASES/RENTALS \& 22,500 <br>
\hline 8660 \& INTEREST \& 15,000 <br>
\hline 8698 \& StALE DATE \& 0 <br>
\hline 8699 \& MISCELLANEOUS \& 5,000 <br>
\hline 8699 \& GRIZZLY \& 6,284 <br>
\hline 8699 \& MICROSOFT REBATE \& 0 <br>
\hline 8699 \& CUESTA CTE CLASSES D1 $637^{\circ}$ \& 7,500 <br>
\hline 8699 \& SISC SAFETY \& 500 <br>
\hline 8699 \& VANDALISM \& 0 <br>
\hline 8699 \& FUNDRAISERS BLOCK S \& 0 <br>
\hline 8699 \& FIRST SOLAR PARKING \& 0 <br>
\hline 0001 \& LIBRARY DONATION \& 2,000 <br>
\hline \multirow[t]{3}{*}{0723} \& TRANSPORTATION INVOICING \& 0 <br>
\hline \& \& 58,784 <br>
\hline \& TOTAL REVENUES \& 4,113,508 <br>
\hline
\end{tabular}





## 


UNRESTRICTED


$$
\begin{array}{r}
11,827 \\
0 \\
42,704 \\
54,531
\end{array}
$$


 $\begin{array}{lr}\text { CUESTA CTE CLASSES D1 } 637^{\circ} & 7.500 \\ \text { SISC SAFETY } & 500\end{array}$ VANDALISM 0 FUNDRAISERS BLOCK S 0 FIRST SOLAR PARKING 2000

$\underset{\sim}{\infty}$

SSO＇Z9L＇t SヨחNヨヘヨy 7V1OI8010－8099 LCFF
8300－8599 STATE

[^1]8600－8799 OTHER LOCAL REV 8050 EASES／RENTALS INTEREST

$\begin{array}{ll}8698 & \text { STALE DATE } \\ 8699 & \text { MISCELLANEOUS } \\ 8699 & \text { GRIZZLY }\end{array}$


| STRICTED |  |  |
| :---: | :---: | :---: |
| 8010－8099 | LCFF |  |
|  | STATE AID | 1，448，889 |
|  | EPA | 45，550 |
|  | TAXES | 2，554，301 |
|  |  | 4，048，740 |
| 8300－8599 STATE |  |  |
| 8550 | MANDATE BLOCK GRANT | 11，827 |
| 8550 | 1 TIME MANDATE REVENUE | 0 |
|  | 1100 LOTTERY | 42，704 |
|  |  | 54，531 |
| 8600－8799 | OTHER LOCAL REV |  |
| 8650 | LEASES／RENTALS | 22，500 |
| 8660 | INTEREST | 15，000 |
| 8698 | StALE DATE | 0 |
| 8699 | MISCELLANEOUS | 5，000 |
| 8699 | GRIZZLY | 6，284 |
| 8699 | MICROSOFT REBATE | 0 |
| 8699 | CUESTA CTE CLASSES D1 637 | 7.500 |
| 8699 | SISC SAFETY | 500 |
| 8699 | VANDALISM | 0 |
| 8699 | FUNDRAISERS BLOCK S | 0 |
| 8699 | FIRST SOLAR PARKING | 0 |
| 0001 | LIBRARY DONATION | 2，000 |
| 0723 | TRANSPORTATION INVOICING | 0 |
|  |  | 58，784 |
|  | TOTAL REVENUES | 4，162，055 |

Summary Tab

| Shandon Joint Unified (08333) - 22/23 cudget development | 7/1/20,22 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019-20 |  | 2020-21 |  | 2021-22 |  | 2022-23 |  | 2023-24 |  | 2024-25 |  |  | 2025-26 |  | 2026-27 |  |  |
| SUMMARY OF FUNDING |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| General Assumptions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| COLA \& Augrentation |  | 3.25\% |  | 0.00\% |  | 5.07\% |  | 6.56\% |  | 5.38\% |  |  | 4.02\% |  | 3.72\% |  |  | 3.58\% |
| Base Grant Proration Factor |  | . |  | 0.00\% |  | 0.00\% |  | 0.00\% |  | 0.00\% |  |  | 0.00\% |  | 0.00\% |  |  | 0.00\% |
| Add-on, ERT \& MSA Proration Factor |  | - |  | 0.00\% |  | 0.00\% |  | 0.00\% |  | 0.00\% |  |  | 0.00\% |  | 0.00\% |  |  | 0.00\% |
| LCFF Entitlement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Base Grant |  | \$2,869,309 |  | \$2,750,766 |  | \$2,890,035 |  | \$2,866,932 |  | \$2,899,156 |  |  | \$2,901,805 |  | \$2,374,668 |  |  | \$- |
| Grade Span Adjustment |  | 70,440 |  | 61,492 |  | 64,640 |  | 50,635 |  | 49,329 |  |  | 53,966 |  | 85,759 |  |  | . |
| Supplemental Grant |  | 407,017 |  | 382,522 |  | 398,566 |  | 407,548 |  | 424,574 |  |  | 433,754 |  | . |  |  | - |
| Concentration Grant |  | 344,485 |  | 318,305 |  | 423,858 |  | 460,979 |  | 467,012 |  |  | 499,093 |  | - |  |  | - |
| Add-ons: Targeted Instructional Improvement Block Grant |  | . |  | . |  | . |  | . |  | . |  |  | . |  | - |  |  | - |
| Add-ons: Home-to-School Transportation |  | 160,122 |  | 160,122 |  | 160,122 |  | 160,122 |  | 160,122 |  |  | 160,122 |  | 160,122 |  |  | 160,122 |
| Add-ons: Small School District Bus Replacement Program |  | . |  | - |  | - |  | - |  | . |  |  | . |  | - |  |  | - |
| Total LCFF Entitiement Before Adjustments, ERT \& Additional State Aid |  | \$3,851,373 |  | \$3,673,207 |  | \$3,937,221 |  | \$3,946,216 |  | \$4,000,193 |  |  | \$4,048,740 |  | \$2,620,549 |  |  | \$160,122 |
| Miscellaneous Adjustments |  | . |  | . |  | . |  | - |  | . |  |  | . |  | . |  |  | . |
| Economic Recovery Target |  | - |  | - |  | - |  | - |  | . |  |  | . |  | - |  |  | . |
| Additional State Aid |  | - |  | . |  | . |  | . |  | - ${ }^{-}$ |  |  | $\cdot$ |  | . |  |  | 1,218,066 |
| Total LCFF Entitlement |  | 3,851,373 |  | 3,673,207 |  | 3,937,221 |  | 3,946,216 |  | 4,000,193 |  |  | 4,048,740 |  | 2,620,549 |  |  | 1,378,188 |
| LCFF Entitlement Per ADA | \$ | 13,487 | \$ | 13,593 | \$ | 14,570 | \$ | 15,775 | \$ | 16,706 | \$ |  | 17,777 | \$ | 11,831 |  | \$ | - |
| Components of LCFF By Object Code |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| State Aid (Object Code 8011) | \$ | 556,727 | \$ | 1,277,095 | \$ | 1,441,483 | \$ | 1,488,510 | \$ | 1,472,399 | \$ |  | 1,448,889 | \$ | 2,620,549 |  | \$ | 1,378,188 |
| EPA (for LCFF Calculation purposes) | \$ | 57,112 | \$ | 54,046 | \$ | 54,046 | \$ | 50,032 | \$ | 47,890 | \$ |  | 45,550 | \$ | . |  | \$ | . |
| Local Revenue Sources: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Property Taxes (Object 8021 to 8089) | \$ | 5,829,826 | \$ | 2,343,626 | \$ | 2,441,692 | \$ | 2,407,674 | \$ | 2,479,904 | \$ |  | 2,554,301 | \$ | - |  | \$ | - |
| In-Lieu of Property Taxes (Object Code 8096) |  | 5,828. |  | $(1,560)$ |  | - |  | , |  | - |  |  | - |  | - |  |  | . |
| Property Taxes net of in-Lieu | \$ | 5,829,826 | \$ | 2,342,066 | \$ | 2,441,692 | \$ | 2,407,674 | \$ | 2,479,904 | \$ |  | 2,554,301 | \$ | - |  | \$ | - |
| total funding |  | 6,443,665 |  | 3,673,207 |  | 3,937,221 |  | 3,946,216 |  | 4,000,193 |  |  | 4,048,740 |  | 2,620,549 |  |  | 1,378,188 |
| Basic Aid Status |  | Basic Aid |  | Non-Basic Aid |  | Non-Bosic Aid |  | Non-Basic Aid |  | Non-Basic Aid |  |  | on-Basic Aid |  | Non-Basic Aid |  |  |  |
| Excess Taxes | \$ | 2,535,180 | \$ | . | \$ | . | \$ | - | \$ | - | \$ |  | - | \$ | - |  | \$ | - |
| EPA in Excess to LCFF Funding | \$ | 57,112 | \$ | - | \$ | , | \$ | - | \$ | - | \$ |  | - | \$ | - |  | \$ | - |
| Total LCFF Entitlement |  | 3,851,373 |  | 3,673,207 |  | 3,937,221 |  | 3,946,216 |  | 4,000,193 |  |  | 4,048,740 |  | 2,620,549 |  |  | 1,378,188 |
| SUMMARY OF EPA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \% of Adjusted Revenue Limit - Annual |  | 1613801139\% |  | 70.06785065\% |  | 49.17914663\% |  | 49.17914663\% |  | 49.17914663\% |  |  | 49.17914663\% |  | 0.00000000\% |  |  | 0.00000000\% |
| \% of Adjusted Revenue Limit - P-2 |  | 16.08698870\% |  | 70.06785065\% |  | 49.17914663\% |  | 49.17914663\% |  | 49.17914663\% |  |  | 49.17914663\% |  | 0.00000000\% |  |  | 0.00000000\% |
| EPA (for LCFF Calculation purposes) | \$ | 57,112 | 5 | 54,046 | \$ | 54,046 | \$ | 50,032 | \$ | 47,890 | \$ |  | 45,550 | \$ | - |  | \$ | - |
| EPA, Current Year (Object Code 8012) <br> ( P -2 plus Current Year Accrual) | \$ | 57,112 | \$ | 54,046 | \$ | 54,046 | \$ | 50,032 | \$ | 47,890 | \$ |  | 45,550 | \$ | - |  | \$ | - |
| EPA, Prior Year Adjustment (Object Code 8019) <br> ( P -A less Prior Year Accrual) | \$ | 20.00 | \$ | - | \$ | - | \$ | - | \$ | - | \$ |  | - | \$ | - |  | \$ | - |
| Accrual (from Data Entry tab) |  | - |  | - |  | - |  | - |  | - |  |  | - |  | - |  |  | - |

Summary Tab


# SSC School Dístrict and Charter School Financial Projection Dartboard 2022-23 May Revision 

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2022-23 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

| LCFF PLANNING FACTORS |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Factor | $\mathbf{2 0 2 1 - 2 2}$ | $\mathbf{2 0 2 2 - 2 3}$ | $\mathbf{2 0 2 3 - 2 4}$ | $\mathbf{2 0 2 4 - 2 5}$ | $\mathbf{2 0 2 5 - 2 6}$ |  |
| Department of Finance Statutory COLA ${ }^{1}$ | $1.70 \%$ | $6.56 \%$ | $5.38 \%$ | $4.02 \%$ | $3.72 \%$ |  |
| Planning COLA | $5.07 \%{ }^{2}$ | $6.56 \%$ | $5.38 \%$ | $4.02 \%$ | $3.72 \%$ |  |


| LCFF GRADE SPAN FACTORS FOR 2022-23 |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Entitlement Factors per ADA | $\mathbf{7 - 8}$ | $\mathbf{9 - 1 2}$ |  |  |
| 2021-22 Base Grants | $\$ 8,093$ | $\$ 8,215$ | $\$ 8,458$ | $\$ 9,802$ |
| Statutory COLA of $6.56 \%$ | $\$ 531$ | $\$ 539$ | $\$ 555$ | $\$ 643$ |
| Additional LCFF Investment of $\$ 2.1$ billion $^{3}$ | $\$ 266$ | $\$ 270$ | $\$ 278$ | $\$ 322$ |
| 2022-23 Base Grants | $\$ 8,890$ | $\$ 9,024$ | $\$ 9,291$ | $\$ 10,767$ |
| Grade Span Adjustment Factors | $10.4 \%$ | - | - | $2.6 \%$ |
| Grade Span Adjustment Amounts | $\$ 925$ | - | - | $\$ 280$ |
| 2022-23 Adjusted Base Grants |  |  |  |  |

*Average daily attendance (ADA)

| Factors |  | OTHER PLANNING FACTORS |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | $\mathbf{2 0 2 1 - 2 2}$ | $\mathbf{2 0 2 2 - 2 3}$ | $\mathbf{2 0 2 3 - 2 4}$ | $\mathbf{2 0 2 4 - 2 5}$ | $\mathbf{2 0 2 5 - 2 6}$ |
| California CPI | $6.55 \%$ | $6.11 \%$ | $3.14 \%$ | $1.97 \%$ | $2.31 \%$ |  |
| California Lottery | Unrestricted per ADA | $\$ 163$ | $\$ 163$ | $\$ 163$ | $\$ 163$ | $\$ 163$ |
|  | Restricted per ADA | $\$ 65$ | $\$ 65$ | $\$ 65$ | $\$ 65$ | $\$ 65$ |
| Mandate Block Grant (District) | Grades K-8 per ADA | $\$ 32.79$ | $\$ 34.94$ | $\$ 36.82$ | $\$ 37.98$ | $\$ 39.14$ |
|  | Grades 9-12 per ADA | $\$ 63.17$ | $\$ 67.31$ | $\$ 70.93$ | $\$ 73.16$ | $\$ 75.39$ |
| Mandate Block Grant (Charter) | Grades K-8 per ADA | $\$ 17.21$ | $\$ 18.34$ | $\$ 19.33$ | $\$ 19.94$ | $\$ 20.55$ |
|  | Grades 9-12 per ADA | $\$ 47.84$ | $\$ 50.98$ | $\$ 53.72$ | $\$ 55.41$ | $\$ 57.10$ |
| CalSTRS Employer Rate $^{5}$ |  | $16.92 \%$ | $19.10 \%$ | $19.10 \%$ | $19.10 \%$ | $19.10 \%$ |
| ${\text { CalPERS Employer } \text { Rate }^{5}}^{5}$ |  | $22.91 \%$ | $25.37 \%$ | $25.20 \%$ | $24.60 \%$ | $23.70 \%$ |
| Unemployment Insurance Rate $^{6}$ |  | $0.50 \%$ | $0.50 \%$ | $0.20 \%$ | $0.20 \%$ | $0.20 \%$ |
| Minimum Wage $^{7}$ | $\$ 15.00$ | $\$ 15.50$ | $\$ 16.00$ | $\$ 16.40$ | $\$ 16.70$ |  |


| STATE MINIMUM RESERVE REQUIREMENTS |  |
| :---: | :---: |
| Reserve Requirement | District ADA Range |
| The greater of $5 \%$ or $\$ 76,000$ | 0 to 300 |
| The greater of $4 \%$ or $\$ 76,000$ | 301 to 1,000 |
| $3 \%$ | 1,001 to 30,000 |
| $2 \%$ | 30,001 to 400,000 |
| $1 \%$ | 400,001 and higher |

[^2]

Independent Study 12,12
Home Hospital


CDS

| 93 | 83.7 |
| ---: | ---: |
| 0 | 0 |
| 0 | 0 |
| $\mathbf{2 5 9}$ | $\mathbf{2 4 1 . 4}$ |


| $58.65 \mathrm{k}-3$ |
| :---: |
| $53.664-6$ |
| $40.507-8$ |
| 83.7 9-12 |
| 0.00 NPS |
| 236.51 |$\quad$ tier 72-86 $\quad 87-100$ NEXT TIER




| Sthandarl Jolnt Unitied <br> San Lule Obepa | Budgot, July 1 <br> Goneral Fund / County School Sarvica Fund Expondlturee by Objoct |  |  |  | $\begin{array}{r} 40688330000000 \\ \text { Farm } 01 \\ \text { D8BTYaW1UT }(2022-23) \end{array}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 2021-22 Extimatod Actuais |  |  | 2022-23 Budget |  |  | \% 미ff Golumn CAF |
| Deserfation | Resourco Codos ${ }_{\text {a }}$ Objoct | Unrasirleled (A) | Reutrictad (B) | Total Fund col. A + B <br> (C) | Unrautrictad <br> (O) | Rorirlctad (E) | Total Fund col, D +E <br> (F) |  |
| A. revenues |  | - |  |  |  |  |  |  |
| 1) LCFF Sourcos | $8010-8099$ | 3,873,698.00 | 115.699 no | 3,989,235 00 | 3,946,218.00 | 115,777.00 | 4,061,993,00 | 1.8\% |
| 2) Fedoral Reverua | 8100-8299 | 0.00 | 87\%.489 20 | 674,469,20 | 0.00 | 230, 108,00 | 230,908,00 | .65.9\% |
| 3) Othor Siata Roy onue | 8300-8590 | 51,441,00 | 763,3/1.00 | 814,81200 | 53,811,00 | 225,845,00 | 279,756 00 | -65.7\% |
| 4) Oihor Lecal Ravenue | 8600-8799 | 109,23/40 | 256,580.00 | 305,817,40 | 61,656.00 | 155,101.00 | 217,769.00 | 10.5\% |
| 5) Total. revenues |  | 4,034,344.40 | 1,810,010 20 | 5.044,333.00 | 4,001,795 00 | 727,031,00 | 4,780,826 00 | -18.0\% |
| B. EXPENDITURES |  |  |  |  |  |  |  |  |
| 1) Conill leatod Solartas | 1000-1999 | 1.388,21500 | 122,855.00 | 1,811,070.00 | 1,508,107,00 | 285,426,00 | 1,794,633,00 | -09\% |
| 2) Classifiled Salares | 2000-2999 | 837,949,00 | 221,234.00 | 859,193.00 | 739,482.00 | 135.121.00 | 874,20300 | 17\% |
| 3) Empky ae Banairis | 3n00-3n99 | 809.407.00 | 398.891.00 | 1,208,288.00 | 809,344,00 | 3\%0,366.00 | 1,279,740.00 | $5.9 \%$ |
| 4) Books and Suppllos | 4000-4999 | 273,188.00 | 201,629,62 | 474,817,62 | 108,489,00 | 55,32300 | 253,812000 | -46\% |
| 5) Servicos and Other Operatina Expondilurus | 5000-59999 | 629,065,00 | 924,733 20 | 1,653,199 20 | 504,851,20 | 85,583 00 | 650,434,20 | . $58.1 \%$ |
| 8) Capial Oulsy | 6000 6499 | 000 | 7.530.00 | 7,530.00 | 0.00 | 0.00 | 0.00 | -100\% 0 |
| 7) Other Qulgo (excludiry Transfers if Indroct Cos!s) | $\begin{aligned} & 7100-7299 \\ & 7400-7499 \end{aligned}$ | 000 | 147,931,00 | 147,931.00 | 0.00 | 244,188.00 | 2.44, 188.00 | 65. $1 \%$ |
| 8) Oihor Outito - Transters of Indifrect Cosis | $7300-7389$ | (61,905 00 ) | 61,905.00 | 000 | (53,753 00 ) | 53.753.00 | 0.00 | 00\% |
| 9) TOTAL, EXPENOITURES |  | 3,675.970.00 | 2,396,658.82 | 8,062.619.82 | 3,885,520.20 | 1,211,390 00 | 5,096,910,20 | -15.9\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-89) |  | 358,394 40 | (576,6/9 67) | (218,295,22) | 176.274.80 | (183.559 00) | (307,288, 20) | 40.8\% |
| D. OTHER FINANCING SOURGESIUSES |  |  |  |  |  |  |  |  |
| 1) Inlariund Transfers |  |  |  |  |  |  |  |  |
| a) Tronsfers in | 8900-8920 | 000 | 0.00 | 0.00 | 000 | 000 | 0.00 | 0.0\% |
| b) Tranis ors Oul | ${ }^{7600-7629}$ | 23,69400 | 0.00 | 23,994,00 | 12,263.00 | 000 | 42,263.00 | 76\% |
| 2) Othar Sourcos/Usos |  |  |  |  |  |  |  |  |
| a) Sources | 8970.8979 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 000 | 0.0\% |
| a) Usus | 7630-7689 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| 3) Cunerituilans | я9\%--8999 | (487, 253,00) | 497,253.00 | 0.00 | (500,559 00) | 508,559,00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANGING sourcesiuses |  | (53, 147.00) | 49\%,253.00 | (23, 899400) | (550,62200) | 500,559,00 | (42,263.00) | 76.9\% |
| E NET INCREASE (DEGREASE IN FUND BALANGE (C + 04) |  | (162,752.60) | (79,420,06) | [242, 179.22] | (374, 547.20) | 25,000.00 | (344, 547 20) | 44,3\% |
| F. FUND BALANCE, RESERVES <br> 1) Beginning Fund Balaneo |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| a) As of Juily 1 - Unaustied | 9791 | 1,302, 112.48 | 263.60913 | 1,555, /21,61 | 1,138,359,88 | 184,182 51 | 1.323,542 39 | -15 5\% |
| b) Audil Adusiments | ${ }^{9793}$ | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Autilier ( $51 a+F 1 b$ ) |  | 1,302, 112 48 | 263,609, 13 | 1,565,721,81 | 1,139,359.88 | 184, 182.51 | 1,323,542,.39 | .15.5\% |
| 4) Other Rostalument | 974 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| e) Auluslod Beginniog Belance (f ic + Fid) |  | 1.302.112.48 | 263,609,13 | 1,565,721.61 | 1.139,359 88 | 184,18251 | 1.323,542,39 | $-15.5 \%$ |
| 2) Fnding Palesnce, Junt $30(E+F($ e $)$ Componouts of Ending Fund Balance a) Nonspondable |  | 1,139,359 88 | 184.182.51 | 1,323,542,39 | 784,81288 | 209,982,51 | 973,995 19 | -26.4\% |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Rovotring Cash | 9711 | 1.600.00 | 0.00 | 1.500.00 | 1,500 00 | 0.00 | 1,500 00 | 00\% |
| Sloras | 9712 | 0.00 | 0,00 | 0.00 | 0.00 | 0.00 | 000 | 0.0\% |
| Propaid Iloms | 9773 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 000 | 0,0\% |
| All Olhers | 9719 | 000 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.0\% |
| 4) Resitctiou | 9740 | 0.00 | 184,183,30 | 184, 183.30 | 0.00 | 209,183 30 | 209.18330 | 13,6\% |
| c) Cummilled |  |  |  |  |  |  |  |  |
| Stabilization Arrangomonts | 9750 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | $0^{0.00}$ | 0.0\% |
| Oher Comminments | 9780 | 000 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0,0\% |
| d) Asstoneld |  |  |  |  |  |  |  |  |
| Oihar Assingments <br> e) UnassigneulUnappiopnalod |  | 100,000 78 | 0,00 | 100,000,78 | . 7 | 0.00 | 78 | -100.0\% |
|  |  |  |  |  |  |  |  |  |
| Rasoriva for Econoric Unc.ortainilos | ${ }^{9799}$ | 304,32600 | 0.00 | 304,328,00 | 256,959 00 | 0.00 | 256,85900 | -15,8\% |
| UnsssignodiUnapproprialed Amount | 9790 | 733,53310 | (79) | 733,53231 | 506,352.90 | (79) | 506,352.11 | .31.0\% |
| G ASSETS |  |  |  |  |  |  |  |  |
| 1) Cash |  |  |  |  |  |  |  |  |
| a) In Counly Troasury <br> 1) F-uir Valuo Adjusinnont lo Cash in Counly Treasury | 9110 | 4,557,642 14 | (231.99681) | 4,015,645 33 |  |  |  |  |
|  | 9111 | 000 | 000 | 0.00 |  |  |  |  |
| b) In Uanks | 9120 | $0.0 n$ | 0.00 | 000 |  |  |  |  |
| c) in Revolving Cnsh Account | 9130 | 1.50000 | 000 | 1.500 .00 |  |  |  |  |
| d) wilh Riscal AyoniliTrustoo | 9135 | 000 | 000 | 000 |  |  |  |  |
| o) Collocthons Awaiting Depusit | 9140 | 000 | 000 | 000 |  |  |  |  |
| 2) Investinumis <br> 3) Accounls Recoivable | 9150 | 000 | 0,40 | 0.00 |  |  |  |  |
|  | 8200 | 819,62500 | 3,410,00 | 823,035 00 |  |  |  |  |

SACS FInancial Reporting Software


| Thanden Jotnt Unified San Luis Obispo <br> Doserlplion | Resource Codes | Objaet Coder | Budget, July 1 <br> Generel Fund/County School Sorvtee Fund Expendllures by abject |  |  |  |  | 408B8330000000Form 01D8B7Yaw1UT(20222-23) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 2021-22 Eatimatod Actuale |  |  | 2022-23 Budgat |  |  | $\begin{gathered} \text { \% Diff } \\ \text { Column } \\ C \in \mathbb{F} \end{gathered}$ |
|  |  |  | Unrentricled <br> (A) | Rostrictod <br> (B) | Tofal Fund <br> col. A + B <br> (C) | Unrastricted <br> (D) | Rentricted (E) | Total Fund col. D + E (F) |  |
| Foroul Rosarvo Furids |  | 8260 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Flood Coniral Funds |  | 8270 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Wasife Roneve Funth |  | 8280 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.0\% |
| FEMA |  | 8281 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0,00 | 0.0\% |
| Interagency Conlacts belmenn Leas |  | 9285 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Trrough Rnvenuns from Fandoral Sourcus |  | 8781 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0,00 | 00\% |
| Tillo 1, Part A, Uasic | 3010 | 8290 |  | 98,660.00 | 99.660 .00 |  | 72.070.00 | 72.070.00 | . $270 \%$ |
| Tilla I, Pari D. Local Dolirquort Programs | 3025 | 8290 |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| Tilla II, Por A, Supporthng criocive Insilucilon | 4035 | 8990 |  | 8,857.00 | 8,857.00 |  | 8,857.00 | 8,857.00 | 0.0\% |
| Tilte III, Part $A_{1}$ Immigrant Slutont Program | 4204 | 8280 |  | 0,00 | 0.00 |  | 0.00 | 000 | 0.0\% |
| Tille III, Part A, English Lonmor Program | \$203 | ${ }^{8230}$ |  | 12,870.00 | 12,.870.00 |  | 12,870,00 | 17,880.09 | 0.4\% |
| Publuc Charlor Schools Grani Program \{PCSGP) | 4810 | 8250 |  | 000 | 0.00 |  | 0,00 | 000 | 00\% |
| Oiher NCLB / Every Sludeni Sucteods ACi | 3040, 3045, 3060, 3061. 3110, 3150, 3155, 3180, 3102 4037. 1123, 4124. <br> 4176. 4127, 4128, 5030 | ${ }^{8290}$ |  | 10,000,00 | 10,000,00 |  | 10,000,00 | 10,000.00 | 0.0\% |
| Cancer and Toclunizal |  |  |  |  |  |  |  |  |  |
| Education | 3500-3599 | 8290 |  | 2,852.00 | 2,852,00 |  | 0.00 | 0.00 | -100.0\% |
| All Other Federal Revarue | All Olher | 8290 | 000 | 490.86620 | 490,486,20 | 0.00 | 75,027,00 | 75,027.00 | -4. $7 \%$ |
| total. flederal revenue |  |  | 0.00 | 674,46920 | 674,189. 20 | 0.00 | 230,108,00 | 230, 108.00 | -65.9\% |
| other state revenue |  |  |  |  |  |  |  |  |  |
| Other Slate Apportionmonts |  |  |  |  |  |  |  |  |  |
| rocip Fnilitomant |  |  |  |  |  |  |  |  |  |
| Prior Yours | 6380 | 8319 |  | 0.00 | 0,00 |  | 0.00 | 0.00 | 0.0\% |
| Sprcial Educallon Master Plan |  |  |  |  |  |  |  |  |  |
| curionl Yoar | 6500 | ${ }^{8311}$ |  | 0.00 | 0.00 |  | 0.00 | 0.00 | $0.0 \%$ |
| Prior Yeors | 6500 | ${ }^{8319}$ |  | 0.00 | ${ }^{0.00}$ |  | 0.00 | 0.00 | 0.0\% |
| N\| Othur Stalo Apporiliomments - Cuncini Year | all Oltar | 8311 | 0.00 | 0.00 | 0.00 | 0.06 | 0.00 | 0.00 | 0.0\% |
| All Other Stala Adpotilonmonla - Pror Yoais | All other | 9319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Chid Nutrtlion Programs |  | 8520 | 0.00 | 37,924.00 | 37,92400 | 0.00 | 0.00 | 0.00 | -100.0\% |
| Mandoted Cosis Hoimburremants |  | 8.50 | 11,356.00 | 0.00 | 11,358,00 | 11,356.00 | 0.00 | 11,358.00 | 0.0\% |
| Lollery - Ulirasinciled and Insinucionel Maturials |  | 8560 | 40,085,00 | 13,095,00 | 53,140,00 | 42,555.00 | 13,000 00 | 57, 5555 | 82\% |
| Tan Rnteat Subymitione |  |  |  |  |  |  |  |  |  |
| Rosticiclod Luvios - Olhar |  |  |  |  |  |  |  |  |  |
| Homooumors' Exemplions |  | 8575 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Olher Subventlonstin-Liou Taxes |  | 8576 | 000 | 0.00 | 000 | 0.00 | 000 | 0.000 | 0.0\% |
| Pas-binouth Rovyos tram |  |  |  |  |  |  |  |  |  |
| Slatu Sourfas |  | A5S\% | 000 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| Altar School Educallos mand Satoly (ASES) | 6010 | ${ }^{\text {8590 }}$ |  | 0.00 | $0^{0.00}$ |  | 0.00 | 0.00 | 0.0\% |
| Charter School Fscilly Grant | $6_{6030}$ | ${ }^{85} 50$ |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 00\% |
| Drupacchert Tosacco Fums | 6650, 6690, 8695 | 8550 |  | 0.00 | 0.00 |  | 000 | 0.00 | 0.0\% |
| Calitornia Clean Enargy Jobs Acl | 6230 | ${ }^{\text {85so }}$ |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| Caroor Technical Educallon Incentive |  |  |  |  |  |  |  |  |  |
| Granl Progray | 6387 | 8590 |  | 135,257,00 | 135,25700 |  | 0.00 | 0.00 | -100 0\% |
| Amarican Indian Earty Chluthood Faucsalion | 7210 | ${ }^{\text {as90 }}$ |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 00\% |
| Subrialized Sacundary | 7374 | 8550 |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| Implementation Nun Other Sialo Revonuo | 7405 All Olhur | 85908590 | 0.00 | 577,095.00 | 577,095.00 | 0.00 | 210.84500 | 210,815.00 | 635\% |
| total, otiler state revenuf |  |  | 51,44100 | 763,371.00 | 814,81200 | 53,911,00 | 225,845.00 | 279,766 00 | -65.7\% |
| other local revenue |  |  |  |  |  |  |  |  |  |
| Oihor local Revunuo |  |  |  |  |  |  |  |  |  |
| Counly and Districl Taxos |  |  |  |  |  |  |  |  |  |
| Oiher Rosidicied Levileg |  |  |  |  |  |  |  |  |  |
| Sucural Rall |  | 8615 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\% |
| Unsocurod Rull |  | 8515 | 0.00 | 000 | 000 | 0.00 | 0.00 | 000 | n $0 \%$ |
| Prior Yoars' raxes |  | 8617 | 000 | 0,00 | 0.00 | 0.00 | 0.00 | 000 | 00\% |
| Supplemoutua Taxes |  | 8618 | 0.00 | 0.00 | 000 | 0.00 | 000 | 0.00 | 0.0\% |
| Neman Visuram tares |  |  |  |  |  |  |  |  |  |
| Pactol loxes |  | 8 t 21 | 000 | 000 | 0,008 | a on | 0.00 | 0.00 | 00\% |
| Olihr |  | A622. | 000 | 0.00 | 0.00 | 000 | 000 | 000 | 00\% |
| Communily Rovevolopmmanl Iunds |  |  |  |  |  |  |  |  |  |
| Not Subiject lo LCfF Derfuction |  | 8625 | 000 | 0.00 | 0.00 | 000 | 000 | пu0 | 00\% |
| Ponotios and Intervot Iram |  |  |  |  |  |  |  |  |  |
| SACS Financial Reporting Software |  |  |  |  |  | Form Last | vised: 5/23/2 Submission | Vorsion: SA Form Ve 11:44:34 PM mber. D8B7 | $\begin{aligned} & \text { cs V1 } \\ & \text { ion: } \\ & -77: 00 \\ & \text { BW1UT } \end{aligned}$ |



| Shandon Jolet Unilded Sall Lule Obinpo <br> Doscription | Resource Codas | Object <br> Codan | Budget，July 1 <br> General Fund／County School gervice Fund Expendlures by Object |  |  |  |  | $\begin{array}{r} 40888320000000 \\ \text { Form 01 } \\ \text { D8日 } 0 \text { YewiUT(2022-23) } \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 2021－22 Exllmalod Actuals |  |  | 2022－23 Budgot |  |  | \％Diff Column $C \& F$ |
|  |  |  | Unrosiricted （A） | Rostrictod <br> （B） | Tolal Fund col．A＋E （C） | Unresirictod （D） | Rosirlclad （타 | Tolal Fund col．D＋E <br> （F） |  |
| Olhor Employ ao Bennflls |  | 3501－9902 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| Iotal，employee benefits |  |  | 809．107 00 | 396，881．00 | 1，208，288 00 | 909，344．00 | 370．396．00 | 1．279．770．00 | 5．9\％ |
| BCOKS AND SUPPLIES |  |  |  |  |  |  |  |  |  |
| Approvad Texisoous and Core Curitiula Malerials |  | 4100 | 12，818，00 | 31，429．00 | 44，247 00 | 25．195．00 | 35，125，00 | 80，320．00 | 36．3\％ |
| Books and Oirror Rele erconce Matorala |  | 4200 | 1，250，00 | 3，11100 | 4，36100 | 1，250．00 | 000 | 1，250．00 | －71，3\％ |
| Maneriols and Supplins |  | 4300 | 242，485，00 | 116，756．62 | 359，241，62 | 155，409．00 | 20，199，00 | 175，607．00 | －51．18 |
| Noncapillalized Equipmant |  | 4400 | 14，835．00 | 50．070．00 | 64,90500 | 14，835，00 | 000 | 14，835．00 | －77．1\％ |
| Food |  | 4700 | 1，800．00 | 26300 | 2，063．00 | 1，800．00 | 0.00 | 1，000．00 | －12\％ |
| TOTAL．BOOKS AND SUPPLIES |  |  | 273，198．00 | 201，620．62 | 474．817．62 | 199，499．00 | 55．323．00 | 253，012．00 | －465\％ |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |  |  |
| Subagroumenis for Sorvicos |  | 5100 | 0.00 | 144，500 00 | 144，50000 | 000 | 0.00 | 0.00 | －1000\％ |
| Travelo ond Conforonces |  | 5200 | 4．152．00 | 136，529．00 | 140，681．00 | 4，500 00 | 14．638．00 | 19，138．00 | $-86.1 \%$ |
| Ouos and Mambarships |  | 5300 | 9，819，00 | 595.00 | 10,21400 | 8，250 00 | 600.00 | 8，850．00 | －13．4\％ |
| Insuranco |  | 5400－5450 | 49，528 00 | 2，600．00 | 52，128 00 | 57，00000 | 2，600，00 | 59.60000 | 143\％ |
| Operatlons ond Housckkaplong |  |  |  |  |  |  |  |  |  |
| Sorvices |  | 5500 | 116，600．00 | 000 | 116，600．00 | 130．000．00 | 000 | 130，000．00 | 11．5\％ |
| Ronilas，Loseses，Rnpals，und |  |  |  |  |  |  |  |  |  |
| Noncauptalioal Improv omonts |  | 5600 | 18，922．00 | 48，790 00 | 67，71200 | 22，200．00 | 0.00 | 22，200 00 | －87．2\％ |
| Translin of bliroct Cosis |  | 5710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| Transiors ol Dirrei Cosis－Interiurd |  | 5750 | 0.00 | 0.00 | 0.00 | 0，00 | 000 | 0.00 | 0．0\％ |
| ProfespianallConsulllang Servicus und |  |  |  |  |  |  |  |  |  |
|  |  | 5900 | 12，975．00 | 1．810．00 | 14，785．00 | 13，600 00 | 0.00 | 13，600 00 | －80\％ |
| TOTAL．SERVICES AND OTHER OPERATING EXPENDITURES |  |  | 629，066．00 | 924，133 20 | 1，553，799．20 | 584．851．20 | 65，583．00 | 650，434，20 | －581\％ |
| capital outlay |  |  |  |  |  |  |  |  |  |
| Land |  | 6180 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 000 | 0．0\％ |
| Lend Improvainanis |  | 5170 | 0.00 | 0，00 | 0.00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| Ruiudinge and lmprav umonts of Buitidngs |  | 8200 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 0．0\％ |
|  |  |  |  |  |  |  |  |  |  |
| or Major Expanation ol School Lbbrarios |  | 6300 | 0.00 | 0，00 | 0.00 | 0.00 | 000 | 000 | 0．0\％ |
| Equipmont |  | 6.100 | 000 | 7，530．00 | 7.53000 | 000 | 0.00 | 0.00 | －100．0\％ |
| Equipmonl Roplacomoni |  | 6500 | 0.00 | 0.00 | 000 | 000 | 0.00 | 0.00 | 0．0\％ |
| Luoso nasols |  | 6600 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 00\％ |
| Total，capial outhay |  |  | 0.00 | 7.530 .00 | 1.33000 | 0.00 | 0.00 | 0.00 | －100．0\％ |
| OTHER OUTGO（excluding Transfore of Indirect Conta） |  |  |  |  |  |  |  |  |  |
| Tullon |  |  |  |  |  |  |  |  |  |
| Tuition Iot Instruclion Undor Itlordistrici |  |  |  |  |  |  |  |  |  |
| Allendancon ngreemunis |  | 7110 | 0.00 | 0.00 | a． 00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| Stala Spocital Schools |  | 1130 | 0.00 | 000 | 000 | 0.00 | 0.00 | 000 | 0．0\％ |
| Tuilion，Excoss Cusis，undior Doilicit Pay menis |  |  |  |  |  |  |  |  |  |
| Paymonis to Disinctis ur Cliarior Schools |  | 7141 | 000 | 48，36600 | 49，366．00 | 000 | 156，685，00 | 156，685．00 | 21\％．4\％ |
| Pay ments lo Counly Oflices |  | 7142 | 0.00 | 98，565．00 | 88，565．00 | 0.00 | 87，50300 | 87，50300 | ＋17．2\％ |
| Paymentis ta JPAs |  | 7143 | 0，00 | 0.00 | 000 | 0.00 | 0.00 | 0.000 | 0．0\％ |
| Trans（ers of Pass－3l／roigh Roverues |  |  |  |  |  |  |  |  |  |
| To Distriels or Chartor Schools |  | 7211 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| To Counly orfices |  | 72.12 | U．00 | 0.00 | 0.00 | 000 | 0.00 | 0，000 | 0．0\％ |
| To．JPAs |  | 7213 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| Special Fuducollon SELPA Transfers of Apportionmonts |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To Counly orfices | 6.500 | 7223 |  | 000 | 0，60 |  | 0.00 | 000 | 00\％ |
| 「0．JH～Ns | ${ }^{6500}$ | 7223 |  | 0.00 | 0.00 |  | 0.00 | 0 000 | 00\％ |
| ROCiP Transiul uf Apporionmuris |  |  |  |  |  |  |  |  |  |
| To Districts of Clmant Schouls | 6360 | 7221 |  | 000 | 0000 |  | $0 \times 0$ | 0.00 | 00\％ |
| Ta County Ollices | ${ }^{8360}$ | 7222 |  | 000 | 000 |  | 0.00 | 0.011 | u0\％ |
| To JPAs | 6360 | 7223 |  | 0,00 | 0.00 |  | 000 | 0.00 | $00 \%$ |
|  | al oltur | 7221－7223 | 000 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | $0.0 \%$ |
| Allotan Tiamen |  | 7261－7283 | 0.00 | 000 | 0.00 | 000 | 0.00 | 000 | 0．0\％ |
| All Othor Transives oul in All Othora |  | 1299 | 000 | 000 | 000 | 0.00 | 0.00 | 0.00 | no\％ |
| Debl Survicin |  |  |  |  |  |  |  |  |  |
| duebl Serviee－Imicrost |  | 7434 | 000 | 000 | 0.00 | 0.00 | 0.00 | 000 | 00\％ |
| Other［2ebl Snevien－Principal <br> TOTAL，OIHER OUTCO（excluding Transicrs of Indiruct Cosis） |  |  | 000 | 000 | 000 | 0.00 | 0.00 | 0.00 | 00\％ |
|  |  |  | 000 | 147,93100 | 147,93100 | 0.00 | 244，18800 | 2－14，18日 On | 65．1\％ |
| SACS Financial Reporting Software |  |  |  |  |  | Form Las | ised：5／23／2 Submission |  | CS V1 <br> ion： 2 <br> －07：00 <br> W1UT |



| Shandon dolni Unified San Luia Oblepo | Budgat，July 1 <br> Genaral Fund／Caunty Eehool gerviea Fund Expenditurea by Function |  |  |  |  |  |  | 40889330000000Form 01DgETY年 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 2021.22 Estimatod Astuals |  |  | 2022－23 Budgot |  |  | $\begin{aligned} & \text { \% Diff } \\ & \text { column } \\ & c: ~ \end{aligned}$ |
| Description | Function Coden | abjoct Cador | Unronidictad （A） | Rosirleted <br> （B） | Total Fund EOI．$A+B$ （C） | Unrastrictod <br> （D） | Rometricted <br> （E） | Total Fund col． $\mathrm{D}+\mathrm{E}$ <br> （F） |  |
| A．REVENUES |  |  |  |  |  |  |  |  |  |
| 1）LCFF Soures |  | 8010－8099 | 3，873，636 00 | 115．599．00 | 3．989，235 00 | 3，946，216．00 | 115，777．00 | 4，061，993，00 | 1．8\％ |
| 2）Ferioral Rovonue |  | 8100－820日 | 0.00 | 674，469．20 | 674，449， 20 | 0.00 | 230，108．00 | 230，908，00 | －65．9\％ |
| 31 Oihnr Stain Revenua |  | $8300-8599$ | 51．441．00 | 763，371．00 | 814，812 00 | 53，811．00 | 225，845．00 | 27e，756．00 | －85．7\％ |
| 4）Other Ioeal Revenua |  | $8000-8799$ | 109，231 40 | 258，580．00 | 365．817．10 | 81，660 00 | 156．107．00 | 217，769，00 | 40，5\％ |
| 5）total．revenues |  |  | 4，034，314．40 | 1，810，019．20 | 5，844，333，60 | 4，061，795，00 | 727．631，00 | 4，789，628，00 | －18．0\％ |
| B．EXPENDITURES（Objoctia 1000－7969） |  |  |  |  |  |  |  |  |  |
| 1）Instruction | 1000－1999 |  | 1，710，358，00 | 1，562．768．82 | 3，303， 124.82 | 1，828，320，00 | 199，785 00 | 2．626．105．00 | －20．5\％ |
| 2）Instruction－Rolatiod Survicus | 2000－2999 |  | 542，488，00 | 56，890 00 | 590，387，00 | 635，663．00 | 509．00 | 836，172．00 | 81\％ |
| 3）Pupll Services | 3000－3999 |  | 368.94300 | 178．162．00 | 547， 10500 | 431，770 20 | 113，155，00 | 544，925 20 | －0．4\％ |
| 1）Nicillary Sorvices | 4000－4959 |  | 70，268 00 | 0.00 | 70.26800 | 32，594．00 | 0.00 | 32，594．00 | －53．4\％ |
| 5）Gommunily Sorviens | 5000－5999 |  | 45，000 00 | 0.00 | 45，000．00 | 45，000．00 | 0,00 | 45，0n0 00 | 0．0\％ |
| 8）Enterpulso | 6000－6999 |  | 000 | 0.00 | 0.00 | 0.00 | 000 | 0.00 | 00\％ |
| 7）Ganoral Adminimatation | 1000－7899 |  | 378，614 00 | 395，719．00 | 774，333．00 | 355，507．00 | 53.75300 | 409，260．00 | 47．1\％ |
| 日）Plant Sarvicus | 6000－8999 |  | 530，249 00 | 45，221．00 | 475，470．0n | 558．666，00 | 0.00 | 558，666 00 | －2．9\％ |
| 9）Othor Oulgo | 9000－9999 | Excepl $7600-$ 7699 | 000 | 147．931．00 | 147．931．00 | 0.00 | 244188.00 | 244，18000 | 65 1\％ |
| 10）TOTAL，EXJENDITURES |  |  | 3．675，92u00 | 2．386，69982 | 6，062，818 日？ | 3，885，520 20 | 1，211，990，00 | 5，096．910 20 | －159\％ |
| C．EXCESS（DEFICIENCY）OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANGING SOURCES AND USES（A5－810） |  |  | 358，39440 | （576．679．62） | （218，295，22） | 176，274，80 | （183，551．00） | （307．284．20） | 40．8\％ |
| 0．other finanging bourcesiuses |  |  |  |  |  |  |  |  |  |
| 1）Intorfund Transiors |  |  |  |  |  |  |  |  |  |
| a）Tranafors in |  | 8900－8923 | 0.00 | 0 0， 0 | 0.00 | 0.00 | 0 00 | a， 00 | 00\％ |
| b）Trans Ters Oul |  | 7600－7629 | 23．894．00 | 0.00 | 23，694 00 | 42，263 00 | 000 | 42，263 00 | 76．9\％ |
| 2）Othur Souicos／Usen |  |  |  |  |  |  |  |  |  |
| a）Sourcas |  | 8930－497\％ | 0.00 | 0.00 | 000 | 000 | 0，00 | 0.00 | 0．0\％ |
| b）Usos |  | 7630－7699 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 000 | 0．0\％ |
| 3）Contribulions |  | ＊ร80－8999 | （481，25300） | 497，253 00 | 000 | （508． 559 00） | 508559.00 | 0.00 | 0．0\％ |
| 4）POTAL．OTHER FINANCING sourcesiuses |  |  | （521，14／00） | 497．253，00 | （23，894．00） | （550，822 00） | 508，559．00 | （42，263 00 ） | 78，9\％ |
| E，NET INCREASE（DECREASE）IN FUND BALANCE（C＋Di4） |  |  | （102， 752 60） | （79，426．02） | （242，179，22） | （374，547．20） | 25，000，00 | （349，547 20） | 44．3\％ |
| F．FUND BALANCE，RESERVES <br> 1）Beginning Fund Balanco |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| a）As of July 1 －Uneudlled |  | 9791 | 1．302．112．48 | 263，609．13 | 1，565，721，61 | 1，139，369 88 | 184，182 51 | 1．323，542．39 | －15．5\％ |
| b）Audit Adjusiments |  | 9793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
|  |  |  | 1，302．112．48 | 263，609， 13 | 1，565．721．81 | 1．139，959，88 | 181， 18251 | 1．323，542，39 | －15．5\％ |
| d）Other Rogtalements |  | 9795 | 0.00 | 000 | 0.00 | 0.00 | 000 | 0.00 | 0．0\％ |
| d）Adjuslod Eoginning Balance（ $F$ 1e $+(-1 d)$ |  |  | 1，302，112 48 | 283．609， 1.3 | 1．565．721．61 | 1．139，359，88 | 184， 10251 | 1，323，542．30 | －15．5\％ |
| 2）Endiong Ralance．June $30(\mathrm{E}+\mathrm{F} 1 \mathrm{a})$ |  |  | 1，139， 599 \％ B | 184，182．51 | 1，323，542，39 | 764，812．68 | 209， 88851 | 973，995，18 | －26．4\％ |
| Componenls of Ending Fund Balanes |  |  |  |  |  |  |  |  |  |
| Rovolving Cash |  | 9711 | 1，500．00 | 000 | 1，500 0n | 1．500，00 | 0.00 | 1，500，00 | 0．0\％ |
| Storas |  | 8712 | 000 | 000 | 000 | 000 | 0.00 | 0.00 | 00\％ |
| Propsid lioms |  | 971.1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| All Others |  | 9719 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0.00 | 00\％ |
| b）Rosiriclad |  | 9740 | 000 | 184， 18330 | 104，183 30 | 0.00 | 209， 18330 | 200，183．30 | $136 \%$ |
| c）Commillos |  |  |  |  |  |  |  |  |  |
| Slathizalon Afrangumunta |  | 9750 | 0.00 | 0.00 | 000 | 0.00 | 0.00 | 000 | 00\％ |
| Othar Commilmenls（ty Rosourcal Oblocl） |  | 9760 | 000 | 0.00 | 000 | 0.00 | 0.00 | 0.00 | 0．0\％ |
| d）Assigned |  |  |  |  |  |  |  |  |  |
| Other Asalgnurenib（by Rasnurcetobjeci） |  | 9700 | 100，000 78 | 0.00 | 100，000 78 | ． 78 | 0.00 | ．78 | ．100 0\％ |
| o）Unassignod／Unэppioprialod |  |  |  |  |  |  |  |  |  |
| Hescrvo Inr reohiomic Uncertainiles |  | 9789 | 304，32600 | 0.00 | 304，326 101 | 256.95900 | 0.00 | 266.95900 | －15．6\％ |
| Unas sigrodiUnapproprialod Ambunl |  | 9790 | 733，533，10 | （79） | 733，532 31 | 506，352 90 | （．79） | 506， 352.11 | －31．0\％ |



| Description | 2021-22 Estimated Actuals |  |  | 2022-23 Budget |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | P-2 ADA | Annual ADA | Funded ADA | Estimated <br> P-2 ADA | Estlmated Annual ADA | $\begin{aligned} & \text { Estimated } \\ & \text { Funded } \\ & \text { ADA } \end{aligned}$ |
| A. DISTRICT |  |  |  |  |  |  |
| 1. Total Distrlct Regular ADA |  |  |  |  |  |  |
| Includes Opportunity Classes, Home Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA) <br> 2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA | 248.12 | 248.12 | 270.23 | 236.97 | 236.97 | 250.16 |
| Includes Opportunity Classes, Home \& Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Communily Day School (ADA not included in Line A1 above) <br> 3. Total Basic Aid Open Enrollment Regular ADA | 0.00 |  |  |  |  |  |
| Includes Opportunity Classes, Home \& Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above) <br> 4. Total, District Regular ADA (Sum of Lines A1 through A3) | 248.12 | 248.12 | 270.23 | 236.97 | 236.97 | 250.16 |
| 5. Distrlat Fundad County Program ADA <br> a. County Community Schools <br> b. Special Education-Special Day Class <br> c. Special EducationNPS/LCI <br> d. Special Education Extonded Year <br> e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classos, Spocialized Secondary Schools <br> f. County School Tultion Fund (Out of State Tuition) [EC 2000 and 46380] <br> g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |


|  | 2021-22 Estimated Actuals |  |  | 2022-23 Budget |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | P-2 ADA | Annual ADA | Funded ADA | Estimated P-2 ADA | Estimated Annual ADA | Estimated <br> Funded <br> ADA |
| 6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g) | 248.12 | 248.12 | 270.23 | 236.97 | 236.97 | 250.16 |
| 7. Adults In Correctional Facllitles |  |  |  |  |  |  |
| 8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA) |  |  |  |  |  |  |



| Description | Object |
| :---: | :---: |
| ESTIMATES THROUGH THE MONTH OF: | JUNE |
| A. BEGINNING CASH |  |
| B. RECEIPTS <br> LCFF/Revenue Limit Sources <br> Principal Apportionment <br> Property Taxes <br> Miscellaneous Funds <br> Federal Revenue <br> Other State Revenue <br> Other Local Revenue <br> Interf und Transfers In <br> All Other Financing Sources <br> TOTAL RECEIPTS | $\begin{aligned} & 8010-8019 \\ & 8020-8079 \\ & 8080-8099 \\ & 8100-8299 \\ & 8300-8599 \\ & 8600-8799 \\ & 8910-8929 \\ & 8930-8979 \end{aligned}$ |
| C. DISBURSEMENTS <br> Certificated Salaries <br> Classified Salaries <br> Employ ee Benefits <br> Books and Supplies <br> Services <br> Capital Outlay <br> Other Outgo <br> Interfund Transfers Dut <br> All Other Financing Uses TOTAL DISBURSEMENTS | $1000-1999$ $2000-2999$ $3000-3999$ $4000-4999$ $5000-5999$ $6000-6599$ $7000-7499$ $7600-7629$ $7630-7699$ |
| D. BALANCE SHEETITEMS <br> Assets and Deferred Outfiows <br> Cash Not in Treasury <br> Accounts Receiv able <br> Due From Other Funds <br> Stores | $\begin{gathered} \text { 9111-9199 } \\ 9200-9299 \\ 9310 \\ 9320 \end{gathered}$ |


| Description | Object | Beginning <br> Balances (Ref. Only) | July | August | September | October | November | December | January | February |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Prepaid Expenditures | 9330 |  |  |  |  |  |  |  |  |  |
| Other Current Assets | 9340 |  |  |  |  |  |  |  |  |  |
| Deferred Outflows of Resources | 9490 |  |  |  |  |  |  |  |  |  |
| SUBTOTAL |  | 0.00 | 149,228.00 | $(7,394.00)$ | 904,663.00 | 192,608.00 | 48,456.00 | (17.479.00) | (555,460.00) | 3,204.00 |
| Liabilities and Deferred Inflows <br> Accounts Payable | 9500-9599 |  | (1,185,668.00) | (1,303,756.00) | (20.927.00) | 142,752.00 | (117,897.00) | (280, 187.00) | 5,976,238.00 | 64,056.00 |
| Due To Other Funds | 9610 |  |  |  |  |  |  |  |  |  |
| Current Loans | 9640 |  |  |  |  |  |  |  |  |  |
| Unearned Revenues | 9650 |  |  |  |  |  |  |  |  |  |
| Deferred Inflows of Resources | 9690 |  |  |  |  |  |  |  |  |  |
| SUBTOTAL |  | 0.00 | (1,185,668.00) | (1,303,756.00) | (20,927.00) | 142,752.00 | (117,897.00) | $(280,187.00)$ | 5,976,238.00 | 64,056.00 |
| Nonoperating, |  |  |  |  |  |  |  |  |  |  |
| Suspense Clearing | 9910 |  |  |  |  |  |  |  |  |  |
| ITEMS |  | 0.00 | 1,334,896.00 | 1,296,362.00 | 925,590.00 | 49,856.00 | 166,353.00 | 262,708.00 | (6,531,698.00) | (60,852.00) |
| E. NET INCREASEIDECREASE $(B-C+D)$ |  |  | 1,479,567.00 | 1,349,587.00 | 709,078.00 | 71,360.00 | 95,349.00 | 1,023,693.00 | (6,905,709.00) | (374,465.00) |
| F. ENDING CASH ( $A+E)$ |  |  | 5,102,658.00 | 6,452,245.00 | 7,161,323.00 | 7,232,683.00 | 7,328,032.00 | 8,351,725.00 | 1,446,016.00 | 1,071,551.00 |
| G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS |  |  | - |  |  |  |  |  |  |  |


| Description | Object | Beginning Balances (Ref. Only) | March | April | May | June | Accruals | Adjustments | TOTAL | BUDGET |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ESTMATES THROUGH THE MONTH OF: | June |  |  |  |  |  |  |  |  |  |
| A. BEGINNING CASH |  |  | 1,071,551.00 | 887,011.00 | 1,052,578.00 | 1,148,193.00 |  |  |  |  |
| B. RECEIPTS |  |  |  |  |  |  |  |  |  |  |
| LCFF/Revenue Limit Sources <br> Principal Apportionment | 8010-8019 |  | 67,088.00 | 54,357.00 | 49,125.00 | 41,265.00 | 0.00 |  | 1,538,541.00 | 1,538,542.00 |
| Property Taxes | 8020-8079 |  | 64,694.00 | 424,594.00 | 466,301.00 | 217,174.00 | 0.00 |  | 2,407,674.00 | 2,407,674.00 |
| Miscellaneous Funds | 8080-8099 |  | 8,920.00 | 7,970.00 | 29,874.00 | 21,754.00 | 0.00 |  | 122,950.00 | 115,777.00 |
| Federal Revenue | 8100-8299 |  | 2,118.00 | 19,094.00 | 2,891.00 | 76,759.00 | 0.00 | 0.00 | 317,803.00 | 230,108.00 |
| Other State Revenue | 8300-8599 |  | 7,383.00 | 7,533.00 | 3,578.00 | 135,012.00 | 0.00 |  | 279,755.00 | 279,756.00 |
| Other Local Revenue | 8600-8799 |  | 16,294.00 | 15,168.00 | 34,509.00 | 53,097.00 | 0.00 |  | 335,669.00 | 217,769.00 |
| Interfund Transfers In | 8910-8929 |  |  |  |  |  |  |  | 0.00 | 0.00 |
| All Other Financing Sources | 8930-8979 |  |  |  |  |  |  |  | 0.00 | 0.00 |
| TOTAL RECEIPTS |  |  | 166,497.00 | 528,716.00 | 586,278.00 | 545,061.00 | 0.00 | 0.00 | 5,002,392.00 | 4,789,626.00 |
| C. DISBURSEMENTS |  |  |  |  |  |  |  |  |  |  |
| Cerrificated Salaries | 1000-1999 |  | 147,831.00 | 151,974.00 | 154,679.00 | 161,231.00 | 0.00 |  | 1,794,534.00 | 1,794.533.00 |
| Classified Salaries | 2000-2999 |  | 65,141.00 | 64,924.00 | 96,225,00 | 0.00 |  |  | 786,976.00 | 874,203.00 |
| Employee Benef its | 3000-3999 |  | 94,575.00 | 95,427.00 | 96,277.00 | 0.00 |  |  | 1,029,718.00 | 1,279,740.00 |
| Books and Supplies | 4000-4999 |  | 16,407.00 | 11,357.00 | 9,209.00 | 23,708.00 | 0.00 |  | 223,813.00 | 253,812.00 |
| Services | 5000-5999 |  | 37,327.00 | 33,757.00 | 61,853.00 | 72,070.00 | 0.00 |  | 650,343,00 | 650,434.20 |
| Capital Outiay | 6000-6599 |  |  |  |  |  |  |  | 0.00 | 0.00 |
| Other Outgo | 7000-7499 |  | 8,132.00 | 7,670.00 | 8,036.00 | 141,800.00 | 0.00 |  | 244,189.00 | 244,188.00 |
| Interfund Transfers Out | 7600-7629 |  | 0.00 | 0.00 | 0.00 | 41,631.00 | 0.00 |  | 42,263.00 | 42,263.00 |
| All Other Financing Uses | 7630-7699 |  |  |  |  |  |  |  | 0.00 | 0.00 |
| TOTAL DISBURSEMENTS |  |  | 369,413.00 | 365,109.00 | 426,279.00 | 440,440.00 | 0.00 | 0.00 | 4,771,836.00 | 5,139,173.20 |
| D. BALANCE SHEET ITEMS |  |  |  |  |  |  |  |  |  |  |
| Assets and Deferred Outflows |  |  |  |  |  |  |  |  |  |  |
| Cash Not in Treasury | 9111-9199 |  |  |  |  |  |  |  | 0.00 |  |
| Accounts Receivable | 9200-9299 | 0.00 | 97,839.00 | 0.00 | 3,960.00 | 0.00 |  |  | 819,625.00 |  |
| Due From Other Funds | 9310 |  |  |  |  |  |  |  | 0.00 |  |
| Stores | 9320 |  |  |  |  |  |  |  | 0.00 |  |
| Prepaid Expenditures | 9330 |  |  |  |  |  |  |  | 0.00 |  |
| SACS Financial Reporting Software |  |  |  |  |  |  |  |  |  |  |


| Shandon Joint Unified San Luis Obispo | Budget, July 1 Cashflow Worksheet BUDGET YEAR (1) |  |  |  |  |  |  |  | 40688330000000 Form CASH D8B7Y8W1UT(2022-23) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Object | Beginning Balances (Ref. Oniy) | March | April | May | June | Accruals | Adjustments | TOTAL | BUDGET |
| Other Current Assets | 9340 |  |  |  |  |  |  |  | 0.00 |  |
| Deferred Outflows of Resources | 9490 |  |  |  |  |  |  |  | 0.00 |  |
| SUBTOTAL |  | 0.00 | 97,839.00 | 0.00 | 3,960.00 | 0.00 | 0.00 | 0.00 | 819,625.00 |  |
| Liabilities and Deferred Inflows |  |  |  |  |  |  |  |  |  |  |
| Accounts Payable | 9500-9599 |  | 79,463.00 | (1,960.00) | 68,344.00 | 0.00 |  |  | 3,420,458.00 |  |
| Due To Other Funds | 9610 |  |  |  |  |  | 0.00 |  | 0.00 |  |
| Current Loans | 9640 |  |  |  |  |  |  |  | 0.00 |  |
| Unearned Revenues | 9650 |  |  |  |  |  |  |  | 0.00 |  |
| Deferred Inflaws of Resources | 9690 |  |  |  |  |  |  |  | 0.00 |  |
| SUBTOTAL |  | 0.00 | 79,463.00 | (1,960.00) | 68,344.00 | 0.00 | 0.00 | 0.00 | 3,420,458.00 |  |
| Nonoperating. |  |  |  |  |  |  |  |  |  |  |
| Suspense Clearing | 9910 |  |  |  |  |  |  |  | 0.00 |  |
| ITEMS |  | 0.00 | 18,376.00 | 1.960.00 | (64,384,00) | 0.00 | 0.00 | 0.00 | (2,600,833.00) |  |
| ( $B-C+D$ ) |  |  | (184,540,00) | 165,567.00 | 95,615.00 | 104,621.00 | 0.00 | 0.00 | (2,370,277.00) | (349,547.20) |
| F. ENDING CASH ( $\mathrm{A}+\mathrm{E}$ ) |  |  | 887,011.00 | 1,052,578.00 | 1,148,193.00 | 1,252,814.00 |  |  |  |  |
| G. ENDING CASH, PLUS CASH ACCRUALS AND <br> ADJUSTMENTS |  |  |  |  |  |  |  |  | 1,252,814.00 |  |

Budget, July 1
40688330000000 Multlyear Projoctions - General Fund

Form MYP
Shandon Joint Unifled
Unrestricted
D8B7Y8W1UT(2022-23)


F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumplions used to determine the projections for the first and second subsequent fiscal years. Further, please Include an explanation for any significant expenditure adjustments projected in lines 81d, 82d, and 810. For additional information, please ref er to the Budget Assumptions section of tho SACS Financial Reporting Sof twaro User Guide.

| Description | Object Codes | 2022-23 <br> Budget <br> (Form 01) <br> (A) | \% <br> Change (Cols. C-A/A) <br> (B) | 2023-24 <br> Projaction <br> (C) | \% <br> Change (Cols. <br> E-C/C) <br> (D) | 2024-25 <br> Projection <br> (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |




Please provide below or on a scparate attachment, the assumplions used to determine the projections for the first and second subsequent fiscal y ears. Further, please include an explanation for any significant expenditure adjustmonts projected in linos B1d, B2d, and B10. For additional information, pleasc rofer to the Budget Assumptlons section of the SACS Financial Reporting Software User Guide.

| Description | Object <br> Codes | 2022-23 <br> Budget <br> (Form 01) <br> (A) | \% <br> Change (Cols. <br> C-A/A) <br> (B) | 2023-24 <br> Projectlon <br> (C) | $\%$ <br> Change (Cols. E-C/C) <br> (D) | 2024-25 <br> Projection <br> (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| negative ending fund balance due to prior y ear projected carry forward adjustment. will be adjusted al unaudited actuals. Thls is due to the expanded learning grant. overstated AR in Resource 7425 |  |  |  |  |  |  |


| Descriptlon | Object Codes | 2022-23 <br> Budget <br> (Form 01) <br> (A) | \% <br> Change (Cols. C-A/A) <br> (B) | 2023-24 <br> Projection <br> (C) | \% <br> Change (Cols. E-C/C) (D) | 2024-25 <br> Projection <br> (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| (Enter projections for subsequent yoars 1 and 2 in Columns C and E ; current y ear - Column A - is extracted) <br> A. REVENUES AND OTHER FINANCING SOURCES |  |  |  |  |  |  |
| 2. Fedcral Revenues | 8100-8299 | 230,108.00 | -20.70\% | 182,479.00 | 1.32\% | 184,879.00 |
| 3. Other State Revenues | 8300-8599 | 279,756.00 | -6.43\% | 261,762.00 | 0.00\% | 261,762.00 |
| 4. Other Local Revenues | 8600-8799 | 217,769.00 | 22.87\% | 267,580.00 | 0.00\% | 267,580.00 |
| 5. Other Financing Sources <br> a. Transfers in | 8900-8929 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| c. Contribulions | 8980-8999 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| 6. Total (Sum lines A1 thru A5c) |  | 4,789,626.00 | 0.69\% | 4,822,524.00 | 1.06\% | 4,873,471.00 |
| B. EXPENDITURES AND OTHER <br> FINANCING USES <br> 1. Certificated Salarles <br> a. Base Salaries <br> 1,794,533.00 <br> 1,782,820.00 |  |  |  |  |  |  |
| b. Step \& Column Adjustment |  |  |  | (11,713.00) |  | 42,724.00 |
| c. Cost-of-Living Adjustment |  |  |  | 0.00 |  | 0.00 |
| d. Other Adjustments |  |  |  | 0.00 |  | 0.00 |
| e. Tolal Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 1,794,533.00 | -0.65\% | 1.782.820.00 | 2.40\% | 1,825,544,00 |
| 2. Classified Salaries |  |  |  |  |  |  |
| a. Base Salaries |  |  |  | 874,203.00 |  | 841,407.00 |
| b. Step \& Column Adjusiment |  |  |  | $(32,796.00)$ |  | 7,490.00 |
| c. Cost-of-Living Adjustment |  |  |  | 0.00 |  | 0.00 |
| d. Other Adjustments |  |  |  | 0.00 |  | 0.00 |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 874,203.00 | -3.75\% | 841,407.00 | 0.89\% | 848,897.00 |
| 3. Employ ee Benefits | 3000-3999 | 1,279,740.00 | 5.86\% | 1,354,676.00 | 0.54\% | 1,362,027.00 |
| 4. Books and Supplies | 4000-4999 | 253,812.00 | -7.33\% | 235,212.00 | 0.00\% | 235,212.00 |
| 5. Services and Other Operating Expendituras | 5000-5999 | 650,434.20 | -27.80\% | 469,638.00 | 11.38\% | 523,062.00 |
| 6. Capital Outlay | 6000-6999 | 0.00 | 0.00\% | 263,608.00 | -100.00\% | 0.00 |
| 7. Other Oulgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 244,188.00 | 7.00\% | 261,281.00 | 7.00\% | 279,571.00 |
| 8. Other Outgo - Transfers of Indrect Costs | 7300-7399 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| 9. Other Financing Uses |  |  |  |  |  |  |
| a. Transfers Out | 7600-7629 | 42,263.00 | 5.00\% | 44,376.00 | 5.00\% | 46,595.00 |
| b. Other Usos | 7630-7699 | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 |
| 10, Other Adjustments |  |  |  | 0.00 |  | 0.00 |
| 11. Total (Sum lines B1 thru B10) |  | 5,139,173,20 | 2.22\% | 5,253,018.00 | -2.51\% | 5,120,908.00 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE <br> ACS Financial Reporting Soflware |  |  | Form La | t Revised: 5 | stem Vers <br> /2022 6:57 | on: SACS V1 <br> mersion: 2 <br> 31 PM -07:00 |

D. FUND BALANCE

1. Net Beginning Fund Balance (Form 01, line F1e)
2. Ending Fund Balance (Sum lines
$C$ and D1)
3. Companents of Ending Fund Balance

| a. Nonspendable | $9710-9719$ |
| :--- | :---: |
| b. Restricted | 9740 |
| c. Committed |  |
| 1. Stabilization Arrangements |  |
| 2. Other Commitments | 9750 |
| d. Assigned | 9760 |
| e. Unassigned/Unappropriated |  |
| 1. Reserve for Economic <br> Uncertainties <br> 2. Unassigned/Unappropriated | 9780 |
| f. Total Components of Ending |  |
| Fund Balance | 9789 |
| (Line D3f must agree with line <br> D2) | 9790 |

E. AVAILABLE RESERVES

1. General Fund
a. Stabilization Arrangements
b. Reserve for Economic

Uncertainties
c. Unassigned/Unappropriated
d. Negativo Restricted Ending Balances
(Negative resources 2000-
9999)
2. Special Reserve Fund -

Noncapital Outlay (Fund 17)

| a. Stabilization Arrangements | 9750 |
| :--- | :--- |
| b. Reserve for Economic 9789 <br> Uncertainties 9790c. Unassigned/Unappropriated |  |

3. Total Av ailable Reserves - by

Amount (Sum linos E1a thr E2c)
4. Total Available Resorves - by

Percent (Line E3 divided by Line F3c)
F. RECOMMENDED RESERVES

1. Special Education Pass-through Exclusions

For districts that serve as the administrative unit ( $A \cup$ ) of a special education local plan aroa (SELPA):

| Descriptlon | Object Codes |  | 2022-23 <br> Budget <br> (Form 01) <br> (A) |  | $\%$ <br> Change (Cols. C-A/A) <br> (B) | 2023-24 <br> Projection <br> (C) | $\%$ <br> Change (Cols. E-C/C) <br> (D) | 2024-25 <br> Projaction <br> (E) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a. Do y ou choose to exclude from the reserve calculation <br> the pass-through funds distributed to SELPA members? <br> b. If you are the SELPA AU and are excluding special <br> education pass-through funds: <br> 1. Enler the name(s) of the SELPA(s): |  | Yes |  |  |  |  |  |  |
| 2. Special education passthrough funds <br> (Column A: Fund 10, resources 3300-3499, 65006540 and 6546, objects 7211-7213 and 7221-7223; enter projections For subsequent years 1 and 2 in Columns $C$ and $E$ ) <br> 2. District ADA <br> Used to determine the reserve slandard percentage lavel on line F3d <br> (Col. A: Form A. Estimated P-2 ADA column, Lines A4 and C4; enler projections) <br> 3. Calculating the Reserves <br> a. Expenditures and Other Financing Uses (Line B11) <br> b. Plus: Special Education Passthrough Funds (Line F1b2, if Line Fla is No) <br> c. Total Expenditures and Other Financing Uses \{Lino FJa plus line F3b) <br> d. Reserve Standard Percentage Level <br> (Rafer to Form 01CS, Criterion 10 for calculation details) <br> e. Reserve Standard - By Percent (Line F3c timos F3d) <br> f. Reserve Standard - By Amount <br> (Refer to Form 01CS, Criterion 10 for calculation details) <br> g. Reserve Standard (Greater of Line F3o or F3f) <br> h. Avaliable Reserves (Line E3) Moot Reserve Standard (Line F3g) |  |  |  | 0.00 |  | 227.75 |  | 221.50 |
|  |  |  |  | 5,139,173.20 |  | 5,253,018.00 |  | 5,120,908.00 |
|  |  |  |  | 0.00 |  | 0.00 |  | 0.00 |
|  |  |  |  | 5,139,173.20 |  | 5,253,018,00 |  | 5,120,908.00 |
|  |  |  | 5.00\% |  |  | 5.00\% |  | 5.00\% |
|  |  |  |  | 256,958,66 |  | 262,650,90 |  | 256,045.40 |
|  |  |  |  | 75.000 .00 |  | 75,000.00 |  | 75,000.00 |
|  |  |  |  | 256,958.66 |  | 262,650,90 |  | 256,045.40 |
|  |  |  | YES |  |  | YES |  | YES |

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiy ear
commitments (including cost-of-living adjustments).
Deviations from the standards must be explalned and may affect the approval of the budgel,
CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average dally attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the
previous three fiscal $y$ ears by more than the following percentage levels:

|  | Percentage Level | District ADA |
| :---: | :---: | :---: |
|  | 3.0\% | 0 to 300 |
|  | 2.0\% | 301 to 1,000 |
|  | 1.0\% | 1.001 and over |
| District ADA (Form A, Estimated P-2 ADA column, lines A4 and <br> C4): | 236.97 |  |
| District's ADA Standard Percentage Level: | 3.0\% |  |

## 1A. Calculating the District's ADA Varlances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second. and First Prior Years. All other data are extracted.

| Fiscal Year |  | Original Budget <br> Funded ADA <br> (Form A. Lines A4 and C4) | Estimated/Unaudited Actuals <br> Funded ADA <br> (Form A, Lines A4 and C4) | ADA Variance Level <br> (If Budget is greater <br> than Actuals, else $N / A$ ) | Status |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Third Prior Year (2019-20) $\quad \begin{array}{ll}\text { District Regular } \\ \text { Charter School }\end{array}$ | Total ADA |  |  |  |  |
|  |  | 289 | 286 |  |  |
|  |  |  |  |  |  |
|  |  | 289 | 286 | 1.2\% | Met |
| $\begin{array}{ll}\text { Second Prior Year (2020-21) } & \\ & \text { District Regular } \\ \text { Charter School }\end{array}$ | Total ADA |  |  |  |  |
|  |  | 274 | 270 |  |  |
|  |  |  |  |  |  |
|  |  | 274 | 270 | 1.4\% | Met |
| First Prior Year (2021-22) $\begin{array}{ll} \\ & \text { District Regular } \\ & \text { Charter School }\end{array}$ | Total ADA |  |  |  |  |
|  |  | 273 | 270 |  |  |
|  |  |  | 0 |  |  |
|  |  | 273 | 270 | 1.0\% | Met |
| $\begin{array}{ll}\text { Budget Year (2022-23) } & \\ & \text { District Regular } \\ \text { Charter School }\end{array}$ | Total ADA |  |  |  |  |
|  |  | 250 |  |  |  |
|  |  | 0 |  |  |  |
|  |  | 250 |  |  |  |
| 1B. Comparison of District ADA to the Standard |  |  |  |  |  |

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prlor year.

Explanation:
(required if NOT met)

STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestlmated In 1) the first prior fiscal year OR In 2) two or more of the previous three fiscal years
by more than the following percentage levels:

| Percentage Level | District ADA |
| :---: | :---: |
| $3.0 \%$ | 0 to 300 |
| $2.0 \%$ | 301 to 1,000 |
| $1.0 \%$ | $\mathbf{1 , 0 0 1}$ and over |

District ADA (Form A, Estimated P-2 ADA column, lines A4 and $\square$

District's Enrollment Standard Percontage Level; $\square$

## 2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data prelaaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal y ears.

|  |  | Enrollment | Enrollment Variance <br> Level <br> (If Budget is greater |  |
| :---: | :---: | :---: | :---: | :---: |
| Fiscal Year | Budget | CBEDS Actual | than Actual, else N/A) | Status |
| Third Prior Year (2019-20) |  |  |  |  |
| District Regular | 270 | 284 |  |  |
| Charter School |  |  |  |  |
| Total Enrollment | 270 | 284 | N/A | Mot |
| Second Prior Year (2020-21) |  |  |  |  |
| District Regular | 270 | 282 |  |  |
| Charter School |  |  |  |  |
| Total Enroliment | 270 | 282 | N/A | Met |
| First Prior Year (2021-22) |  |  |  |  |
| District Regular | 270 | 279 |  |  |
|  |  |  |  |  |
| Total Enrollment | 270 | 279 | N/A | Mat |
| SACS Financial Reporting Software | System Version: SACS V1 <br> Form Version: 2 <br> Form Last Revised: 1/1/0001 12:00:00 AM +00:00 <br> Silhmiscian Numbar narivainil it |  |  |  |


| Budget Year (2022-23) |  |  |
| :--- | :--- | ---: |
|  | District Regular |  |
|  | Charter School | 250 |
|  | Total Enrollment | $\mathbf{2 5 0}$ |

## 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.
1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.
Explanatlon:
(required if NOT met)

1 b.
STANDARD MET - Enroliment has not been overestimated by more than the standard percentage level for two or more of the previous three y ears.
Explanation:
(required if NOT met)
3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) ta enrollment ratio for any of the budget year or two subsequent $f$ iscal $y$ ears has not increased from the historical av erage ratio from the three prior fiscal years by more than one half of one percent ( $0.5 \%$ ).

3A. Calculating the Distriet's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal y ears.

$\square$

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent y ears. Enter data in the Enrollment column for the two subsequent y ears. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

| Fiscal Year | Estimated P-2 ADA <br> Budget <br> (Form A, Lines A4 and C4) | Enrollment Budgel/Projected (Criterion 2, Item 2A) | Ratio of ADA to Enrollment | Status |
| :---: | :---: | :---: | :---: | :---: |
| Budget Year (2022-23) |  |  |  |  |
| District Regular | 237 | 250 |  |  |
| Charter School | 0 |  |  |  |
| Total ADA/Enrollment | 237 | 250 | 94.8\% | Not Met |
| 1st Subsequent Year (2023-24) |  |  |  |  |
| District Regular | 228 | 261 |  |  |
|  |  | 0 |  |  |
| Total ADA/Enrollment | 228 | 261 | 87.3\% | Met |
| 2nd Subsequent Year (2024-25) |  |  |  |  |
| District Regular | 222 | 244 |  |  |
| Charter School |  |  |  |  |
| Total ADA/Enrollment | 222 | 244 | 90.8\% | Met |

## 3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

> STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent 1a. $\quad$ fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratlo by more than $0.5 \%$.

## Explanation:

(required if NOT met)

> District is in declining enrollment.

## 4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA) ${ }^{1}$ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA' and its economic recovery target payment, plus or minus one percent.

[^3]
## 4A. District's LCFF Revenue Standard

Indicate which standard applies:
LCFF Revenue
Basic Aid
Necessary Small School
The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected:

4A1. Calculating the DIstrict's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter dala for Steps 2 a through $2 b 1$. All other data is calculated.
Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable
Projected LCFF Revenue

| Step 1 - Change in Population |  | Prior Year (2021-22) | Budgel Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| a. | ADA (Funded) |  |  |  |  |
|  | (Form A, lines A6 and C4) | 270.23 | 250.16 | 227.75 | 221.50 |
| b. | Prior Year ADA (Funded) |  | 270.23 | 250.16 | 227.75 |
| c. | Difference (Step 1a minus Step 10) |  | (20.07) | (22.41) | (6.25) |
| d. | Percent Change Due to Population (Step 1c divided by Step 1b) |  | (7.43\%) | (8.96\%) | (2.74\%) |

Step 2 - Change in Funding Level

| a. | Prior Year LCFF Funding |
| :--- | :--- |
| b1. | COLA percentage |
| b2. | COLA amount (proxy for purposes of this criterion) |
| c. | Percent Change Due to Funding Level |

(Step 2b2 divided by Step 2a)

| 0.00 |  |  |
| ---: | ---: | ---: |
|  |  |  |
|  | 0.00 |  |
|  | 0.00 | 0.00 |
| $0.0 \%$ |  |  |

Step 3 - Total Change in Population and Funding Level

> (Step 1d plus Step 2c)

LCFF Revenue Standard (Step 3, plus/minus 1\%):

|  |  |  |
| :---: | :---: | :---: |
| $-7.4 \%$ | $-9.0 \%$ | $-2.7 \%$ |
| $-\mathbf{8 . 4 3 \%}$ to $-\mathbf{- 6 . 4 3 \%}$ | $-\mathbf{9 . 9 6 \%}$ to $-\mathbf{- 7 . 9 6 \%}$ | $-3.74 \%$ <br> to <br> $-1.74 \%$ e |

4A2. Alternate LCFF Revenue Standard - Basic Ald

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

|  | Prior Year (2021-22) | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd <br> Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: | :---: |
| Projected Local Property Taxes | 2,430,248.00 | 2,407,674.00 | 2,479,904.00 | 2,554,301.00 |
| Percent Change from Previous Year |  | N/A | N/A | N/A |
|  | Basic Aid <br> Standard (percent change from <br> previous year, plus/minus 1\%): | N/A | N/A | N/A |

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

## Necessary Small School Distrlct Projected LCFF Revenue



DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

|  | Prior Year (2021-22) | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: | :---: |
| LCFF Revenue |  |  |  |  |
|  | District's Projected Change in LCFF Revenue: | . $01 \%$ | 1.37\% | 1.21\% |
|  | LCFF Revenue Standard | $-8.43 \%$ to $-6.43 \%$ | -9.96\% to -7.96\% | $\begin{gathered} -3.74 \% \text { to } \\ -1.74 \% \end{gathered}$ |
|  | Status: | Not Met | Not Met | Not Met |

4C. Comparison of District LCFF Revenue to the Standard
DATA ENTRY: Enter an explanation if the standard is not met.


Explanation:
(required if NOT met)
District is in declining enrollment.

Budget, July 1<br>Criteria and Standards Review

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Form 01Cs

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal y ears has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratlo of Unrestricted Salaries and Beneflts to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

|  | (Resources 0000-1999) |  | Ratio |
| :---: | :---: | :---: | :---: |
|  | Salaries and Benefits | Total Expenditures | of Unrestricted Salaries and Benefits |
| Fiscal Year | $\begin{gathered} \text { (Form 01, Objects } \\ 1000-3999) \end{gathered}$ | $\begin{gathered} \text { (Form 01, Objects } \\ 1000-7499 \text { ) } \end{gathered}$ | to Total Unrestricted Expenditures |
| Third Prior Year (2019-20) | 2,889,090.77 | 3,502,874.66 | 82.5\% |
| Second Prior Year (2020-21) | 2,620,365.47 | 6,615,623.28 | 39.6\% |
| First Prior Year (2021-22) | 2,835,571.00 | 3,675,920.00 | 77.1\% |
|  |  | rical Average Ratio: | 66.4\% |


|  | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd <br> Subsequent <br> Year <br> (2024-25) |
| :---: | :---: | :---: | :---: |
| District's Reserve Standard Percentage (Criterion 10B, Line 4): | 5.0\% | 5.0\% | 5.0\% |
| District's Salaries and Benefits Standard (historical average ratlo, plus/minus the greater of $3 \%$ or the district's reserve standard percentage): | 61.4\% to 71.4\% | 61.4\% to 71.4\% | $\begin{aligned} & \text { 61.4\% to } \\ & 71.4 \% \end{aligned}$ |

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Beneflts to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,
enter data for the two subsequent y ears. All other data are extracted or calculated.

|  | Budget - Unrestricted <br> (Resources 0000-1999) |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Total Expenditures $\begin{gathered} \text { (Form 01, Objects } \\ 1000-7499 \text { ) } \end{gathered}$ | Ratio <br> of Unrestricted Salaries and Benefits |  |
| Fiscal Year | (Form MYP, Lines B1-B3) | (Form MYP, Lines B1-B8, B10) | to Total Unrestricted Expenditures | Status |
| Budget Year (2022-23) | 3.155.933.00 | 3,885,520.20 | 81.2\% | Not Met |
| 1st Subsequent Year (2023-24) | 3,133,073.00 | 3,713,650.00 | 84.4\% | Not Met |
| 2nd Subsequent Year (2024-25) | 3,172,109,00 | 3,804,083.00 | 83.4\% | Not Met |

## 5C. Comparison of Dlstrict Salarles and Beneflts Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not mel,

STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benef it costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal y ears. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used In projecting salaries and benefits, and what changes, if any, will be made lo bring the projected salary and benefit costs within the standard.

## Explanatlon:

(required if NOT mel)
There is an increase in Expenditures due to eLOP and ESSER
6.

CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies,
and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

## 6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

|  | Budgat Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: |
| 1. District's Change in Population and Funding Level <br> (Criterion 4A1, Step 3): | (7.43\%) | (8.96\%) | (2.74\%) |
| 2. District's Other Revenues and Expenditures <br> Standard Percentage Range (Line 1, plus/minus 10\%): | -17.43\% to 2.57\% | -18.96\% to 1.04\% | $\begin{gathered} -12.74 \% \text { to } \\ 7.26 \% \end{gathered}$ |
| 3. District's Other Revenues and Expenditures <br> Explanation Percentage Range (Line 1, plus/minus 5\%): | -12.43\% to -2.43\% | -13.96\% to -3.96\% | $\begin{gathered} -7.74 \% \text { to } \\ 2.26 \% \end{gathered}$ |

6B. Calculating the District's Change by Major ObJect Category and Comparison to the Explanation Percentage Range (Sectlon 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1 st and 2 nd Subsequent $Y$ ear data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent
y ears. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

|  |  | Percent Change | Change Is Outside |
| :---: | :---: | :---: | :---: |
| Object Range / Fiscal Year | Amount | Over Previous Year | Explanation Range |

Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)
First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
SACS Financial Reporting Software

| $674,469.20$ | $(65.68 \%)$ | Yes |
| ---: | :---: | :---: |
| $230,108.00$ | $(20.70 \%)$ | Yes |
| $182,479.00$ | System Version: SACS V1 |  |
| Form Version: 2 |  |  |


| 184.879 .00 | $1.32 \%$ | No |
| ---: | :--- | :--- |

Shandon Joint Unified San Luis Obispo

2nd Subsequent Year (2024-25)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

Explanation:
(required if Yes)
Removed FFA donations and other restricted donations.

## Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

## Explanation:

(required if Yes)

## Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

Explanation:
(required if $Y$ es)

Removed CTEIG grant

Other Local Revenue (Fund 01, Objects 8600-8799) (Farm MYP, Line A4)

| $814,812.00$ |  |  |  |
| ---: | :---: | :---: | :---: |
| $279,756.00$ | $(65.67 \%)$ | Yes |  |
| $261,762.00$ | $(6.43 \%)$ | No |  |
| $261,762.00$ | $0.00 \%$ | No |  |


| $365,817.40$ |  |  |
| :--- | :---: | :--- |
| $217,769.00$ | $(40.47 \%)$ | Yes |
| $267,580.00$ | $22.87 \%$ | Yes |
| $267,580.00$ | $0.00 \%$ | No |


| $474,817.62$ |  |  |
| :--- | :--- | :--- |
| $253,812,00$ | $(46.55 \%)$ | Yes |
| $235,212.00$ | $(7.33 \%)$ | No |
| $235,212.00$ | $0.00 \%$ | No |

## Explanatlon:

(required if Yes)
Removed one time grant expenditures.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)
First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

| $1,553,799.20$ |  |  |  |
| ---: | :---: | :---: | :---: |
| $650,434.20$ | $(58.14 \%)$ | Yes |  |
| $469,638.00$ | $(27.80 \%)$ | Yes |  |
| 523.062 .00 | $11.38 \%$ | Yes |  |

## Explanation:

(required if Yes)
Removed one time grant expenditures

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, LIne 2)

DATA ENTRY: All data are extracted or calculated.

Percent Change
Object Range / Fiscal Year Amount Over Previous Year Status

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)
Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

| $1,855,098.60$ |  |  |
| ---: | :---: | :---: |
| $727,633.00$ | $(60.78 \%)$ | Not Met |
| $711,821.00$ | $(2.17 \%)$ | Met |
| $714,221.00$ | $.34 \%$ | Met |

Total Books and Supplies, and Services and Other Operating Expenditures (Criterlon 6B)

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6 C is not met; no entry is allowed below.

STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or 1a. two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.


1 b .
STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

| Explanation: |  |
| :--- | :--- |
| Books and Supplies |  |
| (linked from 6 B |  |
| if NOT met) | Removed one time grant expenditures. |
|  |  |


#### Abstract

Explanation: Services and Other Exps (linked from 6B if NOT met) Removed one time grant expenditures.

\section*{7. CRITERION: Facilities Maintenance}

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contributlon Requirement for EC Section 17070.75-Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)


Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than threa percent of the NOTE: total general fund expenditures and other financing uses for that fiscal year. Statute exludes the following resource codes from the total general fund expenditures calculation: $3210,3212,3213,3214,3215,3216,3218,3219,5316,7027$, and 7690.

DATA ENTRY: Click the appropriate Yes or No butlon for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through
to participating members of
the SELPA from the OMMA/RMA required minimum contribution calculation?
b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D)
(Fund 10, resources $3300-3499,6500-6540$ and 6546 , objects $7211-7213$ and $7221-7223$ )
2. Ongoing and Major Maintenance/Restricted Maintenance Accaunt

' Fund 01, Resource 8150, Objects 8900 8999

If standard is not met, enter an X in the bax that best describes why the minimum required contribution was nol made:

|  |
| :---: |
| $x$ |
|  |

Not appllcable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)

Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
Other (explanation must be provided)
Explanation:
(required if NOT met
and Other is marked)
$\square$
8.

CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceaded one-third of the district's av ailable reserves ${ }^{1}$ as a percentage of total expenditures and other financing uses ${ }^{2}$ in two out of three prior fiscal years.

## 8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

${ }^{\dagger}$ Av ailable reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for

Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by
any negative ending balances in restricted resources in the General Fund.
${ }^{2}$ A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA)
may exclude from its expenditures the distribution of funds to its participating members.

## BB. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

|  | Net Change in | Total Unrestricted Expenditures | Deficit Spending Level |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Unrestricted Fund Balance | and Other Financing Uses | (If Net Change in Unrestricted Fund |  |
| Fiscal Year | (Form 01, Section E) | (Form 01, Objects 1000-7999) | Balance is negative, else N/A) | Status |
| Third Prior Y ear (2019-20) | 2,678, 172.72 | 3,533,717.66 | N/A | Met |
| Second Prior Year (2020-21) | (2,363,049.90) | 6,641,820.21 | 35.6\% | Not Met |
| First Prior Year (2021-22) | $(162,752.60)$ | 3,699,814.00 | 4.4\% | Met |
| Budget Year (2022-23) (Information only) | $(374,547.20)$ | 3,927,783,20 |  |  |

8C. Comparlson of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is nol met.

STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior y ears.

## Explanation:

(required if NOT met)

District is in the appeals process for the $19-20$ ov erpayment of Monterey Counly propery taxes. A payable was set up in fiscal y ear 20-21 to remove this amount from Budget.
9.

## CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

| Percentage Level ${ }^{1}$ | District ADA |  |
| :--- | ---: | :--- |
| $1.7 \%$ | 0 | to 300 |
| $1.3 \%$ | 301 | to 1,000 |
| $1.0 \%$ | 1,001 | to 30,000 |
| $0.7 \%$ | 30,001 | 10400,000 |
| $0.3 \%$ | 400,001 | and over |
| Percentage levels equate to a rate of deficit spending which |  |  |
| Would eliminate recommended reserves for economic |  |  |
| uncertainties over a three year period. |  |  |

District Estimated P-2 ADA (Form A, Lines A6 and C4): $\square$

District's Fund Balance Standard Percentage Level: $\square$ $1.7 \%$

## 9A. Calculating the Dlstrict's Unrestricted General Fund BegInning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

|  | Unrestricted General Fund Beglnning Balance ${ }^{2}$ |  | Beginning Fund Balance |  |
| :---: | :---: | :---: | :---: | :---: |
|  | (Form 01, Line F1e, Unrestricted Column) |  | Variance Level |  |
| Fiscal Year | Original Budget | Estimated/Unaudited Actuals | (If overestimated, else N/A) | Status |
| Third Prior Year (2019-20) | 845.283 .63 | 986,989.66 | N/A | Met |
| Second Prior Year (2020-21) | 3,218,589,66 | 3.665, 162.38 | N/A | Met |
| First Prior Year (2021-22) | 1,075,066.38 | 1,302,112.48 | N/A | Met |
| Budget Year (2022-23) (Inf ormation only) | 1,139,359.88 |  |  |  |
|  | ${ }^{2}$ Adjusted beginning (objects 9791-9795) | alance, including audit | justments and other res |  |

9B. Comparlson of District Unrestricted Beglnning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a.
STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage lev al for two or more of the previous three years.

## Explanatlon: <br> (required if NOT met)

CRITERION: Reserves

STANDARD: Avallable reserves ${ }^{1}$ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts ${ }^{2}$ as applied to total expenditures and other financing uses ${ }^{3}$ :

DATA ENTRY: Budgel Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent y ears.

| Percentage Level | District ADA |
| :---: | :---: |
| $5 \%$ or $\$ 75.000$ (greater of) | 0 to 300 |
| $4 \%$ or $\$ 75.000$ <br> (greater of) | 301 to 1,000 |
| $3 \%$ | 1,001 to 30,000 |
| 2\% | 30,001 to 400,000 |
| 1\% | 400,001 and over |

${ }^{1}$ Av ailable reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

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a Dollar amounts to be adjusted annually by the pritor year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.
${ }^{3}$ A school district that Is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

|  | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: |
| District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and <br> C4. | 237 | 228 | 222 |
| Subsequent Y ears, Form MYP, Line F2, if av ailable.) |  |  |  |
| District's Raserve Standard Percentage Level: | 5\% | 5\% | 5\% |

10A. Calculating the District's Special Education Pass-through Excluslons (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA
members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
a. Enter the name(s) of the SELPA(s):
Yes
a. Enter the name(s) of the SELPA(s):

|  | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: |
| b. Special Education Pass-through Funds <br> (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) | 0.00 |  |  |

## 10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent y ears.
All other data are extracted or calculated.

|  |  | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: | :---: |
| 1. | Expenditures and Other Financing Uses <br> (Fund 01, objects 1000-7999) (Form MYP, Line B11) | 5,139,173.20 | 5,253,018.00 | 5,120,908.00 |
| 2. | Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No) |  |  |  |
| 3. | Total Expenditures and Other Financing Uses (Line B1 plus Line B2) | 5,139,173.20 | 5,253,018.00 | 5,120,908.00 |


| 4. | Reserve Standard Percentage Level | 5\% | 5\% | 5\% |
| :---: | :---: | :---: | :---: | :---: |
| 5. | Reserve Standard - by Percent (Line B3 times Line B4) | 256,958.66 | 262,650.90 | 256,045.40 |
| 6. | Reserve Standard - by Amount <br> ( $\$ 75,000$ for districts with 0 to 1,000 ADA, else 0 ) | 75,000.00 | 75,000.00 | 75,000,00 |
| 7. | District's Reserve Standard <br> (Greater of Line B5 or Line B6) | 256,958.66 | 262,650.90 | 256,045.40 |

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1 st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

| Reserve Amounts (Unrestricted resources 0000-1999 except Line 4): |  | $\begin{aligned} & \text { Budget Year (2022- } \\ & \text { 23) } \end{aligned}$ | 1st Subsequent Year (2023-24) | ```2nd Subsequent Y ear (2024- 25)``` |
| :---: | :---: | :---: | :---: | :---: |
| 1. | General Fund - Stabilization Arrangements |  |  |  |
|  | (Fund 01. Object 9750) (Form MYP, Line E1a) | 0.00 | 0.00 | 0.00 |
| 2. | General Fund - Reserve for Economic Uncertainties |  |  |  |
|  | (Fund 01, Object 9789) (Form MYP, Line E1b) | 256,959.00 | 262,651,00 | 256,045.00 |
| 3. | General Fund - Unassigned/Unappropriated Amount |  |  |  |
|  | (Fund 01, Object 9790) (Form MYP, Line E1c) | 506,352.90 | 333,775.68 | 92,945.68 |
| 4. | General Fund - Negative Ending Balances in Restricted Resources <br> (Fund 01, Object 979Z, if negative, for each of resources 20009999) |  |  |  |
|  | (Form MYP, Line E1d) | (.79) | (54.425.49) | (54, 426.49) |
| 5. | Special Reserve Fund - Stabilization Arrangements |  |  |  |
|  | (Fund 17, Object 9750) (Form MYP, Line E2a) | 0.00 |  |  |
| 6. | Special Reserve Fund - Reserve for Economic Uncertainties |  |  |  |
|  | (Fund 17, Object 9789) (Form MYP, Line E2b) | 0.00 |  |  |
| 7. | Special Reserve Fund - Unassigned/Unappropriated Amount |  |  |  |
|  | (Fund 17, Object 9790) (Form MYP, Line E2c) | 0.00 |  |  |
| 8. | District's Budgeted Reserve Amount |  |  |  |
|  | (Lines C1 thru C7) | 763,311.11 | 542,001.19 | 294,564.19 |
| 9. | District's Budgeted Reserve Percenlage (Information only) (Line 8 divided by Section 10B, Line 3) | 14.85\% | 10.32\% | 5.75\% |
|  | Distriet's Reserve Standard |  |  |  |
|  | (Sectlon 10日, Line 7): | 256,950.66 | 262,650,90 | 256,045.40 |
|  | Status: | Met | Met | Met |

10D. Comparison of District Reserve Amount to the Standard
DATA ENTRY: Enter an explanation if the standard is not mel.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years,

## SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the approprlate Yes or No button for items 51 through S4. Enter an explanation for each Yes answer

## S1. Contingent Liabilitios

1a. Does your district have any known or contingent llabilities (e.g., financial or program audlts, litlgation, state compliance reviews) that may impact the budget?
$\square$

S2.

## Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the tatal general fund expenditures that are funded with one-time resources?

If Yes , identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:
$\square$

## S3. Use of Ongoing Revenues for One-time Expenditures

Doas your district have large non-recurring general fund expenditures that are funded with angoing general fund revenues?

If Yes, identify the expenditures:
$\square$

S4.

## Contingent Revenues

1 a.
Does your district have projected revenues for the budget year or either of the two subsequent fiscal y ears
contingent on reauthorization by the local government, special legislation, or other definltive act
(e.g., parcel taxes, forest reserves)?


1b.
If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:
$\square$

S5.

## Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget y ear and two subsequent fiscal y ears. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $\$ 20,000$ and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget $y$ ear and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $\$ 20,000$ and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contrlbutions and Transfers Standard:
$-10.0 \%$ to $+10.0 \%$ or
$-\$ 20,000$ to $+\$ 20,000$

S5A. Identification of the DIstrict's Projected Contributlons, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2 nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Cllck the appropriate button for 1d. All other data are axtracted or calculated.
Description / Fiscal Year Projection Amount of Change Percent Change

## 1 a.

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

1b.
First Prior Y ear (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

## Transfers In, General Fund *

| 0.00 |  |  |  |
| :--- | :--- | :--- | :--- |
| 0.00 | 0.00 | $0.0 \%$ | Met |
| 0.00 | 0.00 | $0.0 \%$ | Met |
| 0.00 | 0.00 | $0.0 \%$ | Met |

## 1c.

## Transfers Out, General Fund *

First Prior Year (2021-22)
Budget Year (2022-23)
1st Subsequent Year (2023-24)
2nd Subsequent Year (2024-25)

1d. Impact of Capital Projects
Do you have any capital projects that may impact the general fund operational budget?


* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributlons, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if $Y$ es for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

## Explanation:

(required if NOT met)
1b.
MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal y ears.

> Explanation:
> (required if NOT met)

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| :---: | :---: | :---: | :---: |
| 1 c. | MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years. |  |  |
|  | Explanation: |  |  |
|  | (required if NOT met) |  |  |

1d.
NO - There are no capital projects that may impact the general fund operational budget.

## Projact Informatlon:

(required If YES)

S6.

## Lang-term Commitments

Identify all exlsting and new multly ear commitments' and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual pay ments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.
${ }^{1}$ Include multiy ear commitments, multy ear debt agreaments, and new programs or contracts that result in long-term obligations.

## S6A. Identification of the Dlstrict's Long-term Commitments

DATA ENTRY: Cllck the appropriate button in Item 1 and enter data in all columns of item 2 for applicable long-ierm commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip Item 2 and Sections S6B and S6C)

2. 

If Yes to item 1, list all new and existing multiy ear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than penslons (OPEB); OPEB is disclosed in Item S7A.

\begin{tabular}{|c|c|c|c|c|}
\hline \multirow[b]{2}{*}{Type of Commitment} \& \multirow[t]{2}{*}{\# of
Years

Remaining} \& \multicolumn{2}{|l|}{SACS Fund and Object Codes Used For.} \& \multirow[t]{2}{*}{Principal Balance as of July 1,2022-23} <br>
\hline \& \& Funding Sources (Revenues) \& Debt Service (Expenditures) \& <br>
\hline Leases \& \& \& \& <br>
\hline Certificates of Participation \& \& \& \& <br>
\hline General Obilgation Bonds \& 20 \& Local Tax bond \& Fund 51 \& 2,890,000 <br>
\hline Supp Early Retirement Program \& \& \& \& <br>
\hline State School Bullding Loans \& \& \& \& <br>
\hline Compensated Absences \& \& General fund 01, food services fund 13. \& General Fund 01, Food Services Fund 13 \& 8,072 <br>
\hline
\end{tabular}

Other Long-term Commitments (do not include OPEB):

| General Obllgation Bond | 25 | Local Tax Bond | Fund 51 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |
|  |  |  |  |
| SACS Financial Reporting Software |  |  |  |


| Shandon Jolnt Unifled <br> San Luis Obispo |
| :--- |

S6B. Comparlson of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual pay ments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

## Explanation:

(required if Yes
to increase in total
annual payments)
Increase due to 20-21 band. principal and Interest payments combined with 2016 bond.

## S6C. Identiflcation of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate $Y$ es or No button in item 1; if $Y$ es, an explanalion is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

## Explanation:

(required If $Y$ es)

## 57.

## Unfunded Liabllities

Estimate the unf unded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-y ou-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-Insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

STA. Identification of the District's Estimated Unfunded Llabllity for Postemployment Beneflts Other than Penslons (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter dala in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemplayment benefits other than pensions (OPEB)? (If No, skip items 2-5)


2
For the districI's OPEB:
a. Are they lif etime benefits?

No
b. Do benefits continue past age 65 ?

No
c. Describe any other characteristics of the district's OPEB program including eligibillty criteria and amounts, if any, that retirees are required to contributa toward their own benefits:
$\square$

3
a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? $\square$
b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or
governmental fund

4. OPEB Liabilities
a. Total OPEB liabillty
b. OPEB plan(s) fiduciary net position (if applicable)
c. Total/Net OPEB liability (Line $4 a$ minus Line 4b)
d. Is total OPEB liability based on the district's estimate
or an actuarial valuation?


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| :---: | :---: | :---: | :---: | :---: |
|  | e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation |  |  |  |
|  |  | Budget <br> Year <br> (2022- <br> 23) | 1st <br> Subsequent <br> Year <br> (2023-24) | 2nd Subsequent Year (2024-25) |
| 5. | a. OPEB actuarially determined contrlbution (ADC), if avallable, per actuarlal valuation or Alternative Measurement <br> Method |  |  |  |
|  | b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, oblects 3701-3752) |  |  |  |
|  | c. Cost of OPEB benefits (equivalent of "pay-as-y ou-go" amount) |  |  |  |
|  | d. Number of retirees receiving OPEB benefits |  |  |  |

S7B. Identlfication of the District's Unfunded Llabillty for Self-Insurance Programs

DATA ENTRY: Cllck the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1
Does your district operate any self-insurance programs such as workers' compensation, employ ee heallh and welf are, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)


2
Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:
$\square$
3.

Self-Insurance Liabllities
a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Self-Insurance Contributions
a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs


| Budget | 1st | 2nd |
| :--- | :--- | :---: |
| Year | Subsequent | Year |
| $(2022-$ $(2023-24)$ | Subsequent <br> Year |  |
| $23)$ |  | $(2024-25)$ |
|  |  |  |
|  |  |  |

s8.

## Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiy ear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classifled staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analy sis of the cost of the settlement and its inpact on the operating budget.


## Negotiations Settled

2b. Per Government Code Sectlon 3547.5(b), was the agreement certified
$2 a$.
3.
5.

Per Govemment Code Section 3547.5(a), date of public disclosure board meeting: by the district superintendent and chief business of ficial?

If $Y$ es, date of Superintendent and CBO certification:

Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board
4. Period covered by the agreement: adoption:

## n

Salary sett|ement:

Date

Salary settlement:

Is the cost of salary settlement included in the budgel and multiy ear
projections (MYPs)?

2nd


$\square$ Subsequent Year

## One Year Agreement


or

## Multilyear Agreement

Totai cost of salary settlement


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| :---: | :---: | :---: |
|  | \% change in salary schedule from prior y ear (may enter text. such as "Reopener") |  |
|  | Identify the source of funding that will be used to support mulliy ear salary commitments: |  |

Negotiations Not Settled
6.

Cost of a one percent increase in salary and statutory benerits

7.

Amount included for any tentative salary schedule increases

## Certificated (Non-management) Health and Welfare (H\&W) Benefits

1. 

Are costs of H8W benefit changes included in the budget and MYPs?
2. Total cost of H\&W benefits
3. Percent of H\&W cost paid by employer
4.

Percent projected change in H\&W cost over prior year
Certificated (Non-management) Prlor Year Settlements
Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
 $\begin{array}{cc}\text { Budget Year } & \begin{array}{c}\text { 2nd } \\ \text { Subsequent } \\ \text { Year }\end{array}\end{array}$

| (2022-23) | (2023-24) |  |
| ---: | ---: | ---: |
| Yes |  |  |
| 10632 | Yes | Yes |
| $100.0 \%$ | $100.0 \%$ | 10632 |
| $0.0 \%$ | $0.0 \%$ | 10632 |
|  |  | $100.0 \%$ |
|  |  | $0.0 \%$ |

No

If $Y$ es, explain the nature of the new costs:

Certiflcated (Non-
management) Step and
Column Adjustments
1.
2. Cost of $\operatorname{step} \&$ column adjustments
3. Percent change In step \& column over prior year

## Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. 

Are additional H\&W benefits for those laid-off or retired employ ees included in the budget and MYPs?

(2024-25)

| Yes |  |  |
| :---: | :---: | :---: |
| Yes | Yes |  |
| 16916 |  | 18848 |
| $3.0 \%$ | $3.0 \%$ | 19413 |
| Budget Year | 1st Subsequent Year | 2nd <br> Subsequent <br> Year |

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## Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of Dlstrict's Labor Agreements - Classified (Non-management) Employees
DATA ENTRY: Enter all applicable data items; there are no extractions in this section

|  | Prior Year (2nd Interim) (2021-22) | Budget Year (2022-23) | 1st Subsequent Year (2023-24) | 2nd Subsequent Year (2024-25) |
| :---: | :---: | :---: | :---: | :---: |
| Number of classified(non - management) FTE positions | 22.2 | 23.4 | 20.4 | 20.4 |

Classified (Non-management) Salary and Beneflt Negotiations
1.

Are salary and benefit negotlations sattled for the budget year?
No
If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes , and the corresponding public disclosure documents have not been filed with the $C O E$, complete questions 2-5.
If No, identify the unsettled negotiations including any prior y ear unsettled negotiations and then complete questions 6 and 7 .

Superintendent is still in negotiations with all bargaining units

## Negotiations Seltled

$2 a$.
Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b.
Per Govemment Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:
3.

Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:
4. Period covered by the agreement:
5. Salary settlement:

Is the cosl of salary settlement included in the budget and multiy ear
projections (MYPs)?
No


Salary settlement:

| Budget Year | ist Subsequent Year | Subsequent Year |
| :---: | :---: | :---: |
| (2022-23) | (2023-24) | (2024-25) |
| No | No | No |
| System Version: SACS V1 <br> Form Version: 2 <br> Revised: 1/1/0001 12:00:00 AM +00:00 |  |  |



## Multiyear Agreement

| Total cost of salary settlement |  |  |  |
| :--- | :--- | :--- | :--- |
| \% change in salary schedule |  |  |  |
| from prior year (may enter text. |  |  |  |
| such as "Reopener") |  |  |  |

Identify the source of funding that will be used to support multiy ear salary commitments:

## Negotiations Not Settled

6. 

Cost of a one percent increase in salary and staturory benefits


## Classified (Non-management) Health and Welfare (H\&W) Benefits

| 1. | Are costs of H\&W benefit changes included in the budget and |
| :--- | :--- |
| MYPs? |  |
| 2. | Total cost of H\&W benefits |
| 3. | Percent of H\&W cost paid by employer |
| 4. | Percent projected change in H\&W cost over prior year |

## Classified (Non-management) Prior Year Settlements

Are any new costs from phlor y ear settlements Included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If $Y$ es, explain the nature of the new costs:


## Classifled (Non-management) Step and Column AdJustments

Are step \& column adjustments included in the budget and MYPs?
2. Cast of step \& column adjustments
3. Percent change in step \& column over prior year

Classlfied (Non-management)
Attrition (layoffs and retirements)

1. Are savings from altrition included in the budget and MYPs?
2. 

Are additional H\&W benefits for those laid-off or retired employees included in the budget and MYPs?

|  |  |  |
| :---: | :---: | :---: |
| No | No | No |
|  |  |  |
| No | No | No |

Classified (Non-management) - Other
List other significant contract changes and the cost impact of each change (i, e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confldential Employees
DATA ENTRY: Enter all applicable data items; there are no extractions in this section,

Number of management, supervisor, and confidential FTE positions

| Prior Year (2nd Interim) | Budget Year | 1st Subsequent Year | 2nd Subsequent Year |
| :---: | :---: | :---: | :---: |
| (2021-22) | (2022-23) | (2023-24) | (2024-25) |
| 6.0 | 6.0 | 6.0 | 6.0 |

## Management/Supervisor/Confidential

## Salary and Benefit Negotiations

1. Are salary and benefit negotlations settled for the budget y ear?

If Yes, complete question 2.
If No, identify the unsettled negotiations including any prior y ear unsettled negotiations and then complete questlons 3 and 4.
$\square$
If n/a, skip the remainder of Section SBC.

## Negotiations Settled

2. 




The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item $A 3$, which is autornatically completed based on data in Criterion 2.

A1. Do cash flow projections show that the district will end the budget year with a
negative cash balance in the general fund?

A2. Is the system of personnel position control independent from the payroll system?

A3. Is enfollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Y as or No)
A4. Are new charter schools operating in distrct boundaries that impact the district's enrollment, either in the prior fiscal y ear or budget y ear?

A5. Has the district entered into a bargalning agreement where any of the budget or subsequent years of, the egreement would result in salary increases that
 are expected to exceed the projected state funded cost-of-llving adjustment?
A6. Does the district provide uncapped ( $100 \%$ employer paid) health benefits for current or retired employees?

A7. Is the districl's financial system independent of the county office system?

A8.
Does the district have any reports that indicate fiscal distress pursuant to Education
Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)
A9.
Have there been personnel changes in the superintendent or chief businass
official positions within the last 12 months?


When providing comments for additional fiscal Indicators, please Include the item number applicable to each comment.


End of School District Budget Criteria and Standards Review

| Shandon Joint Unified San Luls Oblspo | Budgot, July Cafeleria Special Rev Expenditures by |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Doscription | Resource Codas | Object Codes | 2021-22 Esllmated Aetuals | 2022-23 Budgot | Parcent Difference |
| A. Revenues |  |  |  |  |  |
| 1) LCFF Sourcos |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Fodcral Rovanuo |  | 8100-8299 | 203,243.00 | 190,000.00 | -6,5\% |
| 3) Other Stata Rovonue |  | 8300-8599 | 27.953.00 | 15,000,00 | -46,3\% |
| 4) Other Local Revenue |  | 8600-8799 | (32.00) | 0.00 | -100.0\% |
| 5) TOTAL, REVENUES |  |  | 231.164.00 | 205,000.00 | -11.3\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Cerrilicated Salarles |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salarios |  | 2000-2999 | 94.768.00 | 99.316 .00 | 4.8\% |
| 3) Employeo Benofils |  | 3000-3999 | 55.518.00 | 63,342,00 | 14.1\% |
| 4) Books and Supplios |  | 1000-1999 | 96, 871.00 | 77,175.00 | -20.3\% |
| 5) Sarvicos and Other Oporating Expendiluras |  | 5000-5999 | 7,900.00 | 7,400.00 | -6.3\% |
| 6) Capilel Oullay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7) Other Oulga (oxcluding Transiers of Indirect Cosis) |  | 7100-7299,7400-7499 | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfurs of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 255,057,00 | 247,263.00 | -3.1\% |
| C. EXGESS (DEFICIENCY OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  |  | (23,893.00) | (42,263.00) | 76.9\% |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |
| 1) Interiund Transiors |  |  |  |  |  |
| a) Transfors In |  | 8900-8929 | 23.894.00 | 42,263.00 | 76.9\% |
| b) Transiers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Saurces/Uses |  |  |  |  |  |
| a) Sourcos |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Usics |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Conlributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANGING SOURCES/USES |  |  | 23.894.00 | 42,263.00 | 76.9\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 1.00 | 0,00 | -100.0\% |
| F. Fund balance, reserves |  |  |  |  |  |
| 1) Boglnning Fund Balance |  |  |  |  |  |
| a) As of July 1 - Unauditod |  | 9791 | (.85) | . 15 | -117.6\% |
| b) Audil Adjusiments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As or July $1 \cdot$ Audilied (Fia + F1b) |  |  | (.85) | . 15 | -197.6\% |
| d) Other Rostatomonts |  | 9795 | 0.00 | 0.00 | 0.0\% |
| 0) Adjustod Eeginning Balanto (F1c + Fid $)$ |  |  | (.85) | . 15 | -117.6\% |
| 2) Ending Balance, June 30 ( $\mathrm{E}, \mathrm{F} 10$ ) |  |  | . 15 | . 15 | 0.0\% |
| Compononts of Ending Fund Balance |  |  |  |  |  |
| a) Nonspondable |  |  |  |  |  |
| Revolving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Storus |  | 9712 | 0.00 | 0.00 | 00\% |
| Prepald items |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Others |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Reslrictod |  | 9740 | . 15 | . 15 | 0.0\% |
| c) Cominilted |  |  |  |  |  |
| Slabillzation Arrangenients |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Othar Commilmonts |  | 9760 | 0.00 | 0.00 | 0.0\% |
| d) Assignod |  |  |  |  |  |
| Olher Assignments |  | 9780 | 0.00 | 0.00 | 0.0\% |
| c) Unassigned/Unapproprisled Roserv a for Economic Uncertaintios |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassignedfunappropriated Amount |  | 9790 | 0.00 | 0.00 | 0.0\% |
| G. ASSETS |  |  |  |  |  |
| 1) Cash |  |  |  |  |  |
| a) in County Troasury |  | 9110 | 3.776.46 |  |  |
| 1) Falr Value Aniustment to Cashin County Treasury |  | 9111 | 0.00 |  |  |
| b) in Banks |  | 9120 | 0.00 |  |  |
| c) in Rovolving Cash Accound |  | 9130 | 0.00 |  |  |
| d) with Firceil Agentitrusta |  | 9135 | 0.00 |  |  |
| SACS Financial Reporting Soltware |  |  | Form Last R | System <br> sed: 1/1/0001 12 | n: SACS V1 <br> m Version: 2 <br> $0 \mathrm{AM}+00: 00$ <br> 887Y8W1UT |


| Shandon Joint Unified San Lule Oblspo | Budgat, July Cafetorla Special Rav Expanditures by | und |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form } 13 \\ \text { B7Y8W1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resource Codes | Object Codes | 2021-22 Estlmatad Actuals | 2022-23 Budgat | Percent Differance |
| a) Colloctions Awailing Doposit |  | 9140 | 0.00 |  |  |
| 2) Inv usimants |  | 9150 | 0.00 |  |  |
| 3) Accounie Racolv ablo |  | 9200 | 0.00 |  |  |
| 4) Due Irom Grantor Govermment |  | 9290 | 0.00 |  |  |
| 5) Duo from Other Funds |  | 9310 | 0.00 |  |  |
| 6) Storos |  | 8320 | 0.00 |  |  |
| 7) Prepald Expendllures |  | 9330 | 0.00 |  |  |
| 9) Othor Curront Assals |  | 9340 | 0.00 |  |  |
| 9) TOTAL, ASSETS |  |  | 3,776.46 |  |  |
| H. DEFERRED OUTFLOWS OF RESOURCES |  |  |  |  |  |
| 1) Deforred Sutlows of Resources |  | 9490 | 0.00 |  |  |
| 2) TOTAL, DEFERRED OUTFLOWS |  |  | 0.00 |  |  |
| I. Liabilities |  |  |  |  |  |
| 1) Accounts Payabla |  | 9500 | 97.89 |  |  |
| 2) Duo lo Granlor Governmonts |  | 9590 | 0.00 |  |  |
| 3) Duo to Othor Funds |  | 9610 | 0.00 |  |  |
| 4) Current Loans |  | 9640 |  |  |  |
| 5) Uneamed Revonue |  | 9650 | 0.00 |  |  |
| 8) total, llabilities |  |  | 97.89 |  |  |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |  |
| 1) Delerriod Inflows of Resources |  | 9690 | 0.00 |  |  |
| 2.) TOTAL, DEFERRED INFLOWS |  |  | 0.00 |  |  |
| K. FUND EQUITY |  |  |  |  |  |
| Ending Furd Balance, June 30 |  |  |  |  |  |
| $(\mathrm{C} 9+\mathrm{H} 2)-(168+\mathrm{J} 2)$ |  |  | 3,678,57 |  |  |
| federal revenue |  |  |  |  |  |
| Child Nuirition Programs |  | 8220 | 203.243.00 | 190,000,00 | -6.5\% |
| Donated Food Commoditios |  | 8221 | 0.00 | 0.00 | 0.0\% |
| All Othor Foderal Revonuo |  | 8290 | 0.00 | 0.00 | 0.0\% |
| total, federal revenue |  |  | 203,243.00 | 190,000.00 | -6.5\% |
| other state revenue |  |  |  |  |  |
| Child Nutrilion Programs |  | 8520 | 15,000.00 | 15,000.00 | 0.0\% |
| All Other Stato Revenuo |  | 8590 | 12,953.00 | 0.00 | -100.0\% |
| total, other state revenue |  |  | 27,953.00 | 15,000.00 | -46.3\% |
| OTHER LOCAL REVENUE |  |  |  |  |  |
| Other Local Revenue |  |  |  |  |  |
| Salos |  |  |  |  |  |
| Saie of Equlpmant/Suppllos |  | 8631 | 0.00 | 0.00 | 0,0\% |
| Food Service Salos |  | 8634 | 0.00 | 0.00 | 0.0\% |
| Leasos and Renlals |  | 8650 | 0.00 | 0.00 | 0.0\% |
| Inlorast |  | 8660 | (32.00) | 0.00 | -100.0\% |
| Nat ineroase (Decroase) In tho Fair Value of Investmonts |  | 8662 | 0.00 | 0.00 | 0.0\% |
| Foos and Contracts |  |  |  |  |  |
| Interagency Services |  | 8677 | 0.00 | 0.00 | 0.0\% |
| Othar Local Rovenue |  |  |  |  |  |
| All Other Local Rov onuo |  | 8699 | 0.00 | 0.00 | 0.0\% |
| total, other local revenue |  |  | (32.00) | 0,00 | -100.0\% |
| TOTAL, REVENUES |  |  | 231,164,00 | 205,000,00 | .19.3\% |
| certificated salaries |  |  |  |  |  |
| Cerificated Suparv isors' and Adminisliralors' Salaries |  | 1300 | 0.00 | 0.00 | 0.0\% |
| Other Cenilificatad Solarics |  | 1900 | 0.00 | 0.00 | 0.0\% |
| Iotal, GFRIIFIGATED SALARIFS |  |  | 0.00 | 0.00 | 0,0\% |
| CLASSIFIED SALARIES |  |  |  |  |  |
| Classified Suppor Salares |  | 2200 | 47,763,00 | 44,929 00 | -5.9\% |
| Classifiod Supervisors' and Administralors' Salarless |  | 2300 | 46,437.00 | 54,417,00 | 17.2\% |
| Clerical. Technical and Orfice Salaries |  | 2100 | 0.00 | 0.00 | 0.0\% |


| Shandon Joint Unifiad San Lula Oblspo | Budgal, July Cafoterla Special Re Expanditures by | und |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form 13 } \\ 8 \text { BTYBW1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Doacription | Resource Codes | Object Codes | 2021-22 Estimated Actuals | 2022-23 Budget | Porcont Differance |
| Other Classiflod Salaries TOTAL, CLASSIFIED SALARIES |  | 2900 | $\begin{array}{r} 568.00 \\ 94,768.00 \end{array}$ | $\begin{array}{r} 0.00 \\ 99,346.00 \end{array}$ | $\begin{array}{r} -100.0 \% \\ 4.8 \% \end{array}$ |
| EmPLOYEE BENEFITS |  |  |  |  |  |
| STRS |  | 3101-3102 | 0.00 | 0.00 | 0.0\% |
| PERS |  | 3201-3202 | 18.350.00 | 25,201.00 | 37.3\% |
| OASDI/Modlcare/Nturnaliv o |  | 3301-3302 | 8,341,00 | 7.601.00 | -8.9\% |
| Healh and Wolfare Benefils |  | 3401-3402 | 25,848.00 | 27,570,00 | 7.5\% |
| Unemploy monl Insurance |  | 3501-3502 | 499.00 | 521.00 | 4.4\% |
| Workors' Componsalion |  | 3601-3602 | 2,680.00 | 2,449.00 | -8.6\% |
| OPEE, Allocaled |  | 3701-3702 | 0.00 | 0.00 | 0,0\% |
| OPEB, Aclivo Employens |  | 3751-3752 | 0.00 | 0.00 | 0.0\% |
| Other Employ eo Bonoftls |  | 3901-3902 | 0.00 | 0.00 | 0.0\% |
| total, employee benerits |  |  | 55,518,00 | 83,342.00 | 14.1\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |
| Books and Othor Roferonce Materials |  | 4200 | 0.00 | 0.00 | 0.0\% |
| Materisals and Supplices |  | 1300 | 16,099.00 | 7,175.00 | .55.4\% |
| Noncapitalized Equipment |  | 4400 | 0.00 | 0.00 | 0.0\% |
| Food |  | 4700 | 80,772.00 | 70.000.00 | -13.3\% |
| TOTAL, BOOKS AND SUPPLIES |  |  | 96,871.00 | 77.175.00 | -20.3\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |
| Subagreaments for Serv lcos |  | 5100 | 000 | 0.00 | 0.0\% |
| Travel and Conferancos |  | 5200 | 60.00 | 60.00 | 0.0\% |
| Duos and Memberships |  | 5300 | 0.00 | 0.00 | 0.0\% |
| Insuranco |  | 5400-5450 | 0.00 | 0.00 | 0.0\% |
| Operations and Housokeaping Servicos |  | 5500 | 0.00 | 0.00 | 0.0\% |
| Rentils, Loasos, Repairs, and Noncapitalizad Improvoments |  | 5600 | 0.00 | 0.00 | 0.0\% |
| Trangiers of Direci Costs |  | 5710 | 0.00 | 0.00 | 0.0\% |
| Transfors of Diract Cosis - Interiund |  | 5750 | 0.00 | 0.00 | 0.0\% |
| Professional/Consulting Servicos and |  |  |  |  |  |
| Operating Expendillures |  | 5800 | 7,840,00 | 7.340 .00 | 8.4\% |
| Communications |  | 5900 | 0.00 | 0.00 | 0.0\% |
| total, services and other operating expenditures |  |  | 7,900.00 | 7,400.00 | -6.3\% |
| capital outlay |  |  |  |  |  |
| Bulldings and Improvements of Buildings |  | 6200 | 0.00 | 0.00 | 0.0\% |
| Equipmont |  | 6400 | 0.00 | 0.00 | 0.0\% |
| Equipmonl Replacement |  | 6500 | 0.00 | 0.00 | 0.0\% |
| Loase Assols |  | 6600 | 0.00 | 0.00 | 0.0\% |
| Total, capital outlay |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO (excluding Tranafers of Indiract Conte) |  |  |  |  |  |
| Dobt Sorvice |  |  |  |  |  |
| Debt Sorvice - Intorest |  | 7438 | 0.00 | 0.00 | 0.0\% |
| Olhor Dobl Sarvica - Princlpal |  | 7439 | 0.00 | 0.00 | 0.0\% |
| TOTAL. OTHER OUTGO (excluding Translars of Indirecl Costs) |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  |  |  |  |  |
| Transters of Indirect Costs - Inlarfund |  | 7350 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIREGT COSTS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, EXPENDITURES |  |  | 255.057.00 | 241.263.00 | -3.1\% |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| From General Fund |  | 8916 | 23,894,00 | 12,263.00 | 76.9\% |
| Othor Aulthorizod Inleri und Transters in |  | 8919 | 0.00 | 000 | 0.0\% |
| (a) TOIAL., INTERFUND TRANSFERS IN |  |  | 23,894.00 | 42,263,00 | 76.9\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| Other Authorizod Inleri und Trnnsiers Out |  | 7619 | 0.00 | 0.00 | 0,0\% |
| (b) IOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCES/USES |  |  |  |  |  |


| Shandon Joint Unifiod San Luls Oblspo | Budget, July Cafotorla Speclal Re Expondlturas by |  |  |  | $\begin{array}{r} 40888330000000 \\ \text { Form 13 } \\ \text { D8B7Y8W1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Descriptlon | Renource Coden | Object Codea | 2021-22 Entlmated Actuals | 2022-23 Budget | Percant Difference |
| SOURCES <br> Other Sources <br> Tranarers from Funds of Lapsed/Reorganized LEAs <br> Long-Torm Dobl Proceads <br> Proceade from Leases <br> All Olher Finaneing Sources <br> (c) TOTAL, SOURCES |  | $\begin{aligned} & 8885 \\ & 8972 \\ & 8979 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $0.0 \%$ <br> 0.0\% <br> 0.0\% <br> $0.0 \%$ |
| USES <br> Transfers of Funds from Lapsod/Roorganized LEAs All Other Financing Uses <br> (d) TOTAL USES |  | $\begin{aligned} & 7651 \\ & 7699 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| CONTRIEUTIONS <br> Contributions from Unrestriteted Rovenues Contributions from Restifeted Rav onues (e) TOTAL CONTRIBLTIONS |  | $\begin{aligned} & 8980 \\ & 8990 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 23,894.00 | 42,263,00 | 76.9\% |


| Shandon Joint Unilied San Luls Oblspo | Budgat, Jul <br> Cafotoria Special Re Expandlturas by | Fund lon |  |  | 40688330000000 <br> Form 13 DAB7YGW1UT(2022-23) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Function Codes | Object Codes | 2021-22 Estlmatod Aetual: | 2022-23 Budget | Porcont Differenco |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sourcos |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Fodoral Revenuo |  | 8100-8299 | 203,243.00 | 190,000,00 | -6.5\% |
| 3) Other Stalo Revenue |  | 8300-8599 | 27,953.00 | 15,000.00 | -46.3\% |
| 4) Othor Local Rovenuo |  | 8600-8799 | (32.00) | 0.00 | -100.0\% |
| 5) TOTAL, REVENUES |  |  | 231.164.00 | 205,000.00 | -11.3\% |
| B. EXPENDITURES (ObJocts 1000-7999) |  |  |  |  |  |
| 1) Instruction | 1000-1999 |  | 0.00 | 0.00 | 0.0\% |
| 2) Instruction - Roialod Servieas | 2000-2999 |  | 0.00 | 0.00 | 0.0\% |
| 3) Pupil Servicos | 3000-3999 |  | 214,685,00 | 237.392 .00 | -3.0\% |
| 4) Angillary Sorvices | 4000-4999 |  | 0.00 | 0.00 | 0.0\% |
| 5) Communily Sorvicos | 5000-5999 |  | 0.00 | 0.00 | 0.0\% |
| 6) Enterpriso | 6000.6999 |  | 0.00 | 0.00 | 0.0\% |
| 7) Ganaral Adminisistration | 7000-7999 |  | 0.00 | 0.00 | 0.0\% |
| 8) Plani Sorvicus | 8000-8999 |  | 10.372.00 | 9,871.00 | -4.8\% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0,00 | 0.00 | 0.0\% |
| 10) TOTAL. EXPENDITURES |  |  | 255.057.00 | 247,263,00 | -3.1\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURGES AND USES (A5-B10) |  |  | (23,893.00) | $(42,263.00)$ | 76.9\% |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |
| 1) Intorfund Trans/ors |  |  |  |  |  |
| a) Transiors In |  | 8900-8929 | 23.894,00 | 42,263.00 | 76.9\% |
| b) Transfers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Othar Sourcos/Uses |  |  |  |  |  |
| a) Sourcos |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Uses |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHIER FINANGING SOURCESIUSES |  |  | 23,894.00 | 42,263.00 | 76.9\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 1.00 | 0.00 | -100.0\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |
| 1) Auginning Fund Aalonce |  |  |  |  |  |
| a) As of July 1 - Unaudited |  | 9791 | (.85) | . 15 | -117.6\% |
| b) Audil Adjustments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As or July 1 - Audited ( $\mathbf{F 1 a}+$ F1b) |  |  | (.85) | . 15 | -117.6\% |
| d) Other Rostataments |  | 9796 | 0.00 | 0.00 | 0.0\% |
| o) Adjusind Boginning Bulance (F1c + F1d $)$ |  |  | (.85) | . 15 | -117.6\% |
| 2) Ending Halanco, June 30 ( $E+F 10$ ) |  |  | . 15 | . 15 | 0.0\% |
| Components of Ending Fund Balanco |  |  |  |  |  |
| a) Nonspondable |  |  |  |  |  |
| Revotving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Stores |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Propaid lloms |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Others |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Restericted |  | 9740 | . 15 | . 15 | 0.0\% |
| c) Commiltod |  |  |  |  |  |
| Stabiliration Arrangumarls |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Othar Commilments (by Resource/Objnct) |  | 9760 | 0.00 | 000 | 0.0\% |
| d) Assignod |  |  |  |  |  |
| Other Asslgnments (hy Resource/ Object) |  | 9780 | 0.00 | 0.00 | 0.0\% |
| o) Unassignod/Unappropriaied |  |  |  |  |  |
| Rosorvo for Economic Uncertaintios |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassignod/Unappropriatod Amount |  | 9790 | 0.00 | 0.00 | 0.0\% |


| Shandon Jolnt Unifled San Lula Oblapo | Budget, July 1 <br> Cafelerla Special Revenue Fund Reatrlctod Detall |  | $\begin{array}{r} \text { 40688330000000 } \\ \text { Form 13 } \\ \text { D8BTYBW1UT(2022-23) } \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: |
| Resource | Description | 2021-22 <br> Estlmated Actuals |  | 2022-23 <br> Budgat |
| 5310 | Chlid Nutittion: School Programs (0.9., Sehool Lunch, School Breakfast, Milk, Pregnanl a Lactating Students) |  | . 15 | 15 |
| Tolal, Restrictad Balance |  |  | . 15 | . 15 |


| Shendon Jolnt Unified San Luls Obispo | Budget, Jul Building Fu Expendltures by |  |  |  | $\begin{array}{r} 40888330000000 \\ \text { Formi } 21 \\ \text { 7YBW1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Roeource Codas | Objact Godas | 2021-22 Estimated Actuals | 2022-23 Budgat | Parcent Diffarence |
| A. revenues |  |  |  |  |  |
| 1) LCFFF Sources |  | 8010-8099 | 0,00 | 0.00 | 0.0\% |
| 2) Fodoral Rovenuo |  | $8100-8299$ | 0.00 | 0.00 | 0.0\% |
| 3) Olher Slate Ruv coue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Othor Local Revenue |  | 8600-8798 | 7.723.00 | 0.00 | -100.0\% |
| 5) TOTAL, REVENUES |  |  | 7.723.00 | 0.00 | -100.0\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classifitiod Solarios |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Emplay oo Benolits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 1) Books and Supplles |  | 4000-1999 | 5,088,00 | 0.00 | -100.0\% |
| 5) Services and Other Operating Expendilures |  | 5000-5999 | (8,223.00) | 0,00 | -100.0\% |
| 6) Caplial Oullay |  | 6000-6999 | 196,898,00 | 0.00 | -100.0\% |
| 7) Other Oulgo (excluding Transfors of Indirect Cosis) |  | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transf ors of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL. EXPENDITURES |  |  | 193,763.00 | 0.00 | -100.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  |  | (186,040.00) | 0.00 | -100.0\% |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |
| 1) Intorfund Transfors |  |  |  |  |  |
| a) Transfors In |  | 8900-8979 | 000 | 0.00 | 0.0\% |
| b) Trans/ rrs Oul |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Oither Sourcos/Usos |  |  |  |  |  |
| a) Sourcos |  | 8930-8979 | 0.00 | 0.00 | 0,0\% |
| b) Uscs |  | 7630-7699 | 0.00 | 0.00 | 0,0\% |
| 3) Conlributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  |  | 0.00 | 0.00 | 0.0\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | (186,040,00) | 0.00 | -100.0\% |
| F. Fund balance, reserves |  |  |  |  |  |
| 1) Boginning Fund Balance |  |  |  |  |  |
| a) As of July 1 - Unaudilod |  | 9791 | 1,883,217.97 | 1,697, 177.97 | -9.9\% |
| b) Audit Adjustmanis |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audllad (F1a + F1b) |  |  | 1.883, 217.97 | 1,697, 177.97 | -9.9\% |
| d) Other Restatemonts |  | 9795 | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Boginning Balance (F1c + F1d) |  |  | 1,883, 217.97 | 1,697, 177.97 | -9.9\% |
| 2) Ending Balance, June $30(E+F 10)$ |  |  | 1,697, 177,97 | 1.697.177.97 | 0.0\% |
| Components of Ending Fund Balanca |  |  |  |  |  |
| a) Nonspendable |  |  |  |  |  |
| Rovolving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Stures |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Prepaid llems |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Others |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Restrictod |  | 9740 | 0.00 | 0.00 | 0.0\% |
| a) Commilled |  |  |  |  |  |
| Slablizallon Arangerments |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Oinor Commimmonts |  | 9760 | 0.00 | 0.00 | 0.0\% |
| d) $\begin{gathered}55 i g n o d\end{gathered}$ |  |  |  |  |  |
| Other Assignments |  | 9780 | 0.00 | 0.00 | 0.0\% |
| o) Unassignod/Unappropriatcd |  |  |  |  |  |
| Reservo for Economic Uncertaintles |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassigned/Unapproprialed Amount |  | 9790 | 1,697.177.97 | 1,697,177.97 | 0.0\% |
| G. ASSETS |  |  |  |  |  |
| 1) Cash |  |  |  |  |  |
| a) In Counly Treasury |  | 9110 | 1,857.995.51 |  |  |
| 1) Fair Valua Adjusimont to Cash in Counly Troasury |  | 9111 | 0.00 |  |  |
| b) In Banks |  | 9170 | 0.00 |  |  |
| c) in Rovolving Cash Account |  | 9130 | 0.00 |  |  |
| SACS Financial Reporting Software |  |  | Form Last R | Systom <br> sed: 1/1/0001 12 ubmission Numb | n: SACS V1 <br> mersion: 2 <br> AM +00:00 <br> BBTY8W1UT |


| Shandon Jolnt Uniflod San Lule Oblapo | $\begin{aligned} & \text { Budgat, Jul } \\ & \text { Bullding Fu } \\ & \text { Expondltures by } \end{aligned}$ |  |  |  | $\begin{array}{r} 4068330000600 \\ \text { Form } 21 \\ \text { BB7YBW } 14 T(2022-23) \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Deseription | Resource Codes | Object Codas | 2021-22 Estlmatod Aclual: | 2022-23 Budget | Parcont Difference |
| d) wilh Fliscal Ageni/Trusteg |  | 9135 | 0.00 |  |  |
| 0) Colloctions Awalling Dopos! |  | 9140 | 0.00 |  |  |
| 2) Invostments |  | 8150 | 0.00 |  |  |
| 3) Accounts Recelvabla |  | 9200 | 0.00 |  |  |
| 4) Due from Granlor Government |  | 9290 | 0.00 |  |  |
| 5) Due from Ollier Funds |  | 9310 | 0.00 |  |  |
| 6) Stores |  | 9320 | 0.00 |  |  |
| 7) Propald Expenditurns |  | 9330 | 0.00 |  |  |
| 8) Other Current Assots |  | 9340 | 0.00 |  |  |
| 9) TOTAL, ASSETS |  |  | 1,857,995.51 |  |  |
| H. DEFERRED OUTFLOWS OF RESOURGES |  |  |  |  |  |
| 1) Doforrad Oufflows of Rasourcos |  | 9490 | 0.00 |  |  |
| 2) TOTAL. DEFERRED OUTFLOWS |  |  | 0.00 |  |  |
| 1. Liabilities |  |  |  |  |  |
| 1) Accounis Pay abla |  | 9500 | 0.00 |  |  |
| 2) Due to Grantor Gov omments |  | 9590 | 0.00 |  |  |
| 3) Dua to Other Funds |  | 9610 | 0.00 |  |  |
| 4) Current Loans |  | 9640 | 0.00 |  |  |
| 5) Unearned Rov anuo |  | 9850 | 0.00 |  |  |
| 6) TOTAL, LIABILITIES |  |  | 0.00 |  |  |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |  |
| 1) Doferrad Inflows of Rasources |  | 9690 | 0.00 |  |  |
| 2) TOTAL, DEFERRED INFLOWS |  |  | 0.00 |  |  |
| K. FUND EQUITY |  |  |  |  |  |
| Ending Fund Balance, June $30(69+\mathrm{H} 2)$ - (16 + J2) |  |  | 1,857,995.51 |  |  |
| federal revenue |  |  |  |  |  |
| Fema |  | 8281 | 0.00 | 0.00 | 0.0\% |
| All Oiher Fedefel Rov onua |  | 8230 | 0.00 | 0,00 | 0.0\% |
| total, federal revenue |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER STATE REVENUE |  |  |  |  |  |
| Tax Reliel Subventions |  |  |  |  |  |
| Rostricled Levios - Other |  |  |  |  |  |
| Homoownors' Exempllons |  | 8575 | 0.00 | 0.00 | 0.0\% |
| Other Subvenlions/In-Lieu Taxes |  | 8576 | 0.00 | 0.00 | 0.0\% |
| All Oithor Slatu Revenuo |  | 8590 | 0.00 | 0.00 | 0.0\% |
| total, other state revenue |  |  | 0.00 | 0.00 | 0.0\% |
| Other local revenue |  |  |  |  |  |
| Othor Local Revenue |  |  |  |  |  |
| County and District Taxes |  |  |  |  |  |
| Oiher Rastriclod Lovios |  |  |  |  |  |
| Socured Roll |  | 8615 | 0.00 | 0.00 | 0.0\% |
| Unsecured Roll |  | 8616 | 0.00 | 0.00 | 0.0\% |
| Prior Years' Taxos |  | 8617 | 0.00 | 0.00 | 0.0\% |
| Supplemental Taxes |  | 8618 | 0.00 | 0.00 | 0.0\% |
| Non-Ad Valorom Taxos |  |  |  |  |  |
| Parcal Taxas |  | 8621 | 0.00 | 0.00 | 0.0\% |
| Othor |  | 8622 | 0.00 | 0.00 | 0.0\% |
| Cammunity Rodev olopmont funds Nol Subject lo LCFF Doduction |  | 8625 | 0.00 | 0.00 | 0.0\% |
| Panallios and Inlorost from Dellinquenl Non-LCFF Texes |  | 8629 | 0.00 | 0.00 | 0.0\% |
| Sales |  |  |  |  |  |
| Sala of Equipmoni/Supplies |  | 8631 | 0.00 | 0.00 | 0.0\% |
| Loasus and Rontals |  | 8850 | 0.00 | 0.00 | 0.0\% |
| Interest |  | 8660 | 7.263.00 | 0.00 | -100.0\% |
| Not increaso (Docroaso) in the Fair Valuo of Inyestmunts |  | 8662 | 460.00 | 0.00 | -100.0\% |
| Othor Local Revonue |  |  |  |  |  |
| All Other Lecal Rov onue |  | 8699 | 0.00 | 0.00 | 0.0\% |


| Shandon Joint Unifled San Luis Oblspo | Budget, July Buliding F Expandliures |  |  |  | 40688330000000 Form 21 D8B7YBW1UT(2022-23) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Dascription | Resource Coder | Oblact Cadea | 2021-22 Estlmatod Aetuals | 2022-23 Budgst | Porcont Difference |
| Al Other Transf ors In from All Others TOTAL, OTHER LOCAL REVENUE TOTAL, REVENUES |  | 8799 | $\begin{array}{r} 0.00 \\ 7,723,00 \\ 7,723.00 \end{array}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{array}{r} 0.0 \% \\ -100.0 \% \\ -100.0 \% \end{array}$ |
| CLASSIFIED SALARIES <br> Classifiod Support Salarias <br> Classifiod Suporv isors' and Administrators' Salarios <br> Clerical, Technieal and Office Salarics <br> Olhor Classified Salarios <br> TOTAL, CLASSIFIED SALARIES |  | $\begin{aligned} & 2200 \\ & 2300 \\ & 2400 \\ & 2900 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| EMPLOYEE BENEFITS <br> STRS <br> PERS <br> OASDI/MedicarofAllernative <br> Health and Wolfaro Bonefits <br> Unomploy ment Insuranco <br> Workers' Compensalion <br> OPEE, Allocalod <br> OPEB, Aclive Employees <br> Othor Employ oe Beneflls <br> TOTAL, EMPLOYEF BENEFITS |  | $\begin{aligned} & 3101-3102 \\ & 3201-3202 \\ & 3301-3302 \\ & 3401-3402 \\ & 3501-3502 \\ & 3601-3602 \\ & 3701-3702 \\ & 3751-3752 \\ & 3901-3902 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| BOOKS AND SUPPLIES <br> Books and Othap Roforence Matorlals <br> Materials and Supplics <br> Noncapitalized Equipment <br> TOTAL, BOOKS AND SUPPLIES |  | $\begin{aligned} & 4200 \\ & 4300 \\ & 4400 \end{aligned}$ | $\begin{array}{r} 0.00 \\ 95.00 \\ 4,983.00 \\ 5,088.00 \end{array}$ | 0.00 0.00 0.00 0.00 | $\begin{array}{r} 0.0 \% \\ -100.0 \% \\ -100.0 \% \\ -100.0 \% \end{array}$ |
| SERVICES AND OTHER OPERATING EXPENDITURES <br> Subagreaments for Services <br> Travel and Conferonces <br> Insuranco <br> Oporalions and Housckeeping Services <br> Rentals, Leases, Repaifs, and Noncapilalizod Improvemonls <br> Transiors of Direct Cosis <br> Transiors of Diroct Cos 15 - Intorfund <br> Profossional/Consulting Servleus and Operating Expondituras <br> Communicalions <br> TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 5100 5200 $5400-5450$ 5500 5600 5710 5750 5800 5900 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 $(8,223.00)$ 0.00 $(8,223.00)$ | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | $\begin{array}{r} 0.0 \% \\ 0.0 \% \\ 0.0 \% \\ 0.0 \% \\ 0.0 \% \\ 0.0 \% \\ 0.0 \% \\ -100.0 \% \\ 0.0 \% \\ -100.0 \% \end{array}$ |
| CAPITAL OUTLAY <br> $I$ and <br> Land Improv oments <br> Buildings and Improvoments of Buildings <br> Books and Medla for Naw School Llbrarios or Major Expanslon of School Librarlas <br> Equipment <br> Equipmenl Roplacemonl. <br> Leaso Assels <br> toral, capital ou rlay |  | $\begin{aligned} & 6100 \\ & 6170 \\ & 6200 \\ & 6300 \\ & 6400 \\ & 6500 \\ & 6600 \end{aligned}$ | $\begin{array}{r} 0.00 \\ 0.00 \\ 180,085,00 \\ 0.00 \\ 10.348 .00 \\ 6.465,00 \\ 0.00 \\ 196,898,00 \end{array}$ | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | $\begin{array}{r} 0.0 \% \\ 0.0 \% \\ -100.0 \% \\ 0.0 \% \\ -100.0 \% \\ -100.0 \% \\ 0.0 \% \\ -100.0 \% \\ \hline \end{array}$ |
| OTHER OUTGO (oxcluding Translers of Indiroct Costs) <br> Other Transiers Out <br> All Oher Transious Out lo All Others <br> Dobt Seryico <br> Repayment of Shate School Bullding Fund Ald - Proceeds From Bands <br> Dobl Sonice - Interast <br> Other Oebt Sorvico - Principal <br> TOIAL, OTMER OUTGO (excluding Tiranslers of Indirecl Costs) |  | 7299 <br> 7435 <br> 7438 <br> 7439 | 0.00 0.00 0.00 0.00 0.00 | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| TOTAL, EXPENDITURES |  |  | 193.763.00 | 0.00 | -100.0\% |
| INTERFUND TRANSFERS <br> INTERFUND TRANSFERS IN |  |  |  |  |  |



| Shandon Joint Unified San Luls Oblepo | Budgel, Ju Building $F$ Expenditures by |  |  |  | 40688330000000 Form 21 21 <br> 7Y8W1UT(2022-23) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Descripilion | Function Godes | Object Cados | 2021-22 Estimated Actuals | 2022-23 Budget | Parcent Difference |
| A. Revenues |  |  |  |  |  |
| 1) LCFF Sourcos |  | 8010-8099 | 0.00 | 0.00 | 0,0\% |
| 2) Federal Rov onuo |  | $8100-8299$ | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Lacal Revonue |  | 8600-8799 | 7.723.00 | 0.00 | -100.0\% |
| 5) TOTAL, REVENUES |  |  | 7.723.00 | 0.00 | -100.0\% |
| B. EXPENDITURES (Objecta 1000-7999) |  |  |  |  |  |
| 1) instruction | 1000-1999 |  | 0.00 | 0.00 | 0.0\% |
| 2) Insiruction - Ralatad Sarvices | 2.000-2999 |  | 0.00 | 0.00 | 0.0\% |
| 3) Pupll Sorvices | 3000-3999 |  | 0,00 | 0.00 | 0.0\% |
| 4) Ancillary Sarvicos | 4000-4999 |  | 0.00 | 0.00 | 0.0\% |
| 5) Community Sorvicos | 5000-5999 |  | 0.00 | 0.00 | 0.0\% |
| 6) Enterprise | 6000-6999 |  | 0.00 | 0.00 | 0.0\% |
| 7) Goncral Administrallon | 7000-7999 |  | 0.00 | 0.00 | 0.0\% |
| 8) Plant Sorvices | 8000-8999 |  | 193,763.00 | 0.00 | -100.0\% |
| 9) Oihar Oulgo | 9000-9999 | Excepl 7600-7699 | 0.00 | 0.00 | 0.0\% |
| 10) TOTAL, EXPENDITURES |  |  | 193,763,00 | 0.00 | -100.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10) |  |  | (186,040.00) | 0.00 | -100.0\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Trans iors |  |  |  |  |  |
| a) Transfers in |  | 8900-8929 | 0.00 | 0.00 | 0.0\% |
| b) Transfers Out |  | $7600-7629$ | 0.00 | 0.00 | 0.0\% |
| 2) Othor Sourecs/Usos |  |  |  |  |  |
| a) Sources |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Uses |  | 7630-7689 | 0.00 | 0.00 | 0.0\% |
| 3) Conlributlons |  | 8980-8998 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  |  | 0.00 | 0.00 | 0.0\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4) |  |  | (188,040,00) | 0.00 | -100.0\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |
| 1) Boginning Fund Balanco |  |  |  |  |  |
| a) As of July 1 - Unauditied |  | 9791 | 1,883,217.97 | 1.697,177.97 | -9.9\% |
| b) Audil Adjustmonts |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Auditad (F1a + F1b) |  |  | 1,883,217.97 | 1,697, 177, 97 | -9.9\% |
| d) Oihor Restutements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| c) Adjuslod Beginning Balante ( $F 1 c+F$ ¢d) |  |  | 1,883,217.97 | 1.697,177.97 | -9.9\% |
| 2) Endling Balanco. Juna $30(E+F 10)$ |  |  | 1,697, 177.97 | 1,697, 177.97 | 0.0\% |
| Components of Ending Fund Balance |  |  |  |  |  |
| a) Nonsprondable |  |  |  |  |  |
| Revolving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Stores |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Prepaid lioms |  | 9713 | 0.00 | 0.00 | 0,0\% |
| All athors |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Rosiriciled |  | 9740 | 0.00 | 0.00 | 0.0\% |
| c) Commiltod |  |  |  |  |  |
| Slabllization Arangoments |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Othor Commilments (by Resource/Objecl) |  | 9760 | 0.00 | 0.00 | 00\% |
| d) Assigned |  |  |  |  |  |
| Other Assignments (by Resource/Objocl) |  | 9780 | 0.00 | 0.00 | 0.0\% |
| o) Unassignod/Unapproprialad |  |  |  |  |  |
| Rescrvo for Economic Uncortaintios |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassigned/Unapproprialed Amount |  | 9790 | 1,697, 177,97 | 1,697.177.97 | 0.0\% |


| Shandon Joint Unified Sen Lula Oblipo |  | Budget, July 1 Bullding Fund Restricted Dotall |  | 40688330000000Form 21D8B7Yaw1UT(2022-29) |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Resource | Deseription |  | $\begin{gathered} \text { 2021-22 } \\ \text { Estimatad Actuals } \end{gathered}$ |  | $\begin{aligned} & 2022-23 \\ & \text { Budgot } \end{aligned}$ |
| Total, Rosincted Belance |  |  |  | 0.00 | 0.00 |


| Shandon Joint Unlfied San Luls Oblspo | Budgot, July <br> Capital Faeilitles Expendllures by |  |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form } 25 \\ \text { 7Y\&W1UT }(2022-23\} \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Doscripution | Resource Codos | ObJact Codas | 2021-22 Estimated Actuale | 2022-23 Budgat | Percent Difference |
| A. revenues |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Fedoral Rovonue |  | $8100-8299$ | 0.00 | 0.00 | 0.0\% |
| 3) Other Stale Rovenuo |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 20,657.00 | 0.00 | -100.0\% |
| 5) TOTAL, REVENues |  |  | 20,657.00 | 0.00 | -100.0\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Cerrlficaled Salarlas |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classifified Salarios |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employ ao Benofits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Books and Suppllos |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Oihor Operaling Expendituros |  | 5000-5999 | 0.00 | 0.00 | 0.0\% |
| 6) Capllal Oullay |  | 6000-6989 | 0.00 | 0.00 | 0.0\% |
| 7) Oiher Oulgo (excluding Transiers of Indirecl Costs) |  | 7100-7299, 7100-7499 | 0.00 | 0.00 | 0.0\% |
| 8) Oiner Oulgo - Transfors of Indiract Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| C. EXCESS (DEFICIENGY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  |  | 20,657.00 | 0.00 | -100.0\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Inlariund Transfers |  |  |  |  |  |
| a) Transferg In |  | 8900-8929 | 0.00 | 0.00 | 0.0\% |
| b) Transfers Out |  | 7600-7829 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses |  |  |  |  |  |
| a) Sources |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Uses |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USFS |  |  | 0.00 | 0.00 | 0.0\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 20,657.00 | 0.00 | -100.0\% |
| F. Fund balance, reserves |  |  |  |  |  |
| 1) Beginntrg Fund Balanco |  |  |  |  |  |
| a) As of July 1 - Unaudititad |  | 9791 | 133,520.77 | 154, 177.77 | 15.5\% |
| b) Audil Adjustmenta |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As ol July 1 - Audited (F1a + F1b) |  |  | 133.520.77 | 154, 177.77 | 15.5\% |
| d) Other Rosialements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| a) Adjuslod Beginning Balanco (F10 + Fid) |  |  | 133.520.77 | 154,177.77 | 15.5\% |
| 2) Ending Balance, June 30 ( $E+F 1 e$ ) |  |  | 154.177.77 | 154,177.77 | 0.0\% |
| Components of Ending Fund Balanco |  |  |  |  |  |
| a) Nonspendabic |  |  |  |  |  |
| Revolving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Stores |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Prepaid lloms |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Olhers |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Restrictad |  | 9740 | 154,177.77 | 154, 177,77 | 0.0\% |
| c) Commiltod |  |  |  |  |  |
| Stabllizalion Arrangerrunts |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Other Commitments |  | 9760 | 0.00 | 0.00 | 0.0\% |
| d) Asslyned |  |  |  |  |  |
| Other Asslgnmerts |  | 9780 | 0.00 | 0.00 | 0,0\% |
| a) Unassignod/Unapproprialed |  |  |  |  |  |
| Resorve ior Economic Untarrialnties |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassigned/Unapproprialed Amount |  | 9790 | 0.00 | 0,00 | 0.0\% |
| G. ASSETS |  |  |  |  |  |
| 1) Cash |  |  |  |  |  |
| a) in County Treasury |  | 9110 | 156.452.11 |  |  |
| 1) Fair Valuo Adjustmonl to Cash in Counly Troasury |  | 9111 | 0.00 |  |  |
| b) in Banks |  | 9120 | 0.00 |  |  |
| c) in Rovolving Cash Account |  | 9130 | 0.00 |  |  |
| SACS Financial Reporting Soltware |  |  | Form Last R | System <br> sed: 1/1/0001 12 ubrnission Numb | n: SACS V1 <br> m Version: 2 <br> 0 AM +00:00 <br> 8B7Y8W1UT |



| Shandon JoInt Unifled San Lula Oblapo | Budget, July <br> Gapltal Facllitlos <br> Expendituras by |  |  |  | 40686330004000 Form 25 D8BTY8W1UT(2022-23) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Rosourca Cad | Object Cadas | 2021-22 Estumatod Actuals | 2022-23 Budget | Porcont Differance |
| CERTIFICATED \$ALARIES <br> Othor Cortificatod Salaries TOTAL, CERIIFICATED SALARIES |  | 1900 | 0.00 0.00 | 0.00 0.00 | 0.0\% |
| GLASSIFIED SALARIES <br> Classifiod Supparl Salarios <br> Classified Supervisors' and Administrators" Salarios <br> Clerical, Technical and Office Salarles <br> Other Classified Salarios <br> TOTAL, CLASSIFIED SALARIES |  | $\begin{aligned} & 2200 \\ & 2300 \\ & 2400 \\ & 2900 \end{aligned}$ | 0.00 0.00 0.00 0.00 0.00 | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| EMPLOYEE BENEFITS <br> STRS <br> PERS <br> OASDI/Medicare/ANtemaltve <br> Health and Welf are Benerlls <br> Unomploy ment Insurance <br> Workers' Compensalion <br> OPEB, Allocutad <br> OREB. Active Employ ees <br> Olhor Employ oo Boneflis <br> TOTAL, EMPLOYEE BENEFITS |  | $\begin{aligned} & 3101-3102 \\ & 3201-3202 \\ & 3301-3302 \\ & 3401-3402 \\ & 3501-3502 \\ & 3601-3602 \\ & 3701-3702 \\ & 3751-3752 \\ & 3901-3902 \end{aligned}$ | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | 0.0\% 0.0\% 0.0\% $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ |
| BOOKS AND SUPPLIES <br> Approvod Toxtbooks and Coro Curricula Malorials <br> Books and Other Refercnco Materfals <br> Materials and Supplles <br> Noncapitalizod Equipment <br> TOTAL, BOOKS AND SUPPLIES |  | $\begin{aligned} & 4100 \\ & 4200 \\ & 4300 \\ & 4400 \end{aligned}$ | 0.00 0.00 0.00 0.00 0.00 | 0.00 0.00 0.00 0.00 0.00 | $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ |
| SERVICES AND OTHER OPERATING EXPENDITURES <br> Subagreements for Sorvices <br> Travol and Coni erencas <br> Insurance <br> Operations and Housokeoping Sorvices <br> Ronlals, Leases, Ropars, and Noncapitalized Impravemenls <br> Transfers of Dlrect Cosis <br> Trensfors of Direct Costs - interfund <br> Profosslonal/Consulling Sorvices and Oporating Expendituros <br> Communlcallons <br> TOTAL. SERVICES AND OTHER OPERATING EXPENDITURES |  | 5100 5200 $5400-5450$ 5500 5600 5710 5750 5800 5900 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ |
| GAPITAL OUTLAY <br> Land <br> Land Improvernents <br> Bulldings and Improvernenls of Bulldings <br> Books and Madta for Naw School Libraries or Major Expanslon of School Librarles <br> Equipment <br> Equipment Replacement <br> Loesa Assels <br> TOTAL, CAPITAL OU'LLAY |  | 6100 <br> 8170 <br> 6200 <br> 6300 <br> 8400 <br> 6500 <br> 4600 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | 0.0\% 0.0\% 0.0\% $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ $0.0 \%$ |
| OTHER OUTGO (excluding Transfors of Indirect Cosis) <br> Other Transfars Out <br> All Other Transfors Out lo All Othors <br> Dobt Service <br> Dobt Sonsica - Intores! <br> Other Debt Service - Principal <br> TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7299 \\ & 7438 \\ & 7439 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.00 \\ & 0.00 \\ & 0.00 \\ & 0.00 \end{aligned}$ | $\begin{aligned} & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \\ & 0.0 \% \end{aligned}$ |
| TOTAL EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS INTERFUND TRANSFERS IN |  |  |  |  |  |

$$
\square
$$

Rellource Codes

| Objoct Codea | 2021-22 Estmatod <br> Actual | 2022-23 Budget | Porcent <br> Difference |
| :---: | ---: | ---: | ---: |
| 8919 | 0.00 | 0.00 | $0.0 \%$ |
| 7613 | 0.00 | 0.00 | $0.0 \%$ |
| 7619 | 0.00 |  | $0.0 \%$ |
|  | 0.00 | 0.00 | $0.0 \%$ |
|  | 0.00 | 0.00 | $0.0 \%$ |

OTHER SOURCESIUSES
SOURCES
Procoads
Procoods from Disposal of Capilal Assets
Othor Sources
Transfers from Funds of Lapsad/Raorganized LEAs
965
Long-Term Debl Proceeds
Proceeds from Certilicates of Participation
971
Procends from Leases
Proceods from tonso Ravanum Bonds
All Other Financing Sourcos
(c) TOTAL, SOURCES
uses
Transfors of Funds from Lepsod/Reorganizod LEAs
All Other Finaneing Uses
(d) TOTAL, USES

CONTRIEUTIONS
Contributions from Unresticted Revenues
Contributions from Restricled Revenuos
(e) TOTAL, CONTRIBUTIONS

TOTAL. OTHER FINANCING SOURCESIUSES $(a-b+c-d+e)$

| Shandon Jolnt Unified San Luls Oblapo | Budgat, Jul Gapltal Faellitio Expenditures by | 10n |  |  | $\begin{array}{r} \text { 4068B330000000 } \\ \text { Form 25 } \\ \text { TY } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Function Coder | ObJect Coder | 2021-22 Estlmatod Aclual: | 2022-23 Budgat | Percent Differenca |
| A. revenues |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Fedoral Rovenue |  | $8100-8299$ | 0.00 | 0.00 | 0.0\% |
| 3) Other Stale Rovenue |  | $8300-8598$ | 0.00 | 0.00 | 0.0\% |
| 1) Othor Local Rovonue |  | 8600-8799 | 20,657,00 | 0.00 | -100.0\% |
| 5) total, revenues |  |  | 20,657.00 | 0.00 | -100.0\% |
| B. EXPENDITURES (Objects 1000-7999) |  |  |  |  |  |
| 1) Instruction | 1000-1999 |  | 0.00 | 0.00 | 0.0\% |
| 2) Instruction - Ralalad Sarvicos | 2000-2999 |  | 0.00 | 0.00 | 0.0\% |
| 3) Pupil Services | 3000-3899 |  | 0.00 | 0.00 | 0.0\% |
| 4) Ancillary Sorvices | 4000-4999 |  | 0.00 | 0.00 | 0.0\% |
| 5) Cominunily Sorvices | 5000-5999 |  | 0.00 | 0.00 | 0.0\% |
| 6) Enterprise | 6000-6999 |  | 0.00 | 0.00 | 0.0\% |
| 7) Genoral Administralion | 7000-7999 |  | 0.00 | 0.00 | 0.0\% |
| 8) Plant Sorvices | 8000-8999 |  | 0.00 | 0.00 | 0.0\% |
| 9) Othor Outgo | 9000-9999 | Excopt 7600-7699 | 0.00 | 0.00 | 0.0\% |
| 10) TOTAL, EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| c. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5-B10) |  |  | 20,657.00 | 0,00 | -100.0\% |
| D. OTHER FINANCING SOURCESIUSES |  |  |  |  |  |
| 1) Inleriund Transfors |  |  |  |  |  |
| a) Transfers in |  | 8900-8929 | 0.00 | 0.00 | 0.0\% |
| b) Transiers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Oihor Sourcas/Uses |  |  |  |  |  |
| a) Sources |  | 8930-8979 | 0.00 | 0,00 | 0,0\% |
| b) Uses |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Conlribulions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  |  | 0.00 | 0.00 | 0.0\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4) |  |  | 20,657.00 | 0.00 | -100.0\% |
| F. Fund balance, reserves |  |  |  |  |  |
| 1) Buginning Fund Batanco |  |  |  |  |  |
| 3) As of July 1 - Unaudited |  | 9791 | 133,520.77 | 154,177,77 | 15.5\% |
| b) Audill Adjustmonts |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1-Audiled (F1a + Fib) |  |  | 133,520.77 | 154, 177.77 | 15.5\% |
| d) Olher Reslatements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| 0) Adusled Beginning Balance ( F 1c $\mathrm{c}+\mathrm{F} 1 \mathrm{~d}$ ) |  |  | 133.520.77 | 154, 177.77 | 15.5\% |
| 2) Ending Balance, June 30 ( $\mathrm{E}+\mathrm{F} 10)$ |  |  | 154,177.77 | 154, 177.77 | 0.0\% |
| Components or Ending Fund Balanco |  |  |  |  |  |
| a) Nonspondablo |  |  |  |  |  |
| Rovolving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Stores |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Prepaid Ilems |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Othors |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Resiricted |  | 9740 | 154,177.77 | 154.177.77 | 0,0\% |
| c) Commited |  |  |  |  |  |
| Slabillzation Arangoments |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Oiher Commitmonts (by Rasource/Objoci) |  | 9760 | 0.00 | 0.00 | 0.0\% |
| d) Assigned |  |  |  |  |  |
| Olher Assignmonis (by Resourco/Object) |  | 9780 | 0.00 | 0.00 | 0.0\% |
| of Unassigned/Unappropriated |  |  |  |  |  |
| Reserv o for Economic Uncertainliess |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassigned/Unapproprialed Amount |  | 9790 | 0.00 | 0.00 | 0.0\% |


| Shandon JoInt Uniffed San Lule Oblspo | Budgot, July 1 Capital Facitules Fund Reitrloted Dotall |  | $\begin{array}{r} 40588330000000 \\ \text { Form } 25 \\ \text { DsBTY8W1UT (2022-23) } \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: |
| Resource | Deacription | 2021-22 <br> Extlmated Actuala |  | 2022-23 Budgst |
| 8010 | Other Resinctod Local |  | 154,177.77 | 154,17.71 |
| Total, Rastrited Balance |  |  | 154,177.77 | 154,177.77 |


| Shandon Joint Unified San Luls Oblepo | Budgot, Jul Interest and Red Expendituras by | tian Fund ject |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form 51 } \\ \text { 97YBW1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Dascription | Resource Codes | Objact Codes | 2024-22 Estimatad Actuals | 2022-23 Budget | Percent Differance |
| A. Revenues |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Fodoral Ravenue |  | 8100-8298 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Reveniuo |  | 8300-8599 | 704.14 | 0.00 | -100.0\% |
| 4) Other Local Revenuo |  | 8600-8799 | 300.094.24 | 0.00 | -100.0\% |
| 5) Total, REVENuES |  |  | 300,798.38 | 0.00 | -100.0\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Cerrtificated Salarios |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classififed Salarios |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employ oo Benerlits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Bookg and Supplles |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Servicos and Oiher Oporaling Expondifures |  | 5000-5999 | 0.00 | 0.00 | 0.0\% |
| 6) Capllal Oulliay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7 ) Oiher Outgo (excluding Transfers of Indirect Costs) |  | 7100-7299, 7400-7499 | 290,116.12 | 0,00 | -100.0\% |
| 8) Other Oulgo - Transfers of Indirect Coste |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 290, 116.12 | 0.00 | -100.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  |  | 10,682,25 | 0.00 | -100.0\% |
| D. Other financing sources/uses |  |  |  |  |  |
| 1) Intarfund Transfers |  |  |  |  |  |
| a) TransIors In |  | 8900-8929 | 0.00 | 0.00 | 0.0\% |
| b) Transt crs Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sourcas/Usos |  |  |  |  |  |
| a) Sourcas |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Uses |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Contribulions |  | 8880.8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  |  | 0.00 | 0.00 | 0.0\% |
| E. NET increase (DECREASE) IN FUND balance (c + D4) |  |  | 10,682.26 | 0.00 | -100.0\% |
| F. Fund balance, reserves |  |  |  |  | . |
| 1) Boginning Fund Batroco |  |  |  |  |  |
| a) As of July 1 - Unnauditiod |  | 9791 | 527.147.08 | 537,829.34 | 2.0\% |
| b) Audit Adjustments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audlled (F1a 1 Fib) |  |  | 527, 147,08 | 537,429.34 | 2.0\% |
| d) Othor Restatomonis |  | 9795 | 0.00 | 0.00 | 0.0\% |
| ө) Adjuslod Begining Balance (F1c + F1d) |  |  | 527.147 .08 | 537,829.34 | 2.0\% |
| 2) Ending Balance, June 30 ( $E+F 10$ ) |  |  | 537,829.34 | 537,829,34 | 0.0\% |
| Compononts of Ending Fund Balance |  |  |  |  |  |
| a) Nonspondabio |  |  |  |  |  |
| Revalving Cash |  | 9711 | 0.00 | 0.00 | 0.0\% |
| Storas |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Prepald lioms |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Others |  | 9719 | 0.00 | 0.00 | 0.0\% |
| b) Restriclod |  | 9740 | 537,829.34 | 537,829,34 | 0.0\% |
| c) Committed |  |  |  |  |  |
| Slabillzalion Arrangemrents |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Other Commilments |  | 9780 | 0.00 | 0.00 | 0.0\% |
| d) Assignad |  |  |  |  |  |
| Other Assignments |  | 9780 | 0.00 | 0.00 | 0.0\% |
| c) Unessigned/Unapproprialod |  |  |  |  |  |
| Resorvo for Econornic Uncorraintios |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassignod/Unappropelated ^mount |  | 9790 | 0.00 | 000 | 0.0\% |
| G. Assets |  |  |  |  |  |
| 1) Cash |  |  |  |  |  |
| a) in County Treasury |  | 9110 | 0,00 |  |  |
| 1) Frir Valuo Adjusimant to Cash in County Treasury |  | 9111 | 0.00 |  |  |
| b) in Banks |  | 9120 | 000 |  |  |
| c) in Rovolv ing Cash Account |  | 9130 | 0.00 |  |  |
| SACS Financial Reporting Softwaro |  |  | Form Last R | System <br> sed: 1/1/0001 12 <br> ubmission Numb | n: SACS V1 <br> mersian: 2 <br> $0 \mathrm{AM}+00: 00$ <br> 887Y8W1UT |


| Shandon Joint Unifiod San Lula Oblepo | Budget, July Interoat and Red Expondituras by | Fund |  |  | $\begin{array}{r} 40688330000000 \\ \text { Form } 51 \\ \text { D8B7YBW1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Remoures Cades | Objact Codes | 2021-22 Estimated Actuals | 2022-23 Budget | Percent Difference |
| d) wilh Flscal AgenUTrustoo |  | 9135 | 0.00 |  |  |
| e) Collecillons Awailing Doposil |  | 9140 | 0.00 |  |  |
| 2) Invasimants |  | 9150 | 0.00 |  |  |
| 3) Accounts Receivable |  | 9200 | 0.00 |  |  |
| 4) Due from Grantor Gov ornmont |  | 9290 | 0.00 |  |  |
| 5) Duo from Othor Funds |  | 9310 | 0.00 |  |  |
| 6) Slores |  | 9320 | 0.00 |  |  |
| 7) Propaid Expendituras |  | 9330 | 0.00 |  |  |
| 8) Other Current Assats |  | 9340 | 0.00 |  |  |
| 9) TOTAL, ASSETS |  |  | 0.00 |  |  |
| H. deferred outflows of resources |  |  |  |  |  |
| 1) Doforred Outlows of Rosourcos |  | 9490 | 0.00 |  |  |
| 2) TOTAL, DEFERRED OUTFLOWS |  |  | 0.00 |  |  |
| 1. Liabilities |  |  |  |  |  |
| 1) Accounts Payable |  | 9500 | 0.00 |  |  |
| 2) Duo to Granlor Governmonts |  | 9590 | 0.00 |  |  |
| 3) Dus to Other Funds |  | 9610 | 0.00 |  |  |
| 4) Curtrnt Loans |  | 9640 | 0.00 |  |  |
| 5) Unoamed Rovenue |  | 9650 | 0.00 |  |  |
| 6) TOTAL, LIABILITIES |  |  | 0.00 |  |  |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |  |
| 1) Defarrad Inflows of Rosourcos |  | 9690 | 0,00 |  |  |
| 2) TOTAL, DEFERRED INFLOWS |  |  | 0.00 |  |  |
| K. FUND EQUITY |  |  |  |  |  |
| Ending Fund Bulanca, Juno $30(69+\mathrm{H} 2)-(16+\mathrm{J} 2)$ |  |  | 0.00 |  |  |
| federal revenue |  |  |  |  |  |
| All Other Federal Revenue |  | 8290 | 0.00 | 0.00 | 0.0\% |
| total, federal revenue |  |  | 0.00 | 0.00 | 0.0\% |
| other state revenue |  |  |  |  |  |
| Tax Rellie! Subventlons |  |  |  |  |  |
| Volod Indobmednass Lovles |  |  |  |  |  |
| Homeownors' Exomptions |  | 8571 | 704.14 | 0.00 | -400.0\% |
| Oihor Subventions/In-Lieu Taxes |  | 8572 | 0.00 | 0.00 | 0.0\% |
| total, OTHER State revenue |  |  | 704,14 | 0.00 | -100.0\% |
| other local revenue |  |  |  |  |  |
| Other Local Revonue |  |  |  |  |  |
| County and Districl Texes |  |  |  |  |  |
| Volod Indobladnoes Levies |  |  |  |  |  |
| Secured Roll |  | 8611 | 272,415,46 | 0.00 | -100.0\% |
| Unsecured Roll |  | 8812 | 28,189,37 | 0.00 | - $100.0 \%$ |
| Prior Y uarse Taxes |  | 8613 | (685.39) | 0.00 | -100.0\% |
| Supplomontal Taxos |  | 8614 | (1,341.06) | 0.00 | -100.0\% |
| Ponallies and Intorest from Dolinquent Non-LCFF Taxes |  | 8629 | 0.00 | 0.00 | 0.0\% |
| Interost |  | 8660 | 1,485.86 | 000 | -100.0\% |
| Net Incrobso (Deerease) in ithe Falr valuo or Invostmonts |  | 8662 | 0,00 | 0.00 | 0.0\% |
| Other Local Revenue |  |  |  |  |  |
| All Other Local Revenuo |  | 8699 | 0.00 | 0.00 | 0.0\% |
| Nolher Transfors in from All Others |  | 8799 | 0.00 | 0,00 | 0.0\% |
| total, other local revenue |  |  | 300,094.24 | 0.00 | -100.0\% |
| total, revenues |  |  | 300,798.38 | 0.00 | -100.0\% |
| OTHER OUTGO (axeluding Tranafars of Indirata Costa) |  |  |  |  |  |
| Dobt Surylce |  |  |  |  |  |
| Bond Redemptions |  | 7433 | 115,000,00 | 0.00 | -100.0\% |
| Enod Interest and Other Servico Charges |  | 7434 | 175, 116.12 | 0.00 | -100.0\% |
| Dabl Servico - Interest |  | 7438 | 0.00 | 0.00 | 0.0\% |
| Oiher Dobt Service - Principal |  | 7139 | 0,00 | 0.00 | 0.0\% |



| Shandon Jolnt UnIfiod San Lule Oblspo | Budget, July Intorant and Red Expondituras by F | on Fund lon |  |  | $\begin{array}{r} \text { 40688330000000 } \\ \text { Form } 51 \\ \text { 7YBW1UT(2022-23) } \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Funetlon Coder | Objact Codes | $\underset{\text { Actuals }}{\text { 2021-22 Estlmated }}$ | 2022-23 Budgot | Porcont Difference |
| A. revenues |  |  |  |  |  |
| 1) LCFF Sourcos |  | 8010-8099 | 0.00 | 0.00 | 0,0\% |
| 2) Federal Rovenuu |  | $8100-8299$ | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revonue |  | 8300-8599 | 704.14 | 0.00 | -100.0\% |
| 4) Other Local Revenuo |  | $8600-8799$ | 300,094.24 | 0.00 | -100.0\% |
| 5) TOTAL, REVENUES |  |  | 300,798.38 | 0.00 | -100.0\% |
| B. EXPENDITURES (Objecta 1000-7999) |  |  |  |  |  |
| 1) Instrualion | 1000-1999 |  | 0.00 | 0.00 | 0.0\% |
| 2) Instruclion - Rolalod Sorvices | 2000-2999 |  | 0.00 | 0.00 | 0.0\% |
| 3) Pupil Sorvicos | 3000-3999 |  | 0.00 | 0.00 | 0.0\% |
| 4) Ancilllyry Servicos | 4000-4999 |  | 0.00 | 0.00 | 0.0\% |
| 5) Communily Sorvices | 5000-5999 |  | 0.00 | 0.00 | 0.0\% |
| 6) Entorprise | 6000-6999 |  | 0.00 | 0.00 | 0.0\% |
| 7) Gonoral Administration | 7000-7999 |  | 0,00 | 0.00 | 0.0\% |
| 8) Plant Sorvicos | 8000-8999 |  | 0.00 | 0.00 | 0.0\% |
| 9) Othor Oulso | 9000-9999 | Excopt 7600.7699 | 290, 116.12 | 0.00 | -100.0\% |
| 10) IOTAL. EXPENDITURES |  |  | 290,116.12 | 0.00 | -100.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE DTHER FINANCING SOURGES AND USES(A5 -B10) |  |  | 10,682.26 | 0.00 | -100.0\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Intoriund Transfors |  |  |  |  |  |
| a) Transiors in |  | 8900-8929 | 0,00 | 0.00 | 0.0\% |
| b) Transiors Oul |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Oiner Sources/Uses |  |  |  |  |  |
| a) Sourcos |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Uses |  | 7630.7699 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCESIUSES |  |  | 0.00 | 0.00 | 0.0\% |
| E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D44) |  |  | 10,682.26 | 0.00 | -100.0\% |
| F. FUND BALANGE, RESERVES |  |  |  |  |  |
| 1) Aeghning Fund Balance |  |  |  |  |  |
| a) As of July 1 - Unaudiled |  | 9791 | 527, 117,00 | 537,829.34 | 20\% |
| b) Audit Adjusimants |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 527.147.08 | 537,829,34 | 2.0\% |
| d) Oiher Restatemonts |  | 9795 | 0.00 | 0.00 | 0.0\% |
| e) Adjustod Beginning Balance (F1c + F1d) |  |  | 527, 147.08 | 537,829.34 | 2.0\% |
| 2) Ending Balanco, June $30(E+F 10)$ |  |  | 537,829.34 | 537,829.34 | 00\% |
| Componenls of Ending Fund Bolance |  |  |  |  |  |
| a) Nonspondable |  |  |  |  |  |
| Rovolving Cash |  | 9711 | 0,00 | 0.00 | 0.0\% |
| Stores |  | 9712 | 0.00 | 0.00 | 0.0\% |
| Prepaid ltoms |  | 9713 | 0.00 | 0.00 | 0.0\% |
| All Othors |  | 9718 | 0.00 | 0.00 | 0.0\% |
| b) Resitrclad |  | 9740 | 537,829.34 | 537,829.34 | 0.0\% |
| c) Commitled |  |  |  |  |  |
| Slabillizatlon Atangomants |  | 9750 | 0.00 | 0.00 | 0.0\% |
| Othar Commilments (by Resourcotobiact) |  | 9760 | 0.00 | 000 | 0.0\% |
| d) Absigned |  |  |  |  |  |
| Olther Asslgnments (by Resourco/Objact) |  | 9780 | 0.00 | 0.00 | 0.0\% |
| e) Unassignod/Unapproprialad |  |  |  |  |  |
| Rosorvo for Economic Uncortaintles |  | 9789 | 0.00 | 0.00 | 0.0\% |
| Unassignad/Urappropriated Amount |  | 8790 | 0.00 | 0.00 | 0.0\% |


| Rewauree | Description | $\underset{\text { Estimatod Actuals }}{\frac{\text { 2021-22 }}{}}$ |  | 2022-23 <br> Budget |
| :---: | :---: | :---: | :---: | :---: |
| 9010 | Other Rastitcted Local |  | 537,829,34 | 537,829.34 |
| Total, Restricted Belance |  |  | 537,829.34 | 537,829,34 |



## Report to School Board of Shandon Joint Unified School District

 Special Education Department- June 2022Current students receiving special education services: 60 with 5 pending- 5 preschool-1st graders coming in,
-TK-6th grade: 21 students with IEPs (Katie Herndon)
-K-8 SOC 8 students with IEPs (Jill Smith)

- 7th- 12th grade: 23 IEPs (Lindsey Melendy)
-IEP students receiving Speech Language services: 26 (Tracy Whitecontracted through SLOCOE)
-IEP students receiving OT services : 3 (Shantal Gonzales, contracted through Templeton USD)

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

Paraeducators partially or fully supporting special education: 10

- 9-12th grades: Cassandra Uzeta, Enrique Ramirez, Yesenia Mercado
- TK -8th grades: Jenni Valdez, Martha Soto, Michele Fielder, Maria Uzeta, Dee Schragl, Missy Miller, Amanda Searcy.
- Substitutes and serving Parkfield: Sheryl Easterbrook

Service Specialists providing special education services: 5

- Occupational Therapist: Shantal Gonzales (1 day/week)
- Speech Pathologist: Tracy White (3 days/week)
- School Psychologist: Andy Needles (4.5 days/week) - serves the district through student assessment, individual counseling and facilitating most IEP meetings.
- Casemis Operator: Teress Quinonez, Templeton USD
- SELPA support (new SPED teacher supervision by Tricia Lomino)

Prepared and Submitted by: Andy Needles, Special Education Coordinator

## Board Report June 2022

## Fundraising

Thank you to everyone who supported our Colt Stampede. With your help we raised \$9,000 for our school. This money will go toward classroom needs, school projects and field trips.

## Good Attendance Trip

On June 2, 66 students were invited to participate in our annual good attendance trip. This year we traveled to Park Cinemas where we watched the animated film Bad Guys.

## 8 ${ }^{\text {th }}$ Grade Promotion

Our $8^{\text {th }}$ grade students will be celebrating their accomplishments during an $8^{\text {th }}$ Grade Promotion Ceremony on June $8^{\text {th }}$ at $7: 00 \mathrm{pm}$. The Promotion Ceremony will be held on the Shandon High School West Lawn.

## End of Year BBQ

Our End of Year BBQ for TK-8 ${ }^{\text {th }}$ grade students will take place on the Chandon Elementary lawn on June $9^{\text {th }}$. The event will begin at 11:00 with our end of year awards ceremony followed by a picnic lunch provided from the Colts Cafe for all students and staff. Parents can purchase lunch for $\$ 5.00$ and $\$ 3.00$ for children not enrolled in school. All parent lunches must be paid in advance with cash by June 3rd. The lunch will include a hot dog, carrots, watermelon, chips, cookie and your choice of milk or water.

## Summer School

K-5 summer school begins June $13^{\text {th }}$ and run through July $8^{\text {th }}$. Shandon Elementary teachers have recommended 53 students for summer school. AM and PM sessions will be held with each session lasting three hours.

# Superintendent's Report June 6, 2022 

## I. Bond Update

A. WINDOWS

1. Plans - we're preparing updated drawings for DSA submittal
2. Measurements for PES and updates on SES to be done the week of 6/13/22

## B. OUTDOOR LEARNING CENTER

1. May need to reprioritize
C. ROOFS
2. Roof assessments are done now.
3. Need direction on prioritization.
4. Cost anywhere between approximately $\mathbf{\$ 2 0 , 0 0 0}$ for one area to $\$ 2.3$ million for full replacement.
a) 19-6 has assessments and will proceed.
b) This will need to go out to bid once the scope of work and prioritization is done.
D. SES TK
5. Required by 2026 per the UTK legislation.
6. Scope of work is complete

## II. Recruitment Activities

A. Still in the application/recruitment process.
B. Currently have 5 active recruitments.
C. Have inquired with SLOCOE regarding difficulties
III. Summer School
A. Schedule:

## High School/Middle School

Session One: Jun 13, 2022 - Jul 8, 2022
Monday - Thursday; except Friday $6 / 17$ \& $7 / 8$ Holidays: June 20 and July 4

Morning Cohort: 8:30-11:30
Afternoon Cohort: 12:00-3:00

Session Two: Jul 11, 2022 - Aug 4, 2022 Monday - Thursday

Morning Cohort: 8:30-11:30
Afternoon Cohort: 12:00-3:00

## Elementary School

Session One: Jun 13, 2022 - Jul 8, 2022
Monday - Thursday; except Friday $6 / 17$ \& 7/8 Holidays: June 20 and July 4

Morning Cohort: 8:30-11:30
Afternoon Cohort: 12:00-3:00

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Board Meeting Minutes <br> Monday, May 9, 2022 

Time: 6:00 PM.-Closed Session/ 7:00 PM.- Open Session
Location: Parkfield Elementary School- In-Person. NO ZOOM LINK
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.

### 1.0 OPEN SESSION

1.1 Board President Thomason called the meeting to order at 6:10PM Members Present: Marlene Thomason, President; Nataly Ramirez, Clerk; Jesse Cuellar; Jennifer Moe; Flint Speer
Staff Present: Dr. Kristina Benson, Superintendent
1.2 Public Comment Limited to Closed Session Items- There were no requests

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 Superintendent's Evaluation
2.3 Student Discipline 2021-22-03

Board President Thomason adjourned closed session at 7:10PM
3.0 RECONVENE SESSION / PLEDGE OF ALLEGIANCE TO THE FLAG

Board President Thomason reconvened the meeting to open session at 7:17PM and Board member Parlet led the Pledge of Allegiance.
4.0 REPORT ON ACTION FROM CLOSED SESSION

Board President Thomason reported there was an action taken during closed session on item 2.3 student discipline 2021-22-03 to rescind the decision of expulsion made at the April 4, 2022 Board meeting, (Moe/Ramirez) (4/0/1) Moe, Thomason, Ramirez, and Cuellar voted aye. Board member Speer voted no.

### 5.0 ADOPTION OF AGENDA

A motion passed to adopt the agenda (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.

### 6.0 PUBLIC COMMENT

### 6.1 PUBLIC COMMENT- there were no requests made

 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- Parkfield Elementary Students did the native plant garden project over spring break, students did a research project of the plants and students Wanda and Sidney Kennard presented their project to the Board and the public.
7.2 Staff Reports- Ms. Morton reported that the Senior trip to Santa Cruz boardwalk was a success, and that the FFA Banquet is 5/18, Athletic Banquet is $5 / 19$ and Prom is $5 / 20$. Seniors will paint the " $S$ " $5 / 25$ and will have a picnic at the Shandon park afterwards.
7.3 There were no Bargaining Representative Reports
7.4 There were no Board Report

### 8.0 INFORMATION/PRESENTATION ITEM

8.1 SJUSD enrollment report- was provided in the Board packet, Dr. Benson added that P2 report doesn't look good due to all the absences because of COVID and quarantine.
8.2 Special Education Report- was provided in the Board packet.
8.3 Shandon Elementary School Report- was provided in the Board packet.
8.4 Superintendent's Report-was provided in the Board packet.

### 9.0 APPROVAL OF CONSENT AGENDA

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

### 10.0 DISCUSSION/ACTION ITEM

10.1 Board President Thomason postponed the Annual Board Evaluation of Superintendent until June 6, 2022
10.2 A motion passed to approve the Single Plan for Student Achievement for SHS for 2021-22 (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.3 A motion passed to approve Resolution 2021-22-12 by the Governing Board of the SJUSD Authorizing Necessary and Appropriate Action to Declare Rural Status for Purposes of Exemption from Education Code Section 46148 (Moe/Ramirez) Roll call: Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.4 A motion passed to approve Resolution 2021-22-13 Ordering Governing Board Member Election (Moe/Ramirez) Roll call: Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.5 A motion passed to approve Resolution 2021-22-14 Requesting that the District's Governing Board Member Election, to be held November 8, 2022, be consolidated with other elections called for the same day in the same territory (Moe/Ramirez) Roll call: Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.6 A motion passed to approve Resolution 2021-22-15 Candidates' Statement (Moe/Ramirez) Roll call: Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.7 A motion passed to approve the MOU between SJUSD and CSEA (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.8 A motion passed to approve the Agreement for Legal Services from Lozano Smith (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.9 A motion passed to approve the Expanded Learning Opportunities Program Plan Guide (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.10 A motion passed to approve the Declaration of Need for Fully Qualified Educators (Moe/Cuellar) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.11 A motion passed to approve the estimated cost from 19-6 Architects for the scope of services and fees for the installation of a metal roofed shade structure approx. $20^{\prime} \times 40^{\prime}$ (Speer/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.12 A motion passed to approve the estimated cost from 19-6 Architects for the scope of services and fees for the remodel of classrooms 1 and 2 of building " $A$ " into a single TK Classroom (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.13 A motion passed to approve the Book "The Catcher in the Rye" (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.14 A motion passed to approve the New Elective Course for next school year "Art and History of Floral Design" by Mrs. Florek (Moe/Ramirez) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.
10.15 A motion passed to transport SDC incoming $9^{\text {th }}$ grade students to Paso Robles School District for the 2022-23 school year (Speer/Ramirez) (4/0/1) Speer, Thomason, Ramirez, and Cuellar voted aye. Board member Moe voted no.

### 11.0 FUTURE AGENDA ITEM REQUESTS

### 12.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for June 6, 2022 at Shandon High School Library, Closed Session at 6:30 PM, Open/Regular Session at 7:00 PM

### 13.0 ADJOURNMENT

A motion passed to adjourn at 9:45PM (Moe/Cuellar) (5/0) Moe, Speer, Thomason, Ramirez, and Cuellar voted aye.

Marlene Thomason, Board President

Or

Dr. Benson, Superintendent

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Special Board Meeting Minutes <br> Thursday, May 26, 2022 

Time: $\quad$ 10:30 AM. -Closed Session/Open Session following Closed Session
Location: Shandon High School- Library - In-person 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.

### 1.0 OPEN SESSION

1.1 Board President called the meeting to order at 10:50AM Members Present: Marlene Thomason, President; Jennifer Moe; Flint Speer Members Absent: Nataly Ramirez, Clerk; Jesse Cuellar Staff Present: Dr. Benson, Superintendent; Shannon Kepins

### 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]

Board President Thomason adjourned the meeting to closed session at 10:51 AM

### 2.0 CLOSED SESSION

2.1 Admin Hearing: Student Discipline 2021-22-05

Board President Thomason adjourned closed session at 11:16AM

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

Board President Thomason reconvened the meeting to open session at 11:16AM and Board member Speer led the Pledge of Allegiance.

### 4.0 REPORT ON ACTION FROM CLOSED SESSION

Board President Thomason reported that there was an action taken during closed session on Item 2.1 Student Discipline 2021-22-05 to go to Independent Studies program for the rest of the year and to attend Loma Vista school next school year Roll call vote: Speer, Moe, and Thomason voted aye. Board members Ramirez and Cuellar were absent.

### 5.0 FUTURE AGENDA ITEM REQUESTS

### 6.0 ANNOUNCEMENTS

The next regular meeting of the Board of Trustees is scheduled for June 6, 2022 at
Chandon High School Library, Closed Session at 6:00 PM, Open/Regular Session at 7:00 PM

### 7.0 ADJOURNMENT

A motion passed to adjourn the meeting at 11:20AM (Moe/Speer) (3/0/2) Moe, Speer, and Thomason voted aye. Board members Ramirez and Cuellar were absent.

Marlene Thomason, Board President

Dr. Kristina Benson, Board Secretary

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

## Regular Meeting of the Board of Trustees

MEETING DATE: June 6, 2022

## AGENDA ITEM TITLE:

Approval of the Student Body Funds

## PREPARED BY:

Sadie Howard

## AGENDA SECTION:

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

## SUMMARY:

Attached for your review and approval are the Student Body Funds for Shandon Elementary School and Shandon High School for the month of April 2022.

Approve the Student Body Funds.


| 98＊0SE＇L | \＄ | $00.616^{\prime} \mathrm{Z}$ | \＄ | ¢9 ${ }^{\circ}$ LLG＇${ }^{\prime}$ | \＄ | $66^{\circ} 816^{\prime}$ LZ | \＄ | $66^{\circ} 8 \pm 6^{\prime} 12$ | \＄ |  |  |
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| （6ヶ＇98L＇レ） |  |  |  | 00＇80 |  | （6ヶ¢ $¢ 8 \varepsilon^{\prime}$＇） | \＄ | （6t＇ $88 \varepsilon^{\prime} \downarrow$ ） | \＄ | H0＇sng／！！ | \＄1¢0¢ |
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[^4]| LZ＇SZL＇t1 | \＄ | OR＇8Sカ＇L | \＄ | LS＇208 | \＄ | 89＇690＇ヤレ | \＄ | 76101 |
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| L6＇ | \＄ |  |  |  |  | L6． | \＄ | Spuny 390 Kalaels |
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# SHANDON JOINT UNIFIEID SCHOOL DISTRICT <br> <br> Regular Meeting of the Board of Trustees 

 <br> <br> Regular Meeting of the Board of Trustees}

MEETING DATE: June 6, 2022

## AGENDA ITEM TITLE:

Approval of Warrants and Payroll for May 2022

## PREPARED BY:

Sadie Howard
AGENDA SECTION:
___ Reports X_Consent__ Action___ First Reading___ Information ___ Resolution

## SUMMARY:

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

Batch \#38-41
General Fund (01)
\$194,577.79
Food Service/Cafeteria Fund (13)
\$10,660.24
Bond (21)
\$12,489.50

TOTAL WARRANT APPROVALS
$\$ 217,727.53$

## 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.

May. $10^{\text {th }}$
\$21,725.27
May $30^{\text {st }}$
$\$ 218,308.75$

TOTAL
$\$ 240,034.02$

## RECOMMENDED ACTION:

Approve Accounts Payable and Payroll warrants





| 018 SHAFDOA | UUIEIED | ECARD BILL A | PRROVFL LISTING | $J 68018$ APYERPLO 1 <br> EROM BATCH: 38 | L. 00.00 05/31/22 PAGE THRU BATCH: 41 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | VENDOR NAME | $\underset{\text { DESCRIPTION }}{\text { EUND }}: 21$ | BUILDING FUND - BOND EXTENDED DESCRIPTION | ROCEEDS <br> AMOUNT | INVOOICE DATE |
|  | GOLD COAST ELECTRIC INC NINETEEN SIX ARCHITECTS | INV牛100155 , SPEC INV\#1, FRO\#17086. | SES EIBER FOR FIRE ALARM WINDOWS | $\begin{array}{r} 4,777.00 \\ 7,712.50 \end{array}$ | $\begin{array}{ll} 00 & 04 / 29 / 2022 \\ 50 & 05 / 24 / 2022 \end{array}$ |
| TOMAT EUMD |  |  |  | , 489.50 |  |
| TOMTE DISTR | ICT |  |  | , 727.53 |  |

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

AGENDA ITEM TITLE:
Approval of the Budget Report
PREPARED BY:
Sadie Howard

## AGENDA SECTION:

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

SUMMARY:
Attached is the Budget Report through June 30, 2022 for approval.

Approve the Budget Report. FUND: 01 GENERAL FUND

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

REVENUE LIMIT SOURCES :

| 8011 | REV LIMIT STATE AID-CURR YEAR | I, 533,349.00 | 72,090.00- | 1,461,259.00 | 1,368,064.00 | 93,195.00 | 93.62 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8012 | Rev Limit State Aid EPA | 54,696.00 | $410.00-$ | 54,286.00 | 40,508.00 | 13,778.00 |  |
| 8019 | REV LIMIT STATE AID-PRIOR YEAR | . 00 | 72,157.00- | 72,157.00- | 57,724.00- | 14,433.00- | 79.99 |
| 8021 | HOME OWNERS EXEMPTION | $12,231.00$ | 1,695.00- | 10,536.00 | 8,179.93 | 2,356.07 | 77.63 |
| 8041 | SECURED TAX ROLLS | 2,148,710.00 | 72.973.00- | 2,075,737,00 | $2,046,924.53$ | 28,812.47 | 98.61 |
| 8042 | UNSECURED ROLL TAXES | 88,347.00 | 16,798.00- | 71,549.00 | 72,830.88 | 1,281.88- | 101.79 |
| 8043 | PRIOR YEARS TAXES | 31,010.00 | 49.485 .00 | 80,495.00 | 5,350.42 | 75,144.58 | 6.64 |
| 8044 | SUPPLEMENTAL TAXES | .00 | 33,599.00 | 33,599.00 | 12,799.00 | 20,800.00 | 38.09 |
| 8045 | EDUC REV AUGMENTATION EUND | . 00 | 158,332.00 | 158,332.00 | . 00 | 158,332.00 | 0.00 |
| 8097 | PROPERTY TAXES TRANSEERS | 111,802.00 | 3,797.00 | 115,599.00 | 58,432.00 | 57,167.00 | 50.54 |
| TOTAL | ENUE LIMIT SOURCES : | 3,980,145.00 | 9,090.00 | 3,989,235.00 | $3,555,364.76$ | 433,870.24 | 89.12 |

EEDERAL REVENUES :

| 8181 | SP ED ENTITLEMENT | PER UDC |
| :--- | :--- | :--- |
| 8290 | ALI OTHER EEDERAL | REVENUES |

TOTAL EEDERAL REVENUES :

| $49,910.00$ | 834.00 | $50,744.00$ | $422.00-$ | $51,166.00$ | 360,00 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| $96,969.00$ | $526,756.20$ | $623,725.20$ | $263,945.42$ | $359,779.78$ | 42.31 |
| $146,879.00$ | $527,590.20$ | $674,469.20$ | $263,523.42$ | $410,945.78$ | 39.07 |

OTHER STATE REVENUES :

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL EUND

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

CERTIEICATED SALARIES :

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

TOTAL CERTIEICATED SATARIES :
EXPENDITURE DETAIL

| CLASSIFIED SALARIES : |  |
| :--- | :--- |
| 2100 | INSTRUCTIONAL AIDE SALARIES |
| 2130 | INSTRUCTIONAL AIDE HOURLY |
| 2150 | INSTRUCTIONAL AIDE EXTRA DUTY |
| 2160 | INSTRUCTIONAL AIDE SUBSTITUTE |
| 2170 | INSTRUCTIONAL AIDE OVERTIME |
| 2190 | INSTRUCTIONAL AIDE STUDENTS |
| 2200 | CLASSIFIED SUPPORT SALARIES |
| 2250 | CLASSIEIED SUPPORT EXTRA DUTY |
| 2260 | CLASSIEIED SUPPORT SUBSTITUTE |
| 2270 | CLASSIEIED SUPRORT OVERTIME |
| 2290 | CLASSIFIED SUPPORT OTH ASSIGN |
| 2400 | CLERICAL/TECHNICAL/OFEICE SAL |
| 2450 | CLERICAL AND OFEICE EXTRA DUTY |
| 2460 | CLERICAL \& OEFICE SUBSTITUTE |
| 2470 | CLERICAL \& OEFICE OVERTIME |
| 2900 | OTHER CLASSIFIED SALARIES |

TOIAL CLASSIEIED SALARIES :
EMPLOYEE BENEFITS :

| 3100 | STRS |
| :--- | :--- |
| 3101 | STRS CERTIEICATED |
| 3102 | STRS CLASSIEIED |
| 3201 | PERS CERTIEICATED |
| 3202 | PERS CIASSIEIED |
| 3301 | SOCIAL SECURITY CERTIEICATED |
| 3302 | SOCIAL SECURITY CIASSIFIED |
| 3311 | MEDICARE - CERTIEICATED |
| 3312 | MEDICARE - CLASSIEIED |
| 3401 | HEALTH \& WELEARE CERTIFICATED |
| 3402 | HEAITH \& WELEARE CIASSIFIED |


| .00 |  | .00 |
| ---: | :---: | ---: |
| $485,806.00$ | $12,051.00-$ | $473,755.00$ |
| $12,145.00$ | 8.00 | 8.00 |
| $171,969.00$ | $1,676.00$ | $13,821.00$ |
| $3,574.00$ | $2,640.00-$ | $169,329.00$ |
| 47.771 .00 | 101.00 | $3,675.00$ |
| $25,182.00$ | $5,986.00$ | $53,757.00$ |
| $11,204.00$ | $177.00-$ | $25,005.00$ |
| $258,113.00$ | $1,262.00$ | $12,466.00$ |
| $129,230.00$ | $12,057.00-$ | $246,056.00$ |
|  | $1,673.00$ | $130,903.00$ |


| 7.32 | 7.32 | NO BDGT |
| ---: | ---: | ---: |
| $263,528.27$ | $210,226.73$ | 55.62 |
| 8.46 | .46 | 105.75 |
| $12,619.87$ | $1,201.13$ | 91.30 |
| $145,706.28$ | $23,622.72$ | 86.04 |
| $3,189.47$ | 485.53 | 86.78 |
| $42,819.12$ | $10,937.88$ | 79.65 |
| $22,891.45$ | $2,113.55$ | 91.54 |
| $10,016.10$ | $2,449.90$ | 80.34 |
| $222,148.28$ | $23,907.72$ | 90.28 |
| $120,379.69$ | $10,523.31$ | 91.96 |

FUND: 01 GENERAL FUND

| OBJECT |  | ADOPTED | BUDGET | CURRENT | INCOME/ <br> EXPENSE | BUDGET <br> BALANCE | BUDGET <br> $\%$ USED |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| NUMBER | DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | ExPENSE |  |  |

EMPLOYEE BENEFITS :

| 3420 | HEALTH \& WELEARE BOARD |
| :--- | :--- |
| 3501 | UNEMPLOMMENT - CERTIFICATED |
| 3502 | UNEMPLOYMENT - CLASSIEIED |
| 3601 | WORKERS COMP - CERTIFICATED |
| 3602 | WORKERS COMP - CIASSIFIED |

TOTAL EMPLOYEE BENEEITS :
EXPENDITURE DETAIL

BOOKS AND SUPPLIES :

| 4100 | APPRVD TEXTBKS/CORE CURRICULA |
| :--- | :--- |
| 4200 | BOOKS AND REFERENCE MATERIALS |
| 4300 | MATERIALS AND SUPRLIES |
| 4310 | FUEL GAS |
| 4318 | COPIER USAGE |
| 4319 | TIRES AND TUBES |
| 4320 | GREASE \& OIL |
| 4321 | CUSTODIAL SUPRLIES |
| 4323 | TECHNOLOGY |
| 4325 | TOOLS |
| 4328 | TESTING MATERIALS |
| 4339 | REPAIR PARTS |
| 4355 | SOFTWARE |
| 4375 | FOOD FOR IN-HOUSE INSERVICE |
| 4380 | PAPER |
| 4398 | FUEL TAX |
| 1400 | NON-CAPITALIZED EQUIFMENT |
| 4700 | FOOD |

TOTAL BOOKS AND SUPPLIES :

| 8,138.00 |  | 8,138.00 | . 00 | 8,138.00 | 0.00 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $34,297.00$ | 25,860.00- | $8,437.00$ | 7,889.69 | 547.31 | 93.51 |
| 9,510.00 | 5,612,00- | 3,898.00 | 3,470.38 | 427.62 | 89.02 |
| 42,206.00 | 2,217.00- | 39.989 .00 | $36,863.32$ | 3,125.68 | 92.18 |
| 18,450.00 | 601.00 | 19,051.00 | $16,228.87$ | $2,822.13$ | 85.18 |
| 1,257,595.00 | 49,307.00- | 1,208,288.00 | 907,766.57 | $300,521.43$ | 75.12 |

SERVICES, OTHER OPER. EXPENSE:

| 5110 | Subagrmt SPED Outside agency |
| :--- | :--- |
| 5200 | TRAVEL \& CONEERENCE |
| 5222 | TRAINING |
| 5230 | MILEAGE |
| 5300 | DUES \& MEMEERSHIPS |
| 5400 | INSURANCE |
| 5510 | WATER |
| 5520 | GAS |
| 5530 | ELECTRICITY |
| 5550 | DISPOSAL/GARBAGE REMOVAL |
| 5600 | RENTALS, LEASES, REPAIRS, IMPROVM |
| 5630 | REPAIRS/MAINT - BUILDING |

$78,000.00$
$4,000.00$
500.00
$2,000.00$
$14,305.00$
$52,165.00$
$5,000.00$
$16,000.00$
$80,000.00$
$29,000.00$
.00
.00
$66,500.00$
$128,703.00$
$5,451.00$
27.00
$4,091.00-$
$37.00-$
$1,000.00$

$14,400.00-$
$3,884.00$
$48,790.00$
$144,500.00$
$132,703.00$
$5,951.00$
$2,027.00$
$10,214.00$
$52,128.00$
$6,000.00$
$16,000.00$
$80,000.00$
$14,600.00$
$3,884.00$
$48,790.00$

| $144,500.05$ | $.05-$ | 100.00 |
| ---: | ---: | ---: |
| $54,889.60$ | $77,813.40$ | 41.36 |
| $1,154.00$ | $4,797.00$ | 19.39 |
| 951.10 | $1,075.90$ | 46.92 |
| $8,709.00$ | $1,505.00$ | 85.26 |
| $51,181.12$ | 946.88 | 98.18 |
| $6,328.06$ | $328.06-$ | 105.46 |
| $18,821.72$ | $2,821.72-$ | 117.63 |
| $83,616.60$ | $3,616.60-$ | 104.52 |
| $13,458.28$ | $1,141.72$ | 92.18 |
| $7,325.70$ | $3,441.70-$ | 188.61 |
| $48,790.00$ | .00 | 100.00 |


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

SERVICES, OTHER OPER. EXPENSE:


DIRECT SUPPORT/INDIRECT COSTS:

TOTAL DIRECT SUPPORT/INDIRECT COSTS:



INTEREUND TRANSEERS - OUT OTHER FINANCING SOURCES ( USES )


CONTRIB. - RESTRICTED PROGRAMS:

TOTAL CONTRIB.- RESTRICTED PROGRAMS:



FUND: 01 GENERAL FUND

| OBJECT NUMBER DESCRIPTION |  |  | BEGINNING BALANCE | YEAR TO DATE ACTIVITY | ENDING <br> BALANCE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FUND RECONCILIATION |  |  |  |  |  |
| ASSETS AND LIABILITIES : |  |  |  |  |  |  |
| 9110 CASH IN COUNTY TREASURY |  |  | 3,623,090.81 | 577,707.80 | 4,200,798.61 |  |
| 9111 EAIR VALUE ADJ TO CASH CO TREA |  |  | 885.00- | 885.00 | + 500.00 |  |
| 9130 REVOLVING CASH ACCOUNT |  |  | $1,500.00$ | . 00 | 1,500.00 |  |
| 9210 ACCOUNTS RECEIVABLE PRIOR YEAR |  |  | $1,856,415.82$ | 1,033,380.82- | $823,035.00$ |  |
| 9310 DUE FROM OTHER EUNDS |  |  | 29,468.10 | 29,468.10- | . 00 |  |
| 9508 SALES TAX PAYABLE |  |  | 1,049,86- | . 00 | 1,049.86- |  |
| 9509 CURRENT LIABILITIES-NEW YEAR |  |  |  | 108.06 | $108,06$ |  |
| 9510 ACCOUNTS PAYABLE (CURRENT LIAB) |  |  | 3,701,660.64- | 253,830.77 | 3,447,829.87- |  |
| 9515 UNEMPLOYMENT |  |  | 57.09 | 2.359.16- | $2,302.07=$ |  |
| 9516 W/COMP PASS THROUGH |  |  |  | 29,176.69- | 29,176.69- |  |
| 9521 MEDICAL |  |  | $127,567.41-$ | $4,098.05$ | 123,469.36- |  |
| 9550 PAYROLL HAND WARRANTS |  |  | $\begin{array}{r} 34.00- \\ 113,613.30- \end{array}$ | $\begin{array}{r} .00 \\ 107,388.18 \end{array}$ | $34.00-$ |  |
| 9650 DEEERRED REVENUE |  |  | 113,613.30- | 107,388.18 |  |  |
| * NET YEAR TO DATE EUND BAIANCE * |  |  | 1,565,721.61 * | 150,366.91-* | $1,415,354.70$ * |  |
| 9791 FUND BAL-BEGINNING BALANCE |  |  | 1,565,721.61- | . 00 | 1,565,721.61- |  |
| * EXCESS REVENUES ( EXPENDITURES ) * * |  |  | 0 * | 150,366.91-* | 150,366.91-* |  |
| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

| A. | REVENUES | 4,665,715.00 | $1,178,618.60$ | 5,844,333.60 | 4,525,747.31 | 1,318,586.29 | 77.43 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. | EXPENDITURES | 4,874,300.00 | $1,188,318.82$ | 6,062,618.82 | 4,676,114.22 | $1,386,504.60$ | 77.13 |
| C. | EXCESS REVENUES ( EXPENDITURES ) | 208,585.00- | 9,700.22- | 218,285.22- | 150,366.91- | 67,918.31- | 68.88 |
| D. | OTHER EINANCING SOURCES ( USES ) | 59,570.00- | 35,676.00 | 23,894.00- | .00 | 23,894.00- | 0.00 |
| E. | NET CHANGE IN FUND BALANCE | 268,155.00- | 25,975.78 | 242,179.22- | 150,366.91- | 91,812.31- | 62.08 |
| F. | FUND BALANCE : |  |  |  |  |  |  |
|  | BEGINNING BALANCE (9791) | 1,565,721.61 | .00 | 1,565,721.61 | 1,565,721.61 | .00 | 100.00 |
|  | AUDIT ADJUSTMENTS (9793) | .00 | . 00 | .00 | . 00 | . 00 | NO EDGT |
|  | OTHER RESTATEMENTS (9795) | . 00 | .00 | .00 | . 00 | .00 | NO BDGT |
|  | ADJUSTED BEGINNING BAJANCE | 1,565,721.61 | . 00 | 1,565,721.61 | 1,565,721.61 | . 00 | 100.00 |
| G. | ENDING BALANCE | 1,297,566.61 | 25,975.78 | 1,323,542.39 | 1,415,354.70 | 91,812.31- | 106.93 |






## UNRESTRICTED/RESTRICTED COMBINED

EUND: O8 STUDENT ACTIVITY SPECIAL REVEN


REVENUES, EXPENDITURES, AND CHANGES IN FUND BAIANCE
A. REVENUES
B. EXPENDITURES
C. EXCESS REVENUES ( EXPENDITURES )
D. OTHER FINANCING SOURCES ( USES )
E. NET CHANGE IN FUND BALANCE

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

FEDERAL REVENUES :
8220 CHILD NUTRITION PROGRAMS
total federal revenues :
REVENUE DETAIL
other state revenues :

| 8520 | CHILD NUTRITION |
| :--- | :--- |
| 8590 | ALL OTHER STATE REVENUES |

total other state revenues :

| $\begin{array}{r} 190,000.00 \\ .00 \end{array}$ | 13,243.00 | $\begin{array}{r} 203,243.00 \\ .00 \end{array}$ | $\begin{array}{r} 175.787 .94 \\ 614.00 \end{array}$ | $\begin{array}{r} 27,455.06 \\ 614.00- \end{array}$ | $\begin{array}{r} 86.49 \\ \text { NO } \mathrm{BDGT} \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 190,000.00 | 13,243.00 | 203.243.00 | 176,401.94 | 26,841.06 | 86.79 |

OTHER LOCAL REVENUES :


EXPENDITURE DETAIL

CLASSIEIED SALARIES :




BOOKS AND SUPPLIES :

| 4300 | MATERIALS AND SUPPLIES |
| :--- | :--- |
| 4355 | SOFTWARE |
| 4700 | FOOD |

TOTAL BOOKS AND SUPPLIES :
EXPENDITURE DETAIL

| 5,525.00 | 10,574.00 | 16,099.00 | 13,828.42 | 2,270.58 | 85.89 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 6,000.00 | 6,000.00- | . 00 | . 00 | . 00 | NO BDGT |
| 70,000.00 | 10,772.00 | $80,772.00$ | 57,478.84 | $23,293.16$ | 71.16 |
| 81,525.00 | 15,346.00 | 96,871.00 | 71,307.26 | $25,563.74$ | 73.61 |

SERVICES, OTHER OPER. EXPENSE:

| 5200 | TRAVEL \& CONFERENCE | . 00 | 60.00 | 60.00 | 1,109.98 | 1,049.98- | 1849.96 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 5800 | PROFES'L/CONSULTG SVCS/OP EXP | 5,000.00 | 1,671.00 | $6,671.00$ | 3,929.49 | 2,741.51 | 58.90 |
| 5861 | EIELD TRIPS (OUTSIDE VENDOR) | .00 | 500.00 | 500.00 | . 00 | 500.00 | $\begin{array}{r}0.00 \\ \hline 100\end{array}$ |
| 5894 | LICENSES AND PERMITS | 660.00 | 9.00 | 669.00 | 669.00 | . 00 | 100.00 |
| TOTAL | IICES, OTHER OPER. EXPENSE: | 5,660.00 | 2,240.00 | 7,900.00 | 5,708.47 | 2,191.53 | 72.25 |

CAPITAL OUTLAAY :

| TOTAL CAPITAL OUTLAY : | . 00 | . 00 | . 00 | .00 | . 00 | NO BDGT |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| * TOTAL YEAR TO DATE EXPENDITURES * * | 266,270.00 * | $11,213.00 \rightarrow *$ | 255,057.00 * | 205,797.99 * | 49,259.01 | * | 80.68 |
| OTHER FINANCING SOURCES ( USES ) |  |  |  |  |  |  |  |
| INTERFUND TRANSFERS - IN : |  |  |  |  |  |  |  |
| 8916 INTED TF TO CAEETERIA FR GEN | 59,570.00 | 35,676.00- | 23,894.00 | . 00 | 23,894.00 |  | 0.00 |
| TOTAL INTERFUND TRANSFERS - IN : | 59,570.00 | 35,676.00- | 23,894.00 | . 00 | 23,894.00 |  | 0.00 |
| * TOTAL YEAR TO DATE OTHER FINANCING * | 59,570.00 * | 35,676.00-* | 23.894 .00 * | . 00 * | 23,894.00 | * | 0.00 |

## UNRESTRICTED/RESTRICTED COMBINED EUND: 13 CAEETERIA FUND

| OBJECT NUMBER DESCRIPTION |  |  | BEGINNING BALANCE | YEAR TO DATE ACTIVITY | ENDING BALANCE |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EUND RECONCILIATION |  |  |  |  |  |  |
| ASSETS AND LIABILITIES : |  |  |  |  |  |  |
| 9110 CASH IN COUNTY TREASURY |  |  | 271.57- | 11,348.19- | 11,619.76- |  |
| 9210 ACCOUNTS RECEIVABLE PRIOR YEAR |  |  | 34,901.68 | 34,901.68- | . 00 |  |
| 9508 SALES TAX PAYABLE |  |  | 37.42- | . 00 | 37.42- |  |
| 9510 ACCOUNTS PAYABLE (CURRENT LIAB) |  |  | 5,125.44- | 5,064.97 | $60.47-$ |  |
| 9610 DUE TO OTHER FUNDS |  |  | 29,468.10- | 29,468.10 |  |  |
| * Net year to date mund baiance * * |  |  | .85-* | 11,716.80-* | 11,717.65-* |  |
| 9791 FUND BAL-BEGINNING BALANCE |  |  | . 85 | . 00 | . 85 |  |
| * EXCESS REVENUES ( EXPENDITURES ) * * |  |  | . 00 * | 11,716.80-* | 11,716.80-* |  |
| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | Budget | EXPENSE | BALANCE | \% USED |

A. REVENUES

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE


$$
\text { FUND: } 21 \text { BUILDING EUND - BOND PROCEEDS }
$$

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



| EXPENDITURE DETALL |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BOOKS AND SUPPLIES : |  |  |  |  |  |  |
| 4300 MATERIALS AND SUPPLIES | . 00 | 95.00 | 95.00 | 94.29 | $.71$ | 99.25 |
| 4423 TECHNOLOGY-NON CAPITALIEED | . 00 | 4,993.00 | 4,993.00 |  | 4,993.00 |  |
| TOTAL BOOKS AND SUPPLIES : | . 00 | 5,088.00 | 5,088.00 | 94.29 | 4,993.71 | 1.85 |
| SERVICES, OTHER OPER. EXPENSE: |  |  |  |  |  |  |
| 5800 PROFES'L/CONSULTG SVCS/OP EXP | . 00 | 8,223.00- | 8,223.00- | 8,223.43- | . 43 | 100.00 |
| TOTAL SERVICES, OTHER OPER. EXPENSE: | . 00 | 8,223.00- | 8,223.00- | 8,223.43- | . 43 | 100.00 |
| CAPITAL OUTLAY : |  |  |  |  |  |  |
| 6200 BUILDINGS \& IMPROVEMNT OF BLDG | .00 | 48,700.00 | 48,700.00 | 22,500.00 | 26,200.00 | 46.20 |
| 6220 ARCHITECT EEES | . 00 | 131,385.00 | 131,385.00 | 11,197.50 | 120,187.50 | 8.52 99.93 |
| 6400 EQUIPMENT | .00 | 4,780.00 | 4,780.00 | $4,777.00$ | 3.00 | 100.00 |
| 6423 Technology Equipment | . 00 | 5,568.00 | $5,568.00$ $6,465.00$ | 5,568.00 $4,745.00$ | 1,720.00 | 73.39 |
| 6500 EQUIPMENT REPLACEMENT | .00 | 6,465.00 | 6,465.00 |  |  |  |
| TOTAL CAPITAL OUTLAY : | . 00 | 196,898.00 | 196,898.00 | 48,787.50 | 148,110.50 | 24.77 |
| * total year to date expenditures | . 00 | 193,763.00 | 193,763.00 | 40,658.36 | 153,104.64 | 20.98 |


| RESTRICTED COMBINED FUND: 21 BUILDING FUND - BOND PROCEEDS |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| OBJECT NUMBER DESCRIPTION |  |  | BEGINNING BALANCE | YEAR TO DATE ACTIVITY | ENDING BAIANCE |  |
| EUND RECONCILIATION |  |  |  |  |  |  |
| 9110 CASH IN COUNTY TREASURY <br> 9111 EAIR VALUE ADJ TO CASH CO TREA |  |  | $\begin{aligned} & 1,883, 677.97 \\ & 460.00 \end{aligned}$ | $\begin{array}{r} 33,394.96- \\ 460.00 \end{array}$ | $\begin{array}{r} 1,850,283.01 \\ .00 \end{array}$ |  |
| * Net year to date eund baiance * * |  |  | 1,883,217.97 | 32,934.96-* | 1,850,283.01 * |  |
| 9791 FUND BAL-BEGINNING BALANCE |  |  | 1,883,217.97- | .00 | 1,883,217.97- |  |
| * EXCESS REVENUES ( EXPENDITURES ) * * |  |  | . 00 | 32,934.96-* | 32,934.96-* |  |
| OBJECT | ADOPTED | BUDGET | CURRENT | INCOME/ | BUDGET | BUDGET |
| NUMBER DESCRIPTION | BUDGET | ADJUSTMENTS | BUDGET | EXPENSE | BALANCE | \% USED |

REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

| A. | REVENUES | . 00 | $7,723.00$ | 7.723 .00 | 7,723.40 | . $40-$ | 100.00 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. | EXPENDITURES | .00 | 193,763.00 | 193.763.00 | $40,658.36$ | 153,104.64 | 20.98 |
| C. | EXCESS REVENUES ( EXPENDITURES ) | .00 | 186,040.00- | 186,040.00- | 32,934.96- | 153,105.04- | 17.70 |
| D. | OTHER EINANCING SOURCES \ USES ) | . 00 | .00 | .00 | . 00 | .00 | NO BDGT |
| E. | NET CHANGE IN FUND BALANCE | . 00 | 186,040.00- | 186,040.00- | 32,934.96- | 153,105.04- | 17.70 |
| E. | FUND BALANCE : |  |  |  |  |  |  |
|  | BEGINNING BALANCE (9791) | $1,883,217.97$ | . 00 | 1,883,217.97 | $1,883,217.97$ | . 00 | 100.00 |
|  | AUDIT ADJUSTMFNTS (9793) | .00 | .00 | . 00 | .00 | . 00 | NO BDGT |
|  | OTHER RESTATEMENTS (9795) | . 00 | . 00 | . 00 | .00 | .00 | NO BDGT |
|  | ADJUSTED BEGINNING BALANCE | 1,883,217.97 | .00 | $1,883,217.97$ | 1,883,217.97 | . 00 | 100.00 |
| G. | ENDING BALANCE | $1,883,217.97$ | 186,040.00- | 1,697,177.97 | 1,850,283.01 | 153,105.04- | 109.02 |

UNRESTRICTED/RESTRICTED COMBINED FUND: 25 CAPITAL FACILITIES EUND



REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
A. REVENUES
B.
EXPENDITURES

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: June 6, 2022 

AGENDA ITEM TITLE:
Ratification of the Personnel Action Report
PREPARED BY:
Sadie Howard
AGENDA SECTION:
$\qquad$ Reports $\qquad$ Consent $\qquad$ Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

## PERSONNEL ACTION REPORT

NEW HIRES

## Summer School

SPORT COACHES

RESIGNATIONS
Amanda Dobberpuhl
Jeanne Neely
Maria Ayala

CLASSIFICATION
EFFECTIVE DATE

School Counselor
Thrive Counselor
Custodian

06/30/2022
06/09/2022
09/30/2022

SAN LUIS ObISpo COUNTY
Office of Education

## AGREEMENT FOR CREDENTIALED NURSING SERVICES

The Shandon Joint Unified School District ("District") hereby contracts with the San Luis Obispo County Office of Education ("SLOCOE") for the services of a Credentialed School Nurse to serve the students of District. The terms of this Agreement are as follows:

## 1. Period of Service

Services will be provided under this contract for one of the following periods:
__ A. For the school year beginning July 1, 2022 and ending June 30, 2023.
$\qquad$ B. For the period beginning June 13, 2022 and ending August 4, 2022.

## 2. Nature of Service

Direct services provided under this Agreement shall be rendered substantially in accordance with the practices and procedures constituting typical nursing services. All services shall be provided consistent with the area of certification and licensure and within the professional scope of practice of each provider's license, certification and/or credential. Services shall be responsive to the needs and policies of the District. "Direct Services" are those activities consisting of direct work with students or District teachers or other District personnel on behalf of particular students, or direct activities serving the educational interests of the District.

SLOCOE will make a reasonable effort to accommodate the wishes and schedule of District in the assignment and scheduling of nursing services; however, the assignment of specific personnel and the scheduling of those personnel shall be within the sole discretion of SLOCOE.

SLOCOE will immediately notify the District when its service providers will be unavailable to provide previously scheduled services to a District student.

## 3. Employee Selection, Hiring, and Evaluation

Participating District management agrees to fully engage in the selection, hiring, and ongoing evaluation of the employee assigned to the District site. These services will be facilitated by SLOCOE.

## 4. Independent Contractor

SLOCOE, in the performance of this Agreement, shall be and act as an independent contractor. SLOCOE understands and agrees that it and all of its employees shall not be considered officers, employees or agents of District, and are not entitled to benefits of any kind or nature normally provided employees of District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. SLOCOE assumes the full responsibility for the acts and/or omissions of its employees or agents as they relate to the services to be provided under this Agreement. SLOCOE shall assume full responsibility for payment of federal, state and local taxes, including unemployment insurance, social security and income taxes for its employees.

Nothing in this Agreement shall prohibit SLOCOE from taking on other jobs or performing services for other entities, so long as SLOCOE can perform the work necessary to carry out this Agreement.

## 5. Materials and Supplies

Material and supplies that are required within the scope of this Agreement will be purchased by SLOCOE. District will be responsible for the reimbursement of the cost of all materials and supplies required for a specific student related to the provision of services within this Agreement. For purposes of this Agreement, "materials and supplies" are defined as those incidental to providing nursing services including but not limited to medical supplies, assessment kits, and curriculum.

## 6. Fees/Payment

District agrees to pay SLOCOE the amount of $\mathbf{\$ 1 8 0}$ per day of on-call credentialed school nursing services for $\mathbf{1 7}$ days, see Exhibit A. Should there be a need to respond in-person, this will be calculated at an hourly rate of $\$ \mathbf{1 4 2 . 5 4}$ per hour, see Exhibit A. Hourly rate includes salary, statutory benefits, mileage, and other supervisory costs associated with the employee.

District also agrees to pay SLOCOE the amount of $\$ 71.27$ per day of on-call and/or inperson credentialed school nursing services for 15 days, see Exhibit A.

Charges payable under this Agreement will be payable to SLOCOE upon receipt of an invoice.

## 7. Compliance with Laws

The Parties shall, at their own cost and expense, comply with all local, state, and federal ordinances, regulations, and statutes now in force and which may hereafter be enacted that affect this Agreement.

## 8. Indemnification and Hold Harmless

The District agrees to indemnify, defend, and hold harmless SLOCOE, its officers, agents and employees against any claim, liability, loss, injury or damage which may be asserted against SLOCOE as a result of District's negligence or willful misconduct relating to the District's performance of this Agreement. If obligated to indemnify, defend, or hold harmless SLOCOE under this Agreement, the District shall reimburse SLOCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The District shall seek SLOCOE's approval of any settlement that could adversely affect SLOCOE, its officers, agents or employees. SLOCOE shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the District or the applicable insurance carrier.

## 9. Insurance

The District and SLOCOE are authorized self-insured public entities for purposes of Professional Liability, Automobile Liability, General Liability, and Workers' Compensation Insurance and warrant through their program of self-insurance, they have adequate coverage or resources to protect against liabilities arising out of the District and SLOCOE's performance of this Agreement.

## 10. Due Process Proceedings

The District shall fully participate in special education due process proceedings including mediations and hearings, as requested by SLOCOE. Participation includes the willingness to make District's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. The District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency against SLOCOE in its provision of services pursuant to this Agreement. Full participation shall include, but in no way be limited to, cooperating with SLOCOE representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of District's program and/or the implementation of a particular student's Individualized Education Plan ("IEP")/Individual and Family Service Plan ("IFSP").

## 11. Venu and Governing Law

This Agreement is entered into, and shall be construed and interpreted in accordance with, the laws of the State of California and the United States. Proper venue for any dispute regarding this Agreement shall lie in San Luis Obispo County.

## 12. Modification of Agreement

This Agreement may only be altered, amended, or modified by written instrument executed by both Parties. The Parties agree to waive any right to claim, contest, or assert that this Agreement was modified, canceled, superseded, or altered by oral agreement, course of conduct, waiver, or estoppel.

## 13. Successor and Assignment

Unless authorized in writing by both Parties, neither District nor SLOCOE shall assign or transfer any rights or obligations covered by this Agreement. Any unauthorized assignment or transfer shall constitute grounds for termination by the other Party.

All representations, covenants, and warranties set forth by, on behalf of, or for the benefit of either Party herein shall be binding upon and inure to the benefit of such Party and its successors and assigns.

## 14. Severability

If any provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

## 15. Renewal of Agreement

This Agreement shall be effective for the period specified in Section 1 above. To assist SLOCOE in staffing and planning, District agrees to notify SLOCOE in writing of its intention to renew or cancel this Agreement for the next school year no later than January 15 of the current school year. In the event that this Agreement expires or terminates prior to the District providing notice of its intent to renew and/or cancel, the District shall continue to be bound to all of the terms and conditions of the most recent executed Agreement between the District and SLOCOE for so long as SLOCOE is servicing authorized students at the discretion of the District, unless and until notification of cancellation is provided or a new Agreement between the Parties is executed.

The parties acknowledge that this Agreement shall remain in full force and effects for the duration of the Agreement, as specified in Section 1, above, even in the event of catastrophes including but not limited to the COVID-19 virus, earthquake, flood, fire, or other event that may result in school closure.

## 16. Notice

Any notice given under this Agreement shall be in writing to the parties' representatives and shall be deemed delivered three (3) days after the deposit in the United States mail, certified or registered, postage prepaid, and addressed to the parties.

The Parties' representative shall be:

## SLOCOE:

## Katherine Aaron <br> Assistant Superintendent <br> Student Programs and Services

## District:

Shandon Joint Unified School Distri

## Kristina L. Benson

Superintendent

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date hereof.
$\frac{\text { Kristina L. Benson }}{\text { Kristina L. Benson (May 27, } 2022 \text { 14:43 PDT) }}$
District Representative
May 27, 2022
Date


SLOCOE Representative
May 27, 2022
Date

## Exhibit A

- 17 days of on-call services at $\$ 180 /$ per day + in-person hourly rate at $\$ 142.54 /$ per hour, as needed -
- June 13-17, 2022
- July 18 - August 4, 2022 (excluding Fridays)
- 15 days of on-call services and/or in-person services at $\$ 71.27 /$ per day -- June 21-30, 2022 (excluding Friday, June 24)
- July 5-14, 2022


## BUSINESS SERVICES AGREEMENT

This Agreement is made and entered into this $\mathbf{1}^{\text {st }}$ day of July 2022, by and between the Shandon Joint Unified School District (District) and the San Luis Obispo County Office of Education (SLOCOE) shall be for the provision of business services by SLOCOE for the District.

## WITNESSETH

WHEREAS, District is in need of business services, including state-mandated financial reporting, position control, payroll, and miscellaneous business support;

WHEREAS, SLOCOE has the capability and technical expertise to provide these types of services on behalf of District;

NOW, THEREFORE, BE IT RESOLVED, that the parties agree to the following:

## SCOPE OF SERVICES

SLOCOE shall provide the District with business services, including financial reporting, and payroll.

District shall provide SLOCOE with a single point of contact for business correspondence and communication.

District shall utilize QSS/QCC financial reporting system utilized by all the school districts in San Luis Obispo County.

SLOCOE shall prepare state-mandated financial reports for Shandon including: Budget Development, interims, unaudited actual reports, fiscal information on the Consolidated Application, Public Disclosure for all negotiated union agreements, maintain position control system either through financial software and/or excel spreadsheet.

Reports excluded in this contract are the $\mathrm{J}-90$ and attendance reporting.
The District shall provide SLOCOE with all necessary financial information to prepare such state-required reports.

SLOCOE shall not be required to perform accounts receivable and payable document preparation, perform personnel functions, childcare accounting or food service accounting on behalf of the District.

## ADDITIONAL FEE-FOR-SERVICES AGREEMENTS

From time to time SLOCOE may perform other services for the District, including facilities planning, collective bargaining financial modeling for negotiations, personnel, and data processing, subject to separate agreements.

## TERM OF AGREEMENT

The term of this agreement shall be from July 1, 2022 through June 30, 2023. Either party may terminate this agreement with a written notice received six months in advance of July $1^{\text {st }}$ of the subsequent fiscal year.

In consideration of the business services provided to the District by SLOCOE, District agrees to pay SLOCOE in accordance with the following payment formula and schedule:

Fiscal Year 2022-23 \$79,032

SLOCOE will bill District on a bi-annual basis, on December 1 and May 1.

## HOLD HARMLESS

Shandon Unified agrees to indemnify and hold harmless all officers, agents, directors, and board members of SLOCOE against any claims resulting from work necessary to carry out this agreement.

## EMPLOYER STATUS

For purposes of this agreement, Shandon Unified shall be considered the employer of District personnel and SLOCOE shall be considered an independent contractor as defined in $\operatorname{RRS}$ Publication 1976.

## APPROVED BY:

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

Kristina Benson<br>Superintendent/Principal Shandon Unified School District

| FOR SLOCOE USE ONLY |  |
| :---: | :---: |
| Account \#: 01-0000-0-8689-8600-0000-008-2000-0000 |  |
| Director of Fiscal Services Approval: |  |
| Invoice Date/s (forward copy to AR): |  |
| Notes: |  |

## AGENDA ITEM TITLE:

Annual Board Evaluation of Superintendent
PREPARED BY:
Marlene Thomason

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

## SUMMARY:

-The Board completes an annual evaluation of the Superintendent, Board President Thomason will report out the results of the evaluation.

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

MEETING DATE: June 6, 2022

## AGENDA ITEM TITLE: <br> Discussion and Approval of the 2022-23 Application for funding for the Agriculture Career Incentive Grant

## PREPARED BY:

Deanna Morton

## AGENDA SECTION:

$\qquad$ Reports $\qquad$ Consen $\qquad$ Discussion/Action $\qquad$ First Reading $\qquad$ Information $\qquad$ Resolution

SUMMARY:
-This grant provides local educational agencies with funds to improve the quality of their agricultural vocational education programs.

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING 

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Shandon High School
School Site

Shandon Joint Unified School District
District

Please include the following items with your application:


Eligibility Determination Sheet


Variance Request Form (if applicable)


Quality Criterion 12 Form (if applicable)
X
Award Estimator and Budget Sheet
X
List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Superintendent/High School Principal
 Contact Phone Number:
(805) 238-0286
-
Date of Local Agency Board Approval:
06/06/22

# AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING 

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)
Eligibility Determination Sheet
IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET ALL THE QUALITY CRITERIA LISTED BELOU

Please check each Quality Criteria you meet:


1. Curriculum and Instruction
2. Leadership and Citizenship Development
3. Practical Application of Occupational Skills
4. Qualified and Competent Personnel
5. Facilities, Equipment, and Materials
6. Community, Business, and Industry Involvement
7. Career Guidance
8. Program Promotion
9. Program Accountability and Planning

IF YOU CHECKED ALL THE REQUIRED QUALITY CRITERIA, PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you do not meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?


IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET ALL REQUIRED QUALITY CRITERIA LISTED ABOVE, AND YOU ARE NOT SUBMITTING A VARIANCE REQUEST FORM

## STOP

| $00^{\prime} 88$ L' $^{\prime} \angle \downarrow \$$ |
| :--- |
| $00^{\circ} 0 \$$ |
| $00^{\circ} 0000^{\prime} \downarrow \$$ |
| $00^{\circ} 000^{\prime} \downarrow \$$ |
| $00^{\circ} 0000^{\prime} \downarrow \$$ |
| $00^{\circ} 889 \$$ |
| 00.00 ' $^{\prime} \downarrow \$$ |

DATES OF PROJECT DURATION: JULY 1, 2022 TO JUNE 30, 2023 Applicant Information (please fill in the underlined fields)
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)
AWARD ESTIMATOR
Award Calculations
Part 1: Based on your number of agriculture teachers at the site:
(Please attach a separate list of agriculture teachers' names):
Part 2: Based on $\$ 8.00$ per member listed on the R-2 Report:
Part 3a: Based on number of teachers meeting Criterion 10:
Part 3b: Based on number of teachers meeting Criterion 11a:
Part 3c: Based on number of teachers meeting Criterion 11b:
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:
Total Estimated Award:

## AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

## California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

## Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate:
$\$ 0.00$
4000: Books \& Supplies

| Items | Description of Items of Funds <br> Being Used | Incentive <br> Grant Funds | Matching Funds |
| :--- | :--- | ---: | ---: |
| 1. | Insructional Materials \& Curriculum | $\$ 10,000.00$ | $\$ 10,000.00$ |
| Subtotal | N/A | $\$ 10,000.00$ | $\$ 10,000.00$ |

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

| Items | Description of Items of Funds <br> Being Used | Incentive <br> Grant <br> Funds | Matching Funds |
| :--- | :---: | :--- | ---: |
| 1. | Professional Development | $\$ 2,188.00$ | $\$ 2,188.00$ |
| 2. | Travel \& Conferences | $\$ 5,000.00$ | $\$ 5,000.00$ |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  | $\$ 7,188.00$ | $\$ 7,188.00$ |
| 9. |  |  |  |
| 10. | N/A |  |  |
| Subtotal |  |  |  |

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

| Items | Description of Items of Funds <br> Being Used | Incentive <br> Grant <br> Funds | Matching Funds |
| :--- | :--- | :--- | :--- |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. | N/A | $\$ 0.00$ | $\$ 0.00$ |
| Subtotal |  | $\$ 17,188.00$ | $\$ 17,188.00$ |

# CHANDON JOINT UNIFIED SCHOOL DISTRICT 

Regular Meeting of the Board of Trustees

MEETING DATE: June 6, 2022

AGENDA ITEM TITLE:
Discussion and Approval of SHS Student/Parent Handbook 2022-23 School Year

## PREPARED BY:

Dr. Benson

## AGENDA SECTION:

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

## SUMMARY:

-Provided for your revision is the updated handbook for the 2022-23 school year.

# Shandon High School Student Handbook <br> 20242-202z3 



## "Home of the Outlaws" Untamed Spirited Horses

> (805) 238-0286 - Fax (805) 238-0777 www.shandonschools.org

101 South First Street Box 79, Shandon, CA 93461 Shandon District Office Hours 7:30 AM - 4:00 PM

## Principal/Superintendent

Kristina Benson, Ed. D

## Teachers

Savhanna Florek
Deanna Morton
Dayna Sciocchetti
TBD
Robert Voorheis
Louise Hurley
Lindsey Melendy

## Office Staff

Lupe Martinez
Gabriela Gavilanes
Sadie Howard
Deputy Calagna
Support Staff
Loida Sanchez
Amanda Dobberpuhl
Yesenia Mercado
Cassie Uzeta
Enrique Ramirez

## Cafetería

Gelene Cohelo
Kelli Smith

## MOT Staff

Rudy Valencia
Kim Rendon
Maria Ayala
Kelly Kuhnle
Lilla Hewitt
Agriculture/Science/
Agriculture/Science/Leadership
History/Government/ ASB/Physical Education
Spanish
Math/ Art/ Music
English/ Drama
Resource and Special Ed

Bilingual Clerk
Bilingual Executive Administrative Assistant
Accounting Technician
School Resource Officer

Custodian
Counselor
Paraeducator
Paraeducator
Paraeducator

Cafeteria Manager
Cafeteria Lead

Lead Maintenance/ Utility Worker
Lead Transportation/ Safety Coordinator/Utility Worker
Custodian
Bus Driver
Utility

## Board of Trustees

Marlene Thomason, President
Nataly Ramirez, Clerk
Jennifer Moe
Van Parlet-Jesse Cuellar
Flint Speer

## Daily Class Schedule

| Monday, Tuesday, Thursday, Friday |  |  |  |
| :---: | :---: | :---: | :---: |
| Monday | Warn | ng Bell | 8:10 |
| Period | 1 / 5 | 8:15-9:45 | 90 Minutes |
| eak |  | 9:45-9:50 | 5 Minutes |
| Passing |  | 9:50-10:00 | 10 Minutes |
| Period | 2 / 6 | 10:00-11:30 | 90 Minutes |
| Lunch |  | 11:30-11:55 | 25 Minutes |
| Passing |  | 11:55-12:05 | 10 Minutes |
| Period | $3 / 7$ | 12:05-1:35 | 90 Minutes |
| Passing |  | 1:35-1:40 | 5 Minutes |
| Period | 4 / 8 | 1:40-3:10 | 90 Minutes |


| Minimum Days/ Wednesday |  |  |  |
| :---: | :---: | :---: | :---: |
|  | War | g Bell | 8:10 |
| eriod | 1/5 | 8:15-9:20 | 65 Minu |
| Passing |  | 9:20-9:25 | 5 Min |
| eriod | $2 / 6$ | 9:25-10:30 | 65 Minut |
| Passing |  | 10:30-10:35 | 5 Minut |
| Period | $3 / 7$ | 10:35-11:40 | 5 Minut |
| Lunch |  | 11:40-12:01 | 25 Minute |
| Passing |  | 12:05-12:15 | 10 Minu |
| Period | 4 / 8 | 12:15-1:20 |  |

## SCHOOL MISSION

The mission of Shandon High School is to provide educational opportunities which empower students to reach their fullest potential and participate as responsible citizens in a continuously changing world.

## PARENTAL INVOLVEMENT

Students are more successful in school when parents are involved in their education. The Shandon Board of Trustees has adopted a policy for parental involvement.

Parents will be provided information about supporting their children's learning, such as monitoring attendance, homework completion, as well as volunteering in their children's classroom and participating in decisions related to the education of their children. Opportunities for full participation of parents with limited English proficiency, parents of migrant students and parents with disabilities will be provided whenever possible.

## ENROLLMENT/REGISTRATION

Enrollment packets are available in the District office. The school counselor will assist students and parents in the process of enrolling their student and registering them for classes. Parents must submit student's up to date immunization records, birth certificate and proof that they reside within the district boundaries or have an approved Inter-district Transfer Agreement.Scheduling for the following year will be held in spring. Students will request courses during the spring semester of the previous year or upon completion of the registration packet.

## CURRICULUM

The district implements a rigorous and consistent curriculum for all students based on state standards. On-going assessments help determine students' readiness forthe next sequence of a course. Parents are informed of student progress through the district online student data program AERIES,parent-teacher conferences as requested, progress reports, report cards and testing results.

## INSTRUCTION

The District makes formal and informal data-driven decisions to support all students and uses research based instructional strategies used by all teachers. Professional development is offered to increase the number and effectiveness of instructional strategies. Teachers clarify essential learning, gather evidence of proficiency, and evaluate next instructional steps.

## ASSESSMENT

A variety of assessment tools are used to evaluate student learning and drive decision-making. Data is disaggregated with relevant groups and assessment results are communicated to all stakeholders. Formal and informal findings are regularly used to modify the teaching/learning process.

## CULTURE

Shandon School District provides a safe environment supported by positive relationships with staff and students that encourages regular school attendance. It strengthens a culture of high expectations for all students and staff to ensure a focus on continuous school improvement. Students have access to personal support services, activities and opportunities.

## GRADUATION REQUIREMENTS

Ten credits equals one standard yearlong course.
ENGLISH (40): One 10-credit course is required each year in grades 9-12
MATHEMATICS (30): At least one 10-credit course is required each year in grades 9-11. The curriculum passed must include Algebra I. Students who pass Algebra I in middle school will have met the Algebra I requirement, but must still pass 30 credits of mathematics during high school.
SCIENCE (30): Ten credits must be a laboratory science.
SOCIAL SCIENCE (40): Ten credits each in World History, U.S. History, and U.S. Government Economics. PHYSICAL EDUCATION (20): Five credits must be completed from a regular P.E. class.Completion of one season of a school-sponsored athletic sport is acceptable for 5 credits of P.E. until this requirement is fulfilled.
FINE ARTS OR FOREIGN LANGUAGE (10): Completed from courses in art, music, drama, a language other than English or Career Technical Education.
ELECTIVES (130): Courses not used for other graduation requirements.

## Total Credits Required To Graduate $=300$

## SERVICE COMPETENCY

Students must complete Community Service equal to 20 hours for each year at Shandon High School through activities pre-approved by the school counselor. This requirement must be completed by the first Friday in May of the student's senior year as a condition for participation in the graduation ceremony. Seniors who are late in completing this requirement, but complete all graduation requirements by end of the school year, may obtain their diplomas at the school office on the first weekday after the graduation ceremony.Seniors may not participate in graduation ceremony unless ALL graduation requirements are complete.

## UC \& CSU COLLEGE <br> ADMISSION REQUIREMENTS

The University of California (UC) and the California State University (CSU) provide a guide for admission to four-year colleges. Only college preparatory courses are accepted for the following "A-G" Subject Requirements for which semester grades must be at least C - in grades 9-12.
a. History/Social Science ( 20 credits):

UC: World History 10 credits and U.S. History 10 credits (or U.S. History 5 credits and U.S. Government or civics 5 credits).
CSU: Any college preparatory Social Science course 10 credits and U.S. History 10 credits (or U.S. History 5 credits and U.S. Government or civics 5 credits).
b. English ( 40 credits): Four different courses of college preparatory English.
c. Mathematics ( 30 credits): Three courses covering Algebra I, Geometry, and Algebra II. A fourth, higher-level course is recommended.
d. Laboratory Science ( 20 credits): Two yearlong college preparatory laboratory sciences.

UC: Any 2 subjects of biology, chemistry, or physics; all 3 subjects are recommended.
CSU: Ten credits must be a biological science and 10 credits must be a physical science.
e. Language other than English ( 20 credits): Two yearlong college preparatory courses in one foreign language. UC recommends 3 courses.
f. Visual and Performing Arts ( 10 credits): One yearlong course in music, dance, visual arts, or drama/theater.
g. Elective ( 100 credits): Two semesters of "advanced-level" courses not used to fulfill other "a-g" requirements.

College Admission GPA: College preparatory courses completed in grades 10-12 are considered in the " $a-\mathrm{g}$ " Subject Requirements GPA. The UC minimum GPA is 3.0 whiletheCSU minimum GPA is 2.0 .

UC Subject Requirement: Completing 11 "a-g" college preparatory courses by the end of grade 11 and 15 by the end of grade 12 fulfills the UC subject requirement.

UC Admission Tests - SAT or ACT test score taken by the senior year is combined with the College Admission GPA to determine qualifying Admission Index required for incoming college freshmen. SAT Subject Tests may be recommended for certain programs.

CSU Admission Tests: SAT or ACT test must be taken by December (November for Cal Poly SLO) of the senior year. The writing portions of these tests arenot required. Admission Test is combined with Admission GPA to determine qualifying Eligibility Index. Admission Test is not required if Admission GPA is 3.0 or above, except for impacted campuses and programs.

Waiver forms for fee waiver consideration are available from the counselor.

## COUNSELING

The purpose of a guidance and counseling program is to help all students with personal and educational matters. ALL students are urged to seek the assistance of the counselor to help answer questions, to gain assistance in resolving personal and/or social conflicts and to improve school adjustment. The counselor also may be sought for college admissions testing, achievement testing for the State of California and others.
Specialized counseling at the 10 th grade level includes a review of the student's progress on their original suggested four-year plan and a reassessment/validation of his/her future course enrollments with the goal of preparation for higher education and/or employment. Whenever possible, parents are invited to participate in this conference and priority will be assigned to those students who are having difficulty in meeting their high school graduation requirements. (Ed. Code 48431.6). The counseling office is located in room 6.

## SCHEDULE CHANGES

A student's schedule of courses may be changed if the change is necessary to promote school success. Prior teacher permission may be required. At the beginning of each semester, students have a one-week period to request necessary schedule changes. To make a schedule change, students must complete a Schedule Change Form available from the counselor. This form requires students to get approval signatures from the teachers involved, a parent, the counselor and the principal (last signature). Students must not attend any new classes until the Schedule Change Form is completed and returned to the counselor. Otherwise, the student will be marked with an unexcused absent in the original course and will not appear on the roster of the new classes.

## ACADEMIC RECOGNITION

Honor Roll includes students earning a grade point average of at least 3.0.
Principal's Honor Rollincludes students earning a grade point average of 3.5-3.99.
Superintendent's Honor Rollincludes studentsearning a grade point average of 4.00 or above. A grade of " F " or " I " (Incomplete) automatically excludes the student from consideration for Honor Roll

## COMPULSORY ATTENDANCE

The State of California requires compulsory school attendance/education for all students from six (6) years to eighteen (18) years of age. Exemptions to compulsory attendance/education can be made through the process established by board policy. Upon attaining the age of eighteen (18) years, the student's right to a free public education becomes a privilege. Continued use of this privilege is contingent upon the student's acceptable performance/behavior and may be revoked at any time through administrative process.

## ATTENDANCE POLICY

Regular attendance in classes enhances student learning. Parents and guardians are in control of their children and are under obligation by law to ensure that their children attend school pursuant to Ed. Code Sections 48200, 48400, and 48450 between the ages of 6 and 18. An accumulation of absences, EVEN EXCUSED absences, leads to incomplete knowledge and understanding, non-proficient skill levels, and a poorly prepared graduate.
Students and parents must realize that when a student is absent, it is not possible to recreate the activities that took place in classes on the day a student is absent. Labs, lectures, discussions, demonstrations, and special presentations cannot be repeated for individuals. Assignments or homework are only part of the learning that takes place. One of our major goals is to develop a sense of responsibility among our students that parallels the expectations that the student will face in future education, training, and as an employee in the workplace.
Absent students are responsible for contacting each teacher and requesting missed assignments. Teachers must supply assignments for student absences that are excused by the District.
Teachers do not have to supply work for students with unexcused absences. Attendance is required on the day of a school activity/event or on the Friday before a Saturday school activity/event.

## EXCUSED ABSENCES

Pursuant to California Education Code Section 48205, the following types of absences are considered excused:

1. Personal Illness. (District policy requires a doctor's note after 3 days.)
2. Quarantine under the direction of a county or city health officer.
3. Doctors appointments.
4. Attendance at funeral services of a member of the immediate family.
5. Jury Duty for student over 18.
6. Participation in religious instruction or exercise in accordance with District Policy.
7. Justifiable personal reason approved by the Principal.
8. For justifiable personal reasons, including but not limited to an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
10. For the purpose of spending time with a member of his/her immediate family, who is an active duty member of the uniformed services, as defined in E.C. section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.

Such absences will be granted for a period of time to be determined at the discretion of the Superintendent of the school district.
11. For the purpose of attending his/her naturalization ceremony to become a United States citizen.

## EXTENDED ABSENCES:

An extended absence of more than three days due to illness verified by a doctor's note or other extenuating circumstance is to be reported to the attendance clerk as soon as possible. The attendance clerk will arrange for make of assignment to be given to the students. Students that are absent for more than 5 consecutive days may be put on an Independent Study Contract. Once a student has completed the Independent Study Contract assignments the student's absence will be considered excused.

## UNEXCUSED ABSENCES

Examples of unexcused absences are:

1. Shopping and/or errands - both in and out of town
2. Staying home to take care of a parent or a sibling who is ill or who needs help for some reason.
3. Employment.

## CONSEQUENCES

- May effect graduation eligibility
- May effect field trip eligibility
- May effect GPA or Citizenship grades


## TRUANCIES

A student who is absent from class without parent permission or a student who leaves school or a class for part of the day without approved checkout through the attendance office or a student who is tardy 30 minutes or more without a valid excuse is considered TRUANT.Students with three truancies are considered habitual truants and will be brought before the Shandon District Student Attendance Review Board (SARB). SARB members will include the Principal, Counselor, Probation Office Social Services Representative, School Resource Officer and other agencies as needed.
If a student returns from an absence with NO NOTE from his/her parents/guardian and the parent has not called the office, the absence(s) will automatically become a TRUANT absence and that absence will remain TRUANT until a note is brought to the office or until the parent/guardian comes to the office in person to explain the absence.

## TARDY POLICY

A student is considered tardy if he/she is not in his/her seat with proper materials when the tardy bell rings.A tardy will only be excused if it pertains to an illness, a medical appointment that is confirmed by a doctor /dentist's note, funeral, an excuse by school district personnel or otherwise stipulated in E.C. section 48205. All other tardiest will be considered unexcused.

## UNEXCUSED TARDY CONSEQUENCES

- Students who accumulate three (3) cumulative (all classes combined) tardies in a semester will be given a lunch detention for every three (3) tardies. The parents will be notified.
- Students who accumulate 10 cumulative (all classes combined) tardies in a semester may be given a four (4) hour Saturday School for every 10 tardies. The parents may be again be notified.


## HOMEWORK REQUESTS:

Homework may be requested by calling the office the morning of the second full day of the absence. For missed assignments, it is the responsibility of the student to get his/her makeup work. Teachers are required to provide makeup assignments to students with excused absences. Teachers are not required to give makeup work to students for absences due to suspension and truancy. (EC 48913).

## EARLY RELEASE

Students who are progressing on a regular graduation track will be allowed to request an early release for any reason if they earned a 3.5 GPA for the prior semester. Students not meeting these requirements may appeal to the Board. All Early Release Requests will require Superintendent and Board approval.

## CLOSED CAMPUS/LUNCH PROCEDURES

All Shandon schools are closed campuses. Students may not check themselves out of school during lunch. Only a parent or guardian may check their student out from school for lunch. In the rare event of an emergency, the office is always willing to accommodate parents or guardians if at all possible. Others listed on the emergency card may check the student out during the school day only for doctor appointments, dentist appointments or emergencies.
Pupil Nutrition/Notice of Free and Reduced Meal Prices (E.C. sections 49510-49520; 42 USC 1758 and 1773)

Your child may be eligible for free and reduced meal prices. The application form and related information will be distributed to all parents at the beginning of each school year and is available to students at all times during the school day.

## LOCKERS

Students are issued lockers at the time that they receive their schedules. Physical Education teachers will issue lockers for physical education classes. Lockers for athletics are issued by the coaches involved and are to be relinquished when the particular sports season has been completed. Locks will be issued to students upon request. Students must pay for any lost or damaged locks issued to them. Students may not use their own locks on their lockers.

STUDENTS DESIRING TO USE THE LOCKERS MAY DO SO WITH THE STIPULATION THAT LOCKERS MAY BE EXAMINED BY STAFF AT ANY TIME. Lockers are a courtesy, not a guaranteed safe place for student belongings. You must secure your locker in order to avoid theft. Students are encouraged to NOT bring large amounts of money to school or personal items with high property value.

Students must keep the locker assigned to them unless a change is made through the office. Students are also encouraged to lock their lockers and keep your locker combinations private in order to prevent theft. Students should pick up materials from lockers before going to class. Normally, teachers will not permit students to go to their lockers during class periods.

## HEALTH AND SAFETY SERVICES

## MEDICATION

A Medication Form including authorization from a physician, type of medication and dosage must to be filled out each year prior to any medication being brought to school. Please contact the school clerks for assistance.

All medication must be stored in the school office. Exception may be made for students with selfadministered blood glucose level test and inhaled asthma medication if a Medication Form has been submitted and approved. Students may also carry and use sunscreen without a doctor's note or prescription and may also wear sun-protective clothing [E.C. Section 35183.5].

If a student is on a continuing medication regiment administered at home for a non-episodic condition, parents are required to notify the principal of the medication being taken, the current dosage and the name of the supervising physician. [E.C. 49480].

Medication should be scheduled to be administered at home whenever possible. Medication that must be administered at school should be brought to the school by the parent in the original prescription bottle labeled by the pharmacy. If requested to do so, the pharmacist can provide two labeled prescription bottles so that one may come to school, one may be kept at home and the medication can be split between them. Students are not to have any medication, pills, aspirin, cough drops or any other prescribed or over-the-counter medication in their possession unless it is allowable as described above. All medication should be picked up by the parent at the end of the school year or it will be discarded.

Parents may come to school to administer medication not covered by a physician's order. In no case will medications be administered by school staff without an Authorization of Medication form signed by the parent and physician.

The district provides coverage for immediate medical and surgical treatment of bodily injuries to a regularly enrolled student resulting from an accident occurring on school grounds or other facilities being used in the district's educational programs or during transportation to and from those places. This includes field trips and all interscholastic athletic competitions with the exception of tackle football. Coverage may be applicable for up to 52 weeks following the accident, with a limit of $\$ 2,500$, and the coverage applies for expenses that exceed the limit of, are less than the deductible of, or are simply not covered by, other insurance available to the student.

## Scoliosis Screening (E.C. section 49452.5)

If your child is enrolled in grades 7 through 12 and is suspected of having a curvature of the spine, please notify the school office. The district may screen female students in grade 7 and male students in grade 8 for the condition known as scoliosis. If the initial screening indicates the student may have scoliosis, additional screening may be required. You may request in writing that your student not be screened. If your child is identified at school as having this condition, you will be notified in accordance with the law.

## Sight and Hearing Test (E.C. section 49452)

The district is required to provide for testing the sight and hearing of each student enrolled in its schools unless you submit a written denial of consent.

## Information for Use in Emergencies (E.C. section 49408)

For protection of your child's health and welfare, we ask that you fill out and return the enclosed Emergency Information Card.

## School Safety Plans (E.C. section 32280 and following)

Each school site has established a Safety Plan. Details of the Safety Plan are available to the public through the district office on request, and copies are provided to local law enforcement.

## School Buses and Passenger Safety (E.C. section 39831.5)

See transportation safety policies.

## Tobacco-Free Schools/No Smoking Policy (Health and Safety Code section 104420)

The district's governing board recognizes that the health hazards associated with smoking and the use of tobacco products, including breathing second-hand smoke, are inconsistent with its goal to provide a healthy environment for students and staff. The law requires that all recipients of any state and/or federal grant or contract maintain tobacco-free school sites.

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for use or possession of prescription nicotine products.

Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate. Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may direct the person to leave school property, request local law enforcement assistance in removing the person from school premises, and/or prohibit him/her from entering district property for a specified period of time.

## PARTICULAR EDUCATION ISSUES

Comprehensive Sexual Health Education, HIV Prevention Education, and Assessments Related to a Student's Health Behaviors and Risks Including Attitudes Concerning or Practices Relating to Sex (E.C. sections 51934-51939)

A parent or guardian of a pupil has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a written "opt-out" process. You may opt out by so advising the district in writing.

The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

Comprehensive sexual health education or HIV prevention education may be taught by school district personnel or by outside consultants.

You may request a copy of Education Code sections 51934-51939.
If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

Anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in grades 7 to 12 , inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a written "opt-out" process. You may opt out by so advising the district in writing.

You will be notified in writing if and when such a test, questionnaire, or survey is to be administered.

You have the right to review the test, questionnaire, or survey.
If the school has received a written request from the student's parent or guardian excusing the pupil from participation in comprehensive sexual health education, HIV prevention education, and assessments related to that education, the student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks.

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

## Health Instruction Conflicting with Religious Training and Beliefs of Parent or Guardian (E.C. section 51240 )

Upon written request, a parent or guardian has the right to excuse their student from any part of a school's instruction in health that may conflict with their religious training and beliefs or personal moral convictions.

Homeless Youth Education (42 U.S. 11432)
Homeless students and their parents have various rights regarding public education. Information on this subject is explained in the school district's Education for Homeless Children Policy BP/AR 6173.

## SEX OFFENDER NOTIFICATION TO PARENTS

Board Policy 3515.5 (adopted in January, 2000) addresses sex offender notification. In order to protect students, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency contacts the district about registered sex offenders who may reside or work within district boundaries. Although this article is not in response to such a contact from the law enforcement, we believe it is important to be prepared. The principal is the liaison with law enforcement regarding these matters and would collaborate with them if the need should arise. The purpose of this article is to advise parents/guardians of the district's willingness and intention to work with law enforcement. The reporting requirements according to Penal Code 290 include the fact that law enforcement is the agency best able to assess the relative danger of an offender, and parents may contact law enforcement for additional information. Information is posted on the district website at www.shandonschools.org. If an identified sex offender is seen on or nearby school grounds or around any student, staff shall immediately contact the Superintendent or designee. The staff member may also inform local law enforcement. Information about registered sex offenders is available online at http://meganslaw.ca.gov/ or at the Sheriff's Sub-Station at: 356 North Main Street, Templeton, California (805) 7814550.

## TEXTBOOKS

Textbooks are provided for student use. Textbooks will be issued by the library. Students are responsible for textbooks issued to them. If a student looses a textbook the student will be issued another textbook and charged full replacement value. Students who return damaged books will be charged for one-half to full replacement value depending upon the damage (Education Code § 48904(a)(1). Students checking out of school will return all books to the library. Books not returned must be paid for before the year ends student checkout is completed. Report cards, transcripts, yearbooks, and diplomas will be held pending payment of all fines and debts. If a student moves and textbooks are not returned, the new school will be contacted and will be asked to hold records as well.

## LIBRARY

The school library is open:
Monday and Wednesday CLOSED
Tuesday and Thursday from 7:30 AM until 4:00 PM Friday CLOSED
Students who come to the library need to come with the intention of checking out a book, reading or working on a class assignment. Students need to enter the library quietly and not disturb other students who are working. Students will be sent back to class with a possible referral for not following library rules.
Students may check out books from the library for three weeks at a time. A fine may be imposed for late books. Students need to take care of their books. Damaged or lost books need to be paid for before the end of each semester. Damage may include books getting wet, torn or missing pages, no barcode or covers missing, etc.

No student may check out a book for another student. The student checking out a book is responsible for that book. Students should not loan books under their name to another student. Students owing books or money to the library may be denied use of the facility.

## VISITORS/VOLUNTEERS

SHS extends a warm welcome to parents/guardians to visit our school and classrooms. At the same time, we must ensure that our students and staff remain safe and that learning is not disrupted. Schools must be aware of who is on campus and why they are here. In order to facilitate a safer learning environment we have developed the following guidelines for school visitors:

1. All visitors must report to the school office and sign in before going elsewhere on campus.
2. Visitors will receive a Visitor's Badge when they sign in. Please make sure the badge is visible. Badges are not needed at Open House, Back to School Night or other school-sponsored events open to the public.
3. For the safety of our students and staff, we will consider that visitors who do not sign in and are not wearing a badge are trespassing. A staff member will escort them to the main office.
4. Visitors will not be allowed unmonitored access to students. Individuals who volunteer may be required to have a back ground check, finger printing and TB Test.
5. Visitors who want to meet with a teacher or administrator need to make an appointment.
6. If a meeting is scheduled to address a concern, the meeting will take place in the office, not in a classroom. The parent/guardian must first report to the office and then will be directed to the meeting place.
7. If parents/guardians need to pick up their student before the regular dismissal time they should call ahead to the attendance office. They must pick up their student in the office or other location named by the school. Parents/guardians may not go directly to the classroom to pick up their student. The school will not release a student to anyone other than a custodial parent without prior arrangement and proper identification.
8. Parent/guardian visits to their students' classrooms must be arranged with the office 24 hours in advance.
9. If a visitor engages in disruptive or inappropriate behavior, the school administration may restrict or deny future visits.This protocol has been developed to have clear expectations for our visitors and to continue to provide a safer environment for our students, staff and visitors.

## WORK PERMITS

The State of California requires EVERY MINOR UNDER THE AGE OF 18 TO HAVE A WORK PERMIT for most types of jobs, even during the summer. Students must renew work permits at the beginning of each school year. Work permit applications are available through the school office. Failure to have a work permit on file with one's employer may cause the employer to be fined $\$ 500$ or more. Work permits are free and apply only to one employer at a time. Work permits may be revoked by the District for truancies, suspensions, poor attendance, poor grades, or misbehavior.

## SCHOOL TELEPHONE USE

School telephones are to be used for school business. School telephones are not intended for general personal student use. Office staff may place calls for students for emergency purposes only. Parents may call the office if it is necessary to leave a message for your child.Please call before 2:00 p.m. to ensure the message gets to your child without disrupting instructional time.Transportation and appointments should be arranged outside of school hours. Please communicate at home with your student with any special instructions for the day. The school is not staffed to accommodate a multitude of messages. The school
administration would like to keep to a minimum the disruption of classes when messages are delivered to the classroom.

## VEHICLES AND PARKING

All vehicles must be parked on the campus parking lot and not on adjacent streets. No student is permitted to go to the parking lot to move or remove his/her vehicle during school hours without permission of the administration. Students are not allowed in the parking lot during breaks or lunch without the permission of the administration. No vehicle may be parked in such a way as to interfere with the normal flow of traffic or to create a safety hazard. Students driving to and parking at school must have a copy of a valid driver's license, registration and proof of insurance on file with the office. The privilege that a student has to drive to school and to park on campus may be revoked at anytime by the administration.

NO WHEELED VEHICLES OF ANY KIND ARE PERMITTED TO BE USED ON THE WALKWAYS OF ANY SCHOOL CAMPUS BECAUSE OF THE DANGER TO PEDESTRIANS AND STATE LAW. This rule applies 24 hours a day including non-school hours and days for skateboards, scooters, motorcycles, bicycles, etc. Any automobile entering the school premises is subject to search with or without cause by school officials or police officers. Search may include the passenger compartment, engine compartment, trunk and all containers locked or unlocked in or upon the vehicle.

## CHEATING AND PLAGIARISM POLICY

Public education is free to all students in the U.S. and with that right, the responsibility for all students to learn at the best of their ability. School Boards confer diplomas upon the successful completion of Board and State requirements for high school graduation. That diploma signifies the recipient has attained a level of competency that employers and colleges can rely upon for job skills and educational background. Consequences for cheating (classwork, homework, projects, tests, including talking, copying by hand, photo, or machine, transmitting, text messaging or note passing) should be severe in order to dissuade students from attempting to copy or cheat. Consequences for cheating or plagiarism are as follows:
First occasion:The student shall receive a discipline referral and a zero or an " $F$ " on that assignment or exam, and the teacher shall inform the parents in writing.
Second occasion: The student shall receive a discipline referral and an " $F$ " for the semester for the course and the teacher shall inform the parents in writing. Parents may request a meeting with the Administrator to discuss a review of any offense of this regulation

## LATE ASSIGNMENTS

Each teacher will explain their late assignment policy clearly to both students and parents as part of their course syllabus given to students within the first three days of student attending their class. All teachers will allow assignments to be turned in late for Excused Absences within a reasonable time period within one week of the student returning to class. Late work for unexcused absences including suspensions and truancies will only be accepted at the teacher's discretion.

## STUDENT DRESS CODE

All students are expected to dress and groom appropriately. The school staff reserves the right to determine whether student dress and grooming is disruptive to the educational process, immodest or poses a safety risk to the student or other students. All students have the right to attend a safe and orderly school. School is a place of business and the manner in which a student dresses helps prepare them to participate in school activities, be appropriate to the task, be safe from harassment and to learn.

## All students are expected to dress in clothes that are clean, neat, fit properly and are in good condition.

The following rules apply while at school and all school functions, including dances and games.

1. Clothes shall be sufficient to CONCEAL UNDERGARMENTS AT ALL TIMES.
2. See-through or fish-net fabrics, halter tops, tube tops, tank tops, off-the-shoulder, low cut tops, bare midriffs, are not allowed at school.
3. Dresses and skirts must be below finger tips when arms are held to the side or at least mid-thigh.
4. Shirt straps must be a least one inch in width.
5. Shorts must be at least 6 inches at the inseam.
6. Pants/skirts/shorts are not to be worn below the waist line (sagging) and must be sufficient to conceal undergarments.
7. Clothes must not have offensive symbols, slogans, sexual/inappropriate innuendo(hidden messages) or references to alcohol, tobacco, and drugs.
8. Shirts must be worn at all times. (This includes physical education classes, except during swimming.)
9. Bandanas or nets must not be worn on the head or other parts of the student's body.
10. Nonprescription sunglasses are not to be worn inside rooms unless medically required.
11. Distracting, unsafe or offensive jewelry must not be worn.
12. Wide armholed tank tops may not be worn, includes during physical education classes.
13. Head coverings are NOT to be worn within school buildings.
14. Shoes must be worn at all times.
15. No gang-related clothing may be worn. Since this will be ever-changing, the School Recourse Officers and SLO County Gang Task Force will be consulted if necessary to determine what clothing is gang related. Mostly blue or red personal items are not allowed as these colors have been associated with gang identification and are not conductive to a positive school environment.
$1^{\text {st }}$ Violation - Student will be required to change into more appropriate clothing. The student may either call home to arrange for more appropriate clothes to be delivered or loaner shirts/shorts will be provided and exchanged back at the end of the day.
$2^{\text {nd }}$ Violation - Student will be required to change into more appropriate clothing. Parent contact will be made and disciplinary action may be given.
$3^{\text {rd }}$ Violation - Parent contact will be made and student may be placed in In-School Suspension for the remainder of the day. Subsequent violations will result in additional days of In-School Suspension or Saturday School and may result in out of school Suspension.

## PUBLIC DISPLAYS OF AFFECTION

It is the goal of the Shandon High School staff to provide a professional work environment of both students and staff. Therefore students are asked to limit public displays of affection to holding hands on a limited basis and not in the classroom. Excessive displays of affection are not allowed in most workplaces, may be considered sexual harassment to those who are subject to seeing such actions, and certainly have no place in a high school environment. Students participating in such activities may be subject to disciplinary action including detention or suspension as well as notification of parents.

## ELECTRONIC DEVICES

Cellular telephones or any other electronic devices including all accessories (headphones, cameras, calculators, ear buds, plugs, etc.) are not to be used during class without the permission of staff.
Staff members may confiscate electronic devices if they determine that the student does not have permission to use the device and/or the device is a distraction.

Loss or theft of electronic devices belonging to students will NOT be investigated. Students must take the responsibility of protecting their property.
$\mathbf{1}^{\text {st }}$ violation: Parent or guardian must pick up the confiscated item and the student is warned.
$\underline{2}^{\text {nd }}$ violation: Parent or guardian must pick up the confiscated item. The student will receive a lunch detention. Parent and student are notified that future violations may result in suspension.
$3^{\text {rd }}$ violation: In-School Suspension and the confiscated item is later returned to the parent or guardian. Subsequent Violations: Additional days of In-School suspension and other discipline action may be taken.

## INTERVIEWING STUDENTS

There are outside agencies such as law enforcement and social services that on occasion may request to interview a student. This is typically done in private and the student may request a school staff representative to be present.

## PARENT RESPONSIBILITY

Parents/guardians are liable for all the damages caused by the willful misconduct of their minor children which result in death or injury to other students, school personnel, or damage to school property. Parents/guardians are also liable for any school property loaned to the student and willfully not returned. Parents/guardians' liability may be as much as $\$ 17,112$ in damages and another maximum of $\$ 17,112$ for payment of a reward, if any. (EC48904) The school district may withhold the grades, diplomas or transcripts of the student responsible until such damages are paid or the property returned, or until completion of a voluntary work program in lieu of payment of money. (EC48904, Civil Code Sec.1714.1) If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, a parent/guardian may be required to attend a portion of a school day in the child's classroom. (EC48900.1)

## RELEASE OF A STUDENT TO A PEACE OFFICER

If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. (EC48906)

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

A warrant or probable cause is not necessary for searches of students by school officials and the level of suspicion to justify the search need not rise to the level of probable cause. Rather, such a search by school officials must be:

- Justified in its inception - it must be reasonable to suspect the items searched contain evidence of prohibited conduct;
- Reasonably related in scope to the circumstances which justified the search in the first place. That is, the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.


## SEARCH DOGS

Ensuring your students are safe from drugs requires a drug free school. Trained dogs may be used in a search on the school grounds, in hallways, social areas, locker rooms, gyms, parking lots and classrooms.

As a parent, one of the most crucial policies to demand from your student's school is a drug free campus. Nationwide, over $85 \%$ of high school students and $44 \%$ of junior high students report seeing drugs used, sold, or stored on campus with $31 \%$ of high school students and $9 \%$ of junior high students seeing such conduct at least once a week (Center for Substance Abuse Research).

## CIVILITY TOWARDS STAFF

Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts class work or extracurricular activities or involves substantial disorder is guilty of a misdemeanor [EC44811 (a)]. A violation of subdivision (a) is punishable as follows: Upon the first conviction, by a fine of no less than five hundred dollars ( $\$ 500$ ) and not more than one thousand dollars ( $\$ 1,000$ ), or by imprisonment in a county jail for not more than one year, or by both the fine and imprisonment. [EC44811 (b)(1)]

Code of Conduct for Employee-Pupil Interactions (E.C. section 44050 and BP sections 4219.21, 4119.21 and 4319.21)

The district has a code of conduct for employees that include employee interaction with pupils. Inappropriate employee conduct toward students includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon.
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child.
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student.
5. Possessing or viewing any pornography on school grounds or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time.
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members.
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action.
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity.
9. Being dishonest with students, parents/guardians, staff, or members of the public including, but not limited to, falsifying information in employment records or other school records.
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information.
11. Causing damage to or engaging in theft of property belonging to students, staff, or the district.
12. Wearing inappropriate attire. (Refer to dress code)
13. An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of, but fails to report, inappropriate employee conduct may also be subject to discipline.
14. The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

## Know Your Rights

Your Child Has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
- All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- A student, parent or guardian will never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, a Social Security number is not required to enroll in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These federal laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plan if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contracts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.


## BUS REGULATIONS

When each student who will typically ride the bus boards at the beginning of school or just after enrollment, they will be given a list of bus rules. The rules are consistent with safety and courtesy. The discipline plan comes into effect with bus regulations. Parents/guardians and students need to understand that bus riding is a privilege that may be curtailed or withdrawn for misbehavior. Should misbehavior occur, a bus referral is written and the disciplinarian of the school in which the student is enrolled handles the disciplinary matter. Depending upon the severity of the infraction, the typical handling may be limited revocation of bus-riding privileges or extended revocation of bus riding privileges.

## CARE OF SCHOOL AND PERSONAL PROPERTY

Students are responsible for the proper care of all books, supplies, and furniture supplied by the school. Students who disfigure property, break windows, or do other damage to school or personal property or equipment will be required to pay for the damage. The administration is not responsible for unnecessary items brought to school that are lost or stolen.

## EMERGENCIES/EVACUATIONS

In the event of a disaster, we insist that students stay at school under the supervision of school personnel until the situation is stabilized. The school will create a "reunion" site on campus for parents to pick up their student as soon as possible. Under no circumstances will the school release students without permission of a parent or adult listed on Student Emergency Information Card.

## POWER OUTAGE PROCEDURES

While circumstances may vary between the two ends of the district (Shandon and Parkfield), basically, if there is no power to start school at either end of the district, we will revert to our Late Start procedures. Everything will be "backed up" roughly two hours. An initial call will be sent shortly after 6:00 A.M. announcing a Late Start school day. If there is no subsequent call in the next two hours, plan on the Late Start schedule-school will begin at 10:00 A.M. If school is being completely canceled, you will receive a second phone call before 8:00 A.M. announcing this. District employees and students will be subject to "make up" this day, if school is canceled and never started. Please be reminded that decisions will be based on the school's location, not necessarily conditions at your home.

If we lose power once everyone is at school, site administrators will call PG \& E to determine the length of the outage. If the power is going to be out for greater than four hours, two scenarios exist...if we lose power before or during the serving of lunch, students will be sent home at a time when busses can arrive and we can insure our younger student's parents have adequate notification for their student's home supervision (1-2 hours); if we lose power after lunch is served, students will remain at school for the remainder of the regular day and busses will run their normal routes. We will have to work around foreseeable problems of not having computers, smart boards, and, in "interior" classrooms on our sites, no visibility, but our top priority, as always, is our student's safety. Adjustments can be made.

And finally, what if students are in school and the power goes out at one end of the district but not the other? Since all schools bus routes are tied together, if, for example, power is lost at Shandon High School but not Shandon Elementary, whatever decision is made at SHS would apply to SES. We do not have resources to run two separate bus routes. In this same scenario, if there is power in Shandon but not Parkfield, students would remain in our Shandon schools, keeping to their normal schedules. A separate decision can be made regarding Parkfield students and staff.

## FOOD SERVICES

Shandon offers nutritious meals every school day from the District Cafeteria. Applications are available in the school office for students who may be eligible depending on the total household income for either free or reduced-price meals. Parents/guardians must complete a new application for free or reduced meals, one per family, at the beginning of each school year and returned as soon as possible to ensure there is no lapse in eligibility for students.

## Free and Reduced Price School Meals - Delinquent Payments and Excess Account Balances

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (E.C. section 49557.5.)

The Superintendent or designee may enter into an agreement with a student's parent/guardian for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year. (CDE's Nutrition Services Division Management Bulletin SNP-03-2017.)

The district shall not direct any action toward a student to collect unpaid school meal fees. (E.C. section 49557.5.)

The district's efforts to collect debt shall be consistent with 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges. (CDE's Nutrition Services Division Management Bulletin SNP-03-2017.)
The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss. (CDE's Nutrition Services Division Management Bulletin SNP 06-2015 and SNP-03-2017.)

## DISCIPLINE POLICY

## DETENTION

Staff may assign detention as part of discipline procedures. The length of the detention, time and location of the detention is at the discretion of staff. Failure to serve assigned detentions will result in a referral to the administration for further action. Detention is typically served afterschool.

## STUDENT MISCONDUCT AND DISCIPLINE

The Obligations of a Student While at School (5 CCR 300)
Every student must:

- Attend school punctually and regularly;
- Conform to the regulations of the school;
- Obey promptly all the directions of the teacher and others in authority;
- Be diligent in study; respectful to the teacher and others in authority; kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language.

Teachers Are Required to Hold Students to Strict Account for Misconduct (E.C. section 44807)
Every teacher must hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. Teachers may exercise that amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

Prohibited Behavior (E.C. section 48900 and following)
If a student engages in prohibited behavior, in addition to other forms of corrective action, he/she may be disciplined, including in school suspension, suspension from school and expulsion from the school district, depending on the circumstances.

Prohibited behavior includes volitional conduct amounting to or related to: assault, battery, threat, alcohol, drugs including Soma, firearms, knives, explosives, other dangerous objects, drug paraphernalia, robbery, extortion, destruction of property, stealing, receiving stolen property, tobacco, obscene acts, habitual profanity, disrupting school activities, defying the valid authority of teachers, administrators, or other school personnel, possessing an imitation firearm, sexual battery, sexual assault, intimidation of student witnesses, hazing, bullying sexual harassment, hate violence, harassment, intimidation and terroristic threats.

Classroom Correction and Non-Punitive in School Correction Preferred When Appropriate (E.C. sections 48900.5, 48900.6 and 48900.9)

Other means of correction are always preferred over in-school suspension, suspension from school, expulsion and any other form of exclusionary discipline that results in a pupil being removed from his/her regular classroom.

## Suspension from School (E.C. section 48911)

A school principal (or the principal's duly assigned designee or the Superintendent) may suspend a pupil from school for any conduct prohibited by Section 48900. The maximum duration of any single suspension is five school days.

## Expulsion from the School District (E.C. section 48918)

When appropriate, the governing board may expel a student from the school district for any conduct proscribed by the Education Code, except $48900(\mathrm{k})$ disruption/defiance. The student is entitled to a hearing and due process. If expelled, the student is to receive a Rehabilitation Plan and a copy of the procedures to apply for readmission to the district.

## Any serious offense may warrant an immediate suspension and/or expulsion. Administration always has the authority to supersede the list above and determine individual consequences based on the unique situation.

Student Contracts will be used to strengthen the communication and understanding of expected behavior. Failure to comply with all requirements of the contract will result in further disciplinary action as stated in the contract.

## COMPLAINTS

Uniform Complaint Procedures (E.C. sections 32289 and 52075; 5 CCR 4600-4670)
The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district will investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, intimidation,
or bullying in accordance with the district's uniform complaint procedures. The district has adopted a uniform complaint policy and procedures for use when addressing complaints alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in E.C. sections 200 or 220, Penal Code section 422.55 , or Government Code section 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures will also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. Except where specifically authorized by statute, a student enrolled in a public school cannot be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.The uniform complaint procedures will also be used to address any complaint alleging the district's failure to comply with the requirements for development and adoption of a school safety plan, state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, any complaint alleging retaliation against a complainant or other participant in the complaint process, and any alleged failure of the district to comply with the requirements of the Local Control and Accountability Plan (LCAP). (The board is required to adopt and annually update an LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.)

The Uniform Complaint Policy may also be used to help identify and resolve noncompliance with laws related to accommodations for lactating students, educational rights of foster youth and homeless students, assignment of students to courses without educational content, and any failure to provide physical education instruction for at least 200 minutes every 10 days.

The Uniform Complaint Policy may also be used to resolve allegations of noncompliance with the rights of a foster youth, homeless student, or a former juvenile court school student associated with waiving districtadopted local graduation requirements. (E.C. section 51225.1 (m)(1))

The district has designated the following person as the compliance officer responsible for receiving complaints under the uniform complaint policy and procedures: Superintendent Dr. Kristina Benson, 101 South First Street, Box 79 Shandon, CA 93461, (805)238-0286. Complaints made under this procedure must be directed to the compliance officer.

You can obtain a copy of the district's Uniform Complaint Policy and Procedures free of charge from the compliance officer. Complaints alleging retaliation, unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date the behavior occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged retaliation, discrimination, harassment, intimidation, or bullying. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reason for the extension. The complaint review will be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay
student fees, deposits, and charges must be filed no later than one year from the date the alleged violation occurred andmay be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A complainant may appeal the district's decision to the California Department of Education ("CDE") by filing a written appeal within 15 calendar days of receiving the district's decision. The appeal must include a copy of the complaint filed with the district and a copy of the decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include but are not limited to injunctions and restraining orders. For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief or to discrimination complaints based on federal law.

## Complaints Regarding Textbooks and Other Instructional Materials, Teacher Vacancies or Misassignment and the Condition of School Facilities (E.C. sections 17592.72, 35186, 35292.5; 5 CCR 4680-4687)

The district has a complaint process specifically designed to help identify and resolve insufficiencies related to textbooks and other instructional materials, teacher vacancies or mis-assignment and the condition of school facilities. The complainant is entitled to an investigation and a response from the district. Additionally, such complaints may be filed anonymously.

## Complaints Regarding Employees

The district also has a process which permits the public to submit complaints against district employees in an appropriate and expeditious way which protects the rights of involved parties and holds employees accountable for their actions without disrupting the educational process.

Complaints Regarding Discrimination and Discriminatory Harassment (Section 504 of the Rehabilitation Act of 1973, Title VI Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972; 34 CFR 104.8 and 34 CFR 106.9)

The district is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, immigration status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

You have certain rights under the law, including Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Section 504 of the Vocational Rehabilitation Act
of 1973 and the Individuals with Disabilities Education Act (IDEA), which prohibit discrimination on the basis of disability. The California Department of Education and the Office for Civil Rights of the U.S. Department of Education have authority to enforce these laws and all programs and activities that receive federal funds. Complaints or inquiries regarding compliance with Section 504 or Title II of the Americans with Disabilities Act may be directed to the district Section 504 Coordinator Dr. Kristina Benson, Superintendent 101 South First Street, Box 79 Shandon, CA 93461, (805)238-0286 or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

Complaints of unlawful discrimination are investigated through the uniform complaint process. For a complaint form or additional information, please contact: Dr. Kristina Benson, Superintendent 101 South First Street, Box 79 Shandon, CA 93461, (805)238-0286.

## STUDENT ACTIVITIES

Our goal is that all students are expected to excel in the classroom and be involved in at least one school activity. Educational research shows that students who are involved in some type of school activity achieve at a higher level academically than those students not involved in co-curricular activities. There are many different avenues available for students to become involved in the "Shandon Family."

## Student Government

Shandon High School has three (3) basic levels of government. They are the school-wide Associated Student Body (ASB), individual class officers, and Student Council consisting of at-large representatives from classes. Additional information may be obtained by contacting the ASB advisor.

## ASB and Class Officers

Each spring students elect ASB and class officers to administer activities for the following year. Petitions for office and a handout listing each officer's duties and responsibilities can be obtained from the ASB Advisor.

## School Sponsored Student Leadership Organizations

All on campus clubs must abide by the Associated Student Body (ASB) Constitution and Regulations. In addition, all on campus clubs must be under the direction of an approved staff member. Students wishing more information may contact the club advisor. Students may check the daily bulletin for the club meeting schedule. Current student leadership organizations include Block "S," FFA and Friday Night Live.

Representatives from school organizations and classes must submit an Activity Request Form signed by an Advisor for all activities including fund raising. After receiving the approval of ASB, the activity form must be approved by the ASB Advisor and Principal before the activity can occur. Any organization sponsoring a school evening event such as a dance must provide a minimum of two (2) faculty sponsors.

Dance Guest Passes are only available for the Winter Formal and Prom. A guest must be a high school student in good standing with the high school administrator's signature to attend. Photo I.D. must be included. The only 18 to 20 -years old that will be able to attend on a guest pass are former Shandon Unified graduates that were in good standing.
Disciplinary action and charges will be filed against anyone in possession of, or under the influence of, alcohol or drugs at any school activity on or off campus

## AUDIENCE BEHAVIOR AT PERFORMANCES

To provide the proper atmosphere at non-athletic performances and to achieve the best performance that students are capable of presenting, it is expected that students follow the rules of concert etiquette:

1. Please do not talk during performances. The art of theater and music is one that requires intense concentration on the part of the performers. Any noise during a performance is extremely distracting. Simple logic tells us that if you can hear the people on stage, they, in turn, can likely hear you.
2. The calling out of names of individuals on stage, making loud remarks which can be heard on stage (otherwise known as cat calls), yelling, screaming, or whistling are prohibited at all times. Applause, if sincere, is greatly appreciated, but anything else is an insult to the performers.

## BEHAVIOR

The district recognizes that student athletes represent our school, therefore please see the athletic handbook for specific behavior expectations for our athletes.

## GENERAL APPEARANCE

Students participating in extra-curricular activities must dress appropriately to positively represent their high school. They should keep their hair well groomed, skin clean and clothes clean and neat. The determination of acceptability will be up to the coach, advisor, Athletic Director or Principal.

## TRAVEL

Unless prior written permission is received from the principal, a student must travel to and from contests/activities in school transportation. Parents who need to check students off of school transportation upon the close of an event, must obtain written permission from the Principal or designee. Blanket requests for the entire season will not be honored. Students will only be released to a parent or legal guardian or an adult over 21 years of age approved by the parent.

## ATTENDANCE IN SCHOOL

Cutting a class or classes will result in an athlete being benched for the next scheduled contest or a student missing the next extra-curricular activity. The student must be in attendance at school for all classes on the day of a game/school activity or on the Friday before Saturday games/school activity in order to participate in any games, events, practices or activities. Exceptions may be made by the Principal for emergency family issues or necessary medical appointments. If a game, event or practice is on Saturday, the student must be in all classes the previous Friday to participate. Students suspended on Friday cannot play, practice, or attend a school activity the following Saturday. Students assigned to InSchool Suspension will not be released early to participate in practice, games, activities or travel. School activities include: FFA Activities/Events/Contest, field trips including Senior trips, Prom, and other school sponsored events.

## GRADUATION CEREMONIES AND END OF YEAR ACTIVITIES

The graduation ceremony and/or activities at the end of the school year are considered symbolic of the educational end result and are not essential components to the provision of public education.
Participating and walking at the graduation ceremony is a privilege, not a right. Students may be excluded from participating in graduation ceremonies and end of year activities for the following reasons:

1. Two or more suspensions during their senior year,
2. Violation of school rules including the Senior Trip.
3. More than 10 unexcused absences during their senior year.
4. Failure to pay fines or any other funds owed to the District.
5. Failure to participate in required preparation for graduation ceremonies held during school hours.
6. Inappropriate or disrespectful behavior during graduation preparation.

Graduation cap and gowns will not be issued to students until the Friday before Baccalaureate. Students not eligible to graduate will not be issued their graduation cap and gown but will be refunded for the
purchase price of the cap and gown if purchased by the student. Administration may determine at any time before the graduation ceremony that a student's inappropriate actions will cause him to not be included in graduation. Parents/Guardian will be notified as soon as possible.

## DISTRICT TECHNOLOGY SERVICES STUDENT ACCEPTABLE USE POLICY

Use of school, networks and Internet services is a privilege, which may be restricted or revoked at any time. Students, who use school technology, access networks, or the Internet, agree to follow all school rules. Students, using school technology and equipment must follow the directions of teachers and school staff. Students may not use school technology for commercial purposes, including auctioning, selling, offering, providing or purchasing goods or services for personal use. Students who fail to follow school rules may lose their privileges, and/or be subjected to disciplinary procedures.
Use of school technology, networks, and Internet services does not create any expectation of privacy. The school reserves the right to search and/or monitor any information created, accessed, sent, received, and/or stored in any format by students on school equipment.
Users may encounter material they interpret as controversial, inappropriate, or offensive. It is impossible to completely control the content. It is the user's responsibility not to intentionally access such material.
All district network infrastructure and bandwidth are the property of Shandon Joint Unified School District and Shandon Joint Unified reserves the right to monitor all activities and restrict access accordingly.

The following are examples of inappropriate uses that are prohibited:

- Anything prohibited by law, district or school rules
- Using obscene language or intentionally accessing or possessing obscene or pornographic material, as defined in subdivision (a) of Penal Code Section 313
- Harassing, insulting or attacking others, especially cyberbullying
- Using another person's password or distributing another's password
- Sending or displaying pornographic, hostile, offensive, or hate related material
- Accessing another person's computer, folders, work, or files without their consent
- Possession or use of any tools designed for probing, monitoring, or breaching the security of the network or willfully infecting the network with a virus
- Using the network for non-school related bandwidth intensive activities such as network games and the downloading of music/video files or serving as a host for such activities
- Using the network for commercial purposes
- Violating copyright laws
- Participating in non-district approved forums, chat rooms, or exchanges
- Using school equipment for non-school related purposes
- Advertising or promoting non-school commercial endeavors
- Activities that would subject the school or the individual to criminal, civil or administrative liability
I understand and agree to comply with the above stated district and school policies and procedures as outlined in Board Policy 6163.4 and it's supporting Administrative Regulations. To read the entire policy as it relates to students, you may contact your school office.


## Social Media Monitoring (E.C. section 49073.6)

The district intends to and will collect data from pupils' social media and may use such data in disciplinary actions involving students and/or district employees. The information gathered and/or maintained will pertain directly to school or student safety.

Pupils and their parents/guardians may inspect this information and request correction or deletion. The information will be deleted within one year of the pupil reaching the age of 18 or within one year of the pupil no longer being enrolled in the district, whichever comes first. The social media records of a pupil may be inspected by the pupil or the pupil's parent/guardian and corrections or deletion of the information may be requested. Requests to inspect a pupil's collected social media information, or to correct or delete the information, may be made to the principal or other site administrator who, within five school days, shall make the records available for inspection or respond to the request for correction or deletion of the information. Students and their parents/guardians also may have a district-level hearing to appeal the decision not to change or delete records.

## Surveillance System

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Shandon Joint Unified School District uses video surveillance equipment for security purposes and the equipment may or may not be actively monitored at any time. The recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

## Distance Learning

Distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency condition making a school site unsafe or otherwise interrupting the district's ability to effectively conduct operations at a school site.

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

To ensure that distance learning opportunities are available to all students, the district may contract with third parties for technological devices and the internet connections and, consistent with the district's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. In a distance learning environment, there may not be an option for you to elect a technology-free classroom or environment and personally identifiable information may be shared by your student with other students and the teacher, and any online vendors or service providers under contract with the district.

The district reserves the right to monitor student use of district technology within the jurisdiction of the district without advance notice or consent. Students' use of district technology including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices used with any district technology shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

## STUDENT/PARENT AGREEMENT PAGE

We have read the Student Handbook as well as the Acceptable Use Policy for Technology.
Student: I have read the Student Handbook and I agree to abide by all school rules as well as all state and federal regulations and laws.
Parent/Guardian: As the parent/guardian of the student, I have read the Student Handbook and I agree to abide by these rules.

Print name of parent/guardian
Signature of parent/guardian Date
Print name of student Grade

MEETING DATE: June 6, 2022

AGENDA ITEM TITLE:
Discussion and Approval of SES \& PES Student/Parent Handbook 2022-23 School Year

## PREPARED BY:

Shannon Kepins

## AGENDA SECTION:

___ Reports __ Consent X_ Discussion/Action ___ First Reading ___ Information ___ Resolution

## SUMMARY:

-Provided for your revision is the updated handbook for the 2022-23 school year.

# Shandon Joint Unified School 

 District

## STUDENT/PARENT HANDBOOK 2022-2023

SHANDON ELEMENTARY SCHOOL 301 South First St.<br>P.O. Box 49, Shandon, CA 93461<br>Phone: 805-238-1782 Fax: 805-238-6314

## 2022-2023 DISTRICT MISSION STATEMENT

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

Shandon Elementary School provides an environment that promotes student educational and personal success. We strive to empower students to continue their education and be responsible, productive members of our society.
The parents and staff of Shandon Elementary recognize that our students have specific and unique needs that must be addressed. Our vision is to provide a healthy start in school by providing social experiences for those students not attending a school setting before public school, to provide a realm of opportunities for all students to learn, to provide language-rich educational experiences, to enhance the educational experience of students who excel in the classroom, and to provide intervention programs for those students who are at risk of failing in the classroom. Equipping students with the $21^{\text {st }}$ century learning skills of critical thinking, rational decision making, and cooperative problem-solving skills will prepare each student for the tasks of adult life.

## List of Staff 2022-2023

## Office Staff

| Dr. Kristina Benson | Superintendent |
| :---: | :---: |
| Shannon Kepins | Principal |
| Otilia Rendon | Administrative Assistant |
| Kayla Rangel | Bilingual Clerk |
| Gelene Coelho | Food Service Manager |
| Kelli Smith | Food Service |
| Maria Ayala | Food Service |
| Teaching Staff |  |
| Jill Smith | Room 15 |
| Lori Esser | TK, Reading Specialist |
| Stephanie Diaz | Kindergarten |
| Shelbi Stanley | $1^{\text {st }}$ Grade |
| Michelle Lieber | $2^{\text {nd }} / 3^{\text {rd }}$ Grade |
| Kristyne Best | $4^{\text {th }}$ Grade |
| Judith Ibarra | $5{ }^{\text {lh }}$ Grade |
| TBD | Middle School Math |
| Alan Sciocchetti | Middle School Math, Aleks \& Physical Education |
| TBD | Middle School English Language Arts |
| Steve Martin | Middle School Science \& History |
| Mayra Solis | K-6 ${ }^{\text {th }}$ Grade- Parkfield |
| Support Services |  |
| Katie Herndon | K-7 Resource Specialist |
| Lindsey Melendy | $8^{\text {th }}$ Grade Resource Specialist |
| Tracy White | Speech Therapist |
| Shantal Gonzalez | Occupational Therapist |
| April Holt | Nurse |
| Miguel Arellano | Psychologist/Special Education Coordinator |
| TBD | Counselor |
| Martha Soto | Paraeducator |
| Jenni Valdez | Paraeducator |
| Amanda Searcy | Paraeducator |
| Michele Fielder | Paraeducator |
| Melissa "Missy" Miller | Paraeducator |
| Sheryl Easterbrook | Paraeducator |
| Deirdre "Dee" Schragl | Paraeducator |
| Nellie Celis | Custodial |
| Bertha Valencia | Custodial |
| Rudy Valencia | Lead Maintenance |
| Kim Rendon | Utility/Lead Transportation/Safety Coordinator |
| Lilla Hewitt | Bus Driver/Maintenance |
| Kelly Kuhnle | Bus Driver |

Board of Trustees 2021-2022
Jesse Cuellar, Jennifer Moe, Nataly Ramirez, Flint Speer, Marlene Thomason

Message to the Parents from Principal
Dear Parents, Guardians, and Students,
Welcome to the 2022-2023 school year. We are excited to be able to offer full in-person instruction and be back to a traditional schedule

This handbook is intended to provide you with important information concerning the operations and expectations of Shandon and Parkfield Elementary Schools. It is our goal to ensure that your student's educational experience is positive, challenging, and rewarding.

We believe that a positive learning experience is vital for children to have a successful beginning in their life-long learning. Therefore, we strive to educate the whole child by meeting the academic and social emotional needs of each student. We further believe that education is a shared responsibility between home and school working as a team. Our staff invites you to join us in this important endeavor. Your involvement is welcome and necessary.

Providing regular school attendance is one of the most significant things that parents can do for their students. Reinforcing the importance of good citizenship, expecting your student to complete assignments, and providing a quiet place to work, will enhance their learning experiences. It is also important that there is regular communication between parents and teachers. This gives you first-hand information on your student's progress, areas needing more support, and areas where they excel. Please, make sure to contact your student's teacher should you have questions or concerns.
If you have questions about this booklet or any other school related matter, please feel free to call the school office, 805-238-1782.

On behalf of all Shandon Unified School District staff members, we appreciate you entrusting us with your student each day and look forward to providing your student with a high-quality education.

Respectfully,
Shannon Kepins, Principal

## Shandon Elementary School

 Grades TK-52022-2023
Daily Bell Schedule
(In-Person)

| Times | K-5 |
| :--- | :--- |
| $8: 20$ | $1^{\text {st }}$ Bell |
| $8: 25$ | School Begins |
|  | Recess |
| $10: 00-10: 10$ | TK/K/1st /2nd/3rd |
| $10: 12-10: 22$ | 4 th $/ 5$ th $/$ Smith |
|  |  |
|  | Lunch |
| $11: 00-11: 45$ <br> (Reces $11: 25-11: 45)$ | TK/K/1st /2nd/3rd |
| $11: 00-11: 45$ <br> (Recess 11:00-11:25) | $4^{\text {th }}$ grade/ Ibarra/Smith |
| $1: 30-1: 40$ | Recess |
| $1: 42-1: 52$ | $4^{\text {th }}$ st grade/ Ibarra/Smith |
|  | Dismissal |
| $3: 10$ |  |

(In-Person)

## Minimum Day Schedule Wednesday

| Times | K-5 |
| :--- | :--- |
| $8: 20$ | $1^{\text {st }}$ Bell |
| $8: 25$ | School Begins |
| Recess |  |
| $10: 00-10: 10$ | $\mathrm{TK} / \mathrm{K} / 1$ st /2nd/3rd |
| $10: 12-10: 22$ | 4 th $/ 5$ th $/$ Smith |
|  |  |
|  | Lunch |
| $11: 00-11: 45$ <br> (Recess 11:25-11:45) | TK/K/1st /2nd/3rd |
| $11: 00-11: 45$ <br> (Recess 11:00-11:25) | $4^{\text {th }}$ grade/ Ibarra/Smith |
|  | Dismissal |
| $1: 00$ |  |

(In-Person)<br>BELL SCHEDULE**<br>6th, 7th, and 8th Grade

Monday, Tuesday, Thursday, Friday

| Warning Bell | $8: 10$ |  |
| :--- | :---: | :--- |
| Period $1 / 5$ | $8: 15-9: 45$ | 90 Minutes |
| Break | $9: 45-9: 55$ | 10 Minutes |
| Passing | $9: 55-10: 00$ | 5 Minutes |
| Period 2/6 | $10: 00-11: 30$ | 90 Minutes |
| Passing | $11: 30-11: 35$ | 5 Minutes |
| Period 3/7 | $11: 35-11: 45$ | 50 Minutes |
| Lunch $3 / 7$ | $11: 45-12: 15$ | 30 Minutes |
| Period 3/7 | $12: 55-1: 35$ | 40 Minutes |
| Passing | $1: 35-1: 40$ | 5 Minutes |
| Period 4/8 | $1: 40-3: 10$ | 90 Minutes |
|  |  |  |
|  |  |  |
|  | (In-Person) |  |
|  |  |  |
|  |  |  |
| Warning Bell | $8: 10$ |  |
| Period 1/5 | $8: 15-9: 20$ | 65 Minutes |
| Passing | $9: 20-9: 25$ | 5 Minutes |
| Period 2/6 | $9: 25-10: 30$ | 65 Minutes |
| Passing | $10: 30-10: 35$ | 5 Minutes |
| Period $3 / 7$ | $10: 35-11: 40$ | 65 Minutes |
| Passing | $11: 40-11: 45$ | 5 Minutes |
| Lunch | $11: 45-12: 15$ | 30 Minutes |
| Period 4/8 | $12: 20-1: 20$ | 65 Minutes |

**Bell schedule is subject to change

# Parkfield Elementary School 

 2022-2023Daily Bell Schedule
(In-Person)

| Times | K-6 |
| :--- | :--- |
| $8: 00$ | $1^{\text {st }}$ Bell |
| $10: 00-10: 15$ | Recess |
| $12: 00-12: 35$ | Lunch |
| $2: 30$ | Dismissal |

Minimum Day Schedule (In-Person)

| Times | K-6 |
| :--- | :--- |
| $8: 00$ | $1^{\text {st }}$ Bell |
| $10: 00-10: 15$ | Recess |
| $12: 00-12: 30$ | Lunch |
| $12: 30$ | Dismissal |

## Contract for Student Success

We, at Shandon and Parkfield Elementary Schools, work to provide a supportive and successful climate for all students. We believe that a working relationship between students, parents, and staff must be maintained to ensure a positive education for students. To keep this relationship strong, certain expectations are set for each group.

Students Will:
$>$ Demonstrate their best efforts on all assignments, whether in the classroom or as homework.

- Come to school on time, prepared, and ready to learn.
> Take responsibility for completing assignments and projects.
> Work cooperatively with classmates.
> Maintain appropriate behavior in and out of the classroom.
- Respect the school, classmates, staff, and families.

Parents Are Expected To:
$>$ Assist their children with assignments.
> Attend parent-teacher conferences and other similar meetings.
$>$ Ensure regular, punctual attendance.
$>$ Ask for support when needed.
$>$ Respect the school, staff, students, and families.
School Staff Will:
> Conference with parents regarding student progress and support strategies.
> Provide an orderly and supportive environment for the acquisition of the basic skills in language arts and math.
> Provide support activities as needed.
> Assist parents by providing written and verbal information regarding student goals, basic skill acquisition, and support strategies.
> Respect the school, students, staff, and families.

Our working together to achieve school success will be of benefit to all of our students. We appreciate your support and welcome your comments.

## Simple Solutions

We know you may have questions or concerns throughout the school year, and we would like to provide you with these simple guidelines:

When a question or concern arises, please contact your child's teacher first.
If you do not feel your concern has been resolved, then contact the elementary school Principal, at 805-238-1782.
If there is still a problem, contact the District Superintendent, at 805-238-0286.

## Bullying

Bullying is defined by California Education Code $\mathrm{r}(1)$ : "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4 , directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

While some students and parents may not realize that something is bullying, others might think that any unkind action is bullying. It is important to note that bullying is usually a repeated, one-sided offense that disrupts the victim's ability to complete daily activities.

Bullying can take on many forms: physical, verbal, relational, and cyber.
Physical bullying, or bullying with aggressive physical intimidation, involves repeated hitting, kicking, tripping, blocking, pushing, and touching in unwanted and inappropriate ways.
Verbal bullying, or bullying with cruel spoken words, involves ongoing name-calling, threatening, and making disrespectful comments about someone's attributes (appearance, religion, ethnicity, disability, sexual orientation, etc.).
Relational bullying, or bullying with exclusionary tactics, involves deliberately preventing someone from joining or being part of a group, whether it's at a lunch table, game, sport, or social activity.

Cyberbullying, or bullying in cyberspace, involves haranguing someone by spreading mean words, lies, and false rumors through e-mails, text messages, and social media posts. Sexist, racist, and homophobic messages create a hostile atmosphere, even when not directly targeting your child. If your child has been the victim of bullying please contact your child's teacher to monitor and address the behavior.

If you do not feel your concern has been resolved, then contact the elementary school Principal, at 805-238-1782.
If there is still a problem, contact the District Superintendent, at 805-238-0286.
Counseling support is available to assist students in dealing with bullies and to promote positive peer relationships with all parties involved.

The students shall treat all adult employees of the school district with respect and courtesy, and any request or directive given by them shall be followed. This shall include custodians and office personnel and shall apply whenever school activities are in operation.

## Student Responsibility

Student responsibility is a quality that is encouraged at Shandon Elementary. Students are responsible for their own behavior and choices. By being responsible for their own actions, students learn the first steps to being productive in school and in their own lives. If there is an incident at school involving poor choice or student misbehavior, staff and teachers utilize four questions, they are:

1. What are you doing?
2. Why is that a problem?
3. What could you do differently next time?
4. How did your behavior affect $\qquad$ ? (The class, another student, themselves, etc.)

These questions give consistency to how misbehaviors are handled school wide and promote student responsibility by teaching students how to make better choices.

## Student Rights and Responsibilities <br> Students Rights

A "right" is something that belongs to you and cannot be taken away by anyone. Your classmates and teachers have the same rights.

You have a right to learn. This means you should be able to pay attention to what the teachers say without being bothered or distracted by others.
You have a right to be respected and treated with kindness at school. This means that others should not laugh at you, make fun of you, or hurt your feelings. No one is to embarrass you in front of the class.
You have a right to a safe school. This means that your school should provide safe classrooms, equipment, and rules to ensure your safety at school.
You have a right to be an individual at school. This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.
You have the right to express yourself. This means you may talk freely and appropriately about your ideas and feelings.
You have a right to tell your side of the story. This means that you may tell your side of the story when accused of breaking a rule.

## Student Responsibilities

There are some things you should do without being told. Some of these things you do for others and some of these things you do for yourself.
These are:
You have a responsibility to allow others to work without being bothered. This means that you quietly make good use of your time and not bother others.
You have a responsibility to complete your classroom assignments. This means that you do your best with your class assignments and homework, being sure to hand them in on time.
You have a responsibility to help make school a good place to be. This means being thoughtful, respectful, and courteous to others.
You have a responsibility to take care of property. This means that you take care of school property and respect the property of others.

You have a responsibility to come to school. This means that you come to school every day, on time, unless you are sick or excused.
You have a responsibility to take school messages home. This means that it is important for you to take all school messages to your parents.
You have a responsibility to obey school rules. This means observing all safety, playground, and classroom rules. You have a responsibility to practice good personal hygiene. This means that you come to school clean.

## Discipline Policy

A student may be recommended for suspension or expulsion from school for the following offenses (as stipulated by the California Education Code):

1. The possession and/or use of any controlled substance (drug), including alcohol
2. Fighting - Any student who, when he/she has a choice, elects to fight has violated the Education Code
3. Vandalism - Destruction of school property
4. Theft and/or possession of stolen personal or school property
5. Defiance of valid authority and/or disruption of school activities, including false fire alarms
6. Possession or use of tobacco products, including smokeless and vape
7. Obscene or vulgar acts
8. Habitual profanity
9. Racial, ethnic, religious, handicapped, and/or sexual slurs and innuendo
10. Sexual harassment
11. Possession of dangerous objects, such as guns or knives
12. Unlawful possession of any drug paraphernalia (Section 11014.5 of Health \& Safety Code)

Students are strongly advised not to participate in vaping while on or off campus. Students who are found to possess, use, provide, sell or negotiate to sell vaping devices or parts of vaping devices, including the vaping liquid product itself while on campus or at a school activity, will be require to attend an eight hour anti-vaping training to take place during two Saturday school assignments. Students who are in possession of THC vaping products will be recommended to the Sheriff's department for citation(s). Students will not be allowed to attend extra-curricular activities such as field trips or dances until they have completed the Anti Vaping curriculum, unless prior arrangements to complete the curriculum have been approved by the Principal.

It is the practice of our school to reward positive student behavior. Such rewards include, but are not limited to, classroom parties and school wide events for special recognition of students, such as the trimester Good Citizen assemblies.

Eighth grade students and families need to be aware that a suspension during the eighth-grade year may result in the loss of the privilege of attending the $8^{\text {th }}$ Grade End of Year Trip and participating in the Promotion Ceremony.

[^5]
## Playground Expectations

1. Students will treat others with kindness and respect.
2. Students will use playground equipment for intended purposes only.
3. Students will play only in designated areas in view of supervising adults.
4. Students will enter and leave classrooms in an orderly manner, respecting the rights of others to be safe at school.

## Playground Rules for Shandon Elementary

1. Rough physical contact is prohibited, in all games, at all times. This includes blocking, tackling, kicking another person, or in any way playing a game so that there is risk of injury to other students. Students are informed they are to keep hands, feet and objects to themselves.
2. Students may play on the blacktop or grass area, not going past the end of the grass or over fences. Students should not be in front of the school, over by the doors to rooms 11, 12 and 13 (the portable classrooms), or by the doors to rooms 9 and 10 .
3. Children may not be in the office without a pass from the teacher or yard duty supervisor.
4. Students are not to play in restrooms. Primary students are to use the restrooms by room 3. Older students are to use the restrooms in the newer building.
5. Students in grades $4,5,6,7 \& 8$ may not play on the play structure unless supervised during P.E.
6. Students are not to run on the play structure. Jumping from it is also prohibited. Students are to go down the slides appropriately. No "tag" in the sandbox and play structure area.
7. Games are open to everyone, with the exception of playground supervisor organized activities.
8. Toys should not be brought from home or played with on the playground. Shandon Joint Unified School District is not responsible for broken, lost, or stolen personal item.
9. When the bell rings, students are to stop playing, return equipment, and line up with their class. The class is to wait quietly for the classroom teacher.
10. No balls are to be kicked on the blacktop except for ball wall game.
11. Rubber balls are not to be kicked, ever.
12. Students are to use extreme safety around the drinking fountains. No pushing or bullying.
13. Other school rules, such as the rules against put downs or profane language are always in effect.
14. No climbing on the ball wall.
15. Do not use basketball, football, or other hardballs on the ball-wall.
16. No games that involve students as targets may be played against the ball-wall.
17. No running on the blacktop.

Students who violate rules will face consequences, which include but are not limited to:

- Being asked to leave a game
- Losing the privilege of playing on equipment
- Walking with a playground supervisor
- losing recess privileges
- parent contact


## Playground Rules for Parkfield Elementary

1. Rough physical contact is prohibited, in all games, at all times. This includes blocking, tackling, kicking another person, or in any way playing a game so that there is risk of injury to other students. Students are informed they are to keep hands, feet and objects to themselves.
2. Students are not to play in restrooms.
3. Students are not to run on the play structure. Jumping from it is also prohibited. Students are to go down the slides appropriately.
4. Games are open to everyone, with the exception of playground supervisor organized activities.
5. Toys should not be brought from home or played with on the playground. Shandon Joint Unified School District is not responsible for broken, lost, or stolen personal item.
6. When the bell rings, students are to stop playing, return equipment, and line up with their class. The class is to wait quietly for the classroom teacher.
7. Rubber balls are not to be kicked.
8. Students are to use extreme safety around the drinking fountains. No pushing or bullying.
9. Other school rules, such as the rules against put downs or profane language are always in effect.

Students who violate rules will face consequences, which include but are not limited to:

- Being asked to leave a game
- Losing the privilege of playing on equipment
- Walking with a playground supervisor
- losing recess privileges
- parent contact


## SHANDON and PARKFIELD ELEMENTARY SCHOOLS TK-8 Student Dress Code

1. Children need to be properly dressed for the normal activities of each school day.
2. All children must wear flat heeled shoes, under 1 inch, at all times for their own safety. Shoes must have a back strap on them. Clogs, flip-flops, and open-toed sandals are not permitted due to possible injury during athletic/playground activity.
3. Shorts/Skirts/Dresses are allowed but must be walking length (which is interpreted as halfway between the inseam and kneecap). Clothes must conceal undergarments.
4. Ripped pants and shorts must not have rips that expose undergarments or skin above what is considered walking length (halfway between the inseam and kneecap).
5. No halter tops or spaghetti straps and bras must be covered completely. The neckline must not plunge below a line drawn between the underarms. Shirts must cover your tummy when your arms are raised above your waist. No midriffs. Clothes must conceal undergarments.
6. Tattered clothes are also not appropriate for school wear, nor are any jewelry that creates a health or safety hazard. Studded or spiked belts, collars, or cuffs are not allowed. Any fabric that is sheer, transparent or fishnet type must include clothing worn under the fabric that meets the dress code standards. Clothes must conceal undergarments.
7. Students may not wear clothing, face masks, or have personal items such as binders, water bottles, etc., that contain inappropriate language or symbols. This includes alcohol, drug, or tobacco slogans as well as anything sexually suggestive or that advocates racial, ethnic, or religious prejudice. Gang-related clothing or other items are not allowed. Mostly blue or red personal items are not allowed as these colors have been associated with gang identification and are not conducive to a positive school environment
8. Shirts must be worn at all times. (This includes physical education classes, except during swimming.)
9. No hats are to be worn within school buildings. The brim must face forward, not backwards or sideways when worn outside of school buildings. No bandanas or nets are to be worn on the head or other parts of the student's body.
10. No nonprescription sunglasses are to be worn inside (unless medically required).
11. No distracting or unsafe piercing/s.
12. No wide armhole tank tops. No Classics White A-Shirts (undershirt tank top). This includes during physical education.
13. Pants must be no lower than the hipbones, and undergarments should not be visible.

No list of dress guidelines can be written that will anticipate potential dress and/or grooming extremes. The school reserves the right to determine whether student dress/grooming is disruptive, threatens to disrupt the educational process, and/or poses a safety risk.


## Bus Safety Rules

## Shandon Joint Unified School District <br> Transportation Department

Authority of Driver - Pupils transported in a school bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway. (Title 5 CAC Sec. 14103)

Abuse of the following rules is reason for denial of transportation.

1. Be courteous and obey the driver.
2. Use no profane language or obscene gestures.
3. Do not eat or drink on the bus.
4. No glass containers or cans.
5. No animals or live insects.
6. No tobacco, alcohol, or controlled substances.
7. Do not be destructive.
8. Stay in your seat.
9. Keep aisle clear at all times.
10. Keep all parts of body inside the bus.
11. No loud talking, whistling, or clapping.
12. Bus driver is authorized to assign seats.
13. Shirts and shoes are required.

Bus students are responsible for checking in with the bus supervisor after being dismissed from class.
Remember - providing bus transportation is not required by law, but is a service and a privilege for students who cooperate.

Denial of Transportation:
Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. (Title 13 CAC 1217(h)).

## Notice

Bus students must have a note from home for the driver if they need to exit at a different stop

## Safe Drop off and Pick Up of Students

At Shandon Elementary School
School will begin at 8:25am and students may arrive no earlier than 8:00am. The migrant parking lot next door to Shandon Elementary has been designated as the student drop off and pick up location. Parents are not allowed to exit their vehicles during drop off and pick up. A staff member will be on duty to help students exit and return to their vehicles. The disabled person parking stall at the elementary school will still be available for those who need to access it.

## PROHIBITED CONDUCT POLICY, B.P. 5131

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students, and volunteers.

The Governing Board believes that certain behaviors are not acceptable at school sites or school activities and will not be tolerated. Violation of the Prohibited Conduct Policy may lead to an expulsion from the district.

1. A student found in possession of or furnishing a firearm at school or at a school activity off school grounds. Mandatory Expulsion - EC 48915 (c)
If a student possesses, sells, or otherwise furnishes a firearm at school or at a school event, the principal or designee must notify the appropriate local law enforcement authorities.
2. A student brandishing a knife at a person. Mandatory Expulsion - EC 48915 (c)
3. Selling a controlled substance. Mandatory Expulsion - EC 48915 (c)
4. Committing or attempting to commit a sexual assault or battery as defined in subsection (n) of EC Section 48900. Mandatory Expulsion - EC 48915 (c)
5. Behavior that endangers staff and/or students
6. Behavior that distupts the orderly classroom or school environment
7. Harassment of students or staff, including bullying, intimidation, hazing, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
8. Damage to or theft of property belonging to the district, staff, or students.
9. Possession, use or sale of alcohol, tobacco, vape, or other drugs.
10. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment. (Penal Code 417.27)
Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
11. Profane, vulgar or abusive language
12. Plagiarism or dishonesty in schoolwork or on tests
13. Inappropriate dress
14. Tardiness and unexcused absence from school
15. Failure to remain on school premises in accordance with school rules
16. Possession of Cellular Phones and Other Electronic Signaling Devices (see paragraph to follow)

Students may possess or use electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones, provided that such devices do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off during school hours. If disruption occurs, the employee will direct the student to turn off the device and/or confiscate the device until the end of the school day or activity.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to healthrelated purpose. (Education Code 48901.5)

## RESTRICTED ITEMS

Due to health, safety, and theft problems the following items are specifically not allowed at school, in classrooms, or in school buses or vehicles:

## 1. GUM

## 2. IPODS, MP3 Players and similar electronic devices

## 3. Sunflower seeds with shells still on

For gum and sunflower seeds, the students will receive a warning on the first offense and a referral for each subsequent offence. For IPODS, MP3 players and similar devices the student will receive a warning on the first offence and the item will be taken away and then returned to the student at the end of the day. On any subsequent offense the student will have the item taken away and then a parent or guardian must pick up the item from the office.

## CHEATING AND PLAGIARISM POLICY

Public education is free to all students in the U.S. and with that right, the responsibility for all students to learn at the best of their ability. School Boards confer diplomas upon the successful completion of Board and State requirements for high school graduation. That diploma signifies the recipient has attained a level of competency that employers and colleges can rely upon for job skills and educational background. When students copy or cheat as a way to meet graduation requirements, it cheapens the meaning of the diploma for all. Consequences for cheating (class work, homework, projects, and tests, including talking, copying by hand, photo, or machine, transmitting, text messaging or note passing) should be severe in order to dissuade students from attempting to copy or cheat. Consequences for cheating or plagiarism are as follows:
First occasion: The student shall receive a discipline referral and a zero or an " F " on that assignment or exam, and the teacher shall inform the parents in writing.
Second occasion: The student shall receive a discipline referral and an " $F$ " for the semester for the course, and the teacher shall inform the parents in writing.
Parents may request a meeting with the teacher and/or principal to discuss and review the incident.

## Attendance

Regular and prompt attendance is the responsibility of the students and the parents. All absences must be verified with office personnel within 3 days of the absence. Any unverified absences will be considered unexcused for the remainder of the school year. Parents are welcome to check into the office and walk their child to class before school starts, but they must exit campus before the Tardy Bell. Students who arrive after the Tardy Bell must check into the school office. To minimize class disruptions, parents will not be allowed to walk their children to class after the Tardy Bell.

## Absences are either excused or unexcused:

## Excused Absences

The State of California defines "excused absences" as:

1. Appointment with a doctor, dentist, or psychiatrist.
2. An illness of less than three days when accompanied by a note from parent or guardian. A note from a doctor must verify illness absences of more than three days.
3. Death from an immediate family member. 1 day in California, 3 days out of state. Immediate family members include mother, father, brother, sister (step or foster), spouse, grandparent, or any other relative living in the house. Bereavement is considered an illness and will require a doctor's note after two days.

The State provides for no exceptions to this rule unless arrangements for independent study have been made.

## Excessive Absences

Parents will be notified by the office when a student exceeds 5 absences or tardies. Any additional absences will be handled on a case-by-case basis. After 5 absences, the student, parent, principal and, if needed, the teacher may be required to meet.

Unexcused tardies to classes are the same as unexcused absences. Any three unexcused tardies will count as one absence. Any student that has an unexcused tardy of 30 or more minutes will be considered absent for attendance incentives. If a student is 30 minutes or later to school, a parent or guardian must sign the child in at the front office.

When a student is checked out of school by a parent or guardian, the absence will be considered unexcused unless the check-out occurs for one of the reasons listed under the section of the manual on excused absences.

## Independent Study

If your student will be gone from school for 3 or more days, please contact the office for an Independent Study Contract. Independent study contracts must be requested 2 weeks prior to the student's absence. All contract requirements must be met in order to be eligible for attendance incentives.

## Perfect Attendance

Shandon and Parkfield Elementary will recognize students who have perfect attendance or one excused absence with a dector's note, during Trimester award assemblies. Students who have not missed more than three days during the school year may have the opportunity to participate in an end of the year fieldtrip. For attendance incentives, 3 unexcused tardies will count as 1 absence.

## Perfect Attendance (continued)

Exceptions can will be made for students with conditions that effect attendance as identified in their Health Plans, IEP's, 504 Plans or COVID-19 related illnesses. Additional exceptions can be made on a case by case basis.

## Medications

Our school has written policy to assure the safe administration of medication to students during the school day. It is based on California Education Code, rules that guide schools in providing safe care to children during the school day.

According to California Education Code 49423, every medication, even over the counter medication, must have a medication authorization form for the school filled out by the doctor.

If your child must have medication of any type given during school hours, including over-the counter drugs, you have the following choices:

1. You may come to school and give the medication to your child at the appropriate time(s).
2. You may obtain a copy of a medication form from the school nurse. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day the medication is to be administered. This form must be completed by the physician for both prescription and over-the-counter drugs. The form must be signed by the doctor and by you, the parent or guardian. Prescription medicines must be brought to school in a pharmacy-labeled bottle that contains instructions on how and when the medication is to be given. Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions.
3. You may discuss with your doctor an alternative schedule for administering medication (i.e., outside of school hours). School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by both doctor and parent/guardian, and the medication has been received in an appropriately labeled container. This is to protect the safety of your child and in fairness to those administering the medication.

For students needing to self-administer medication, such as asthma inhalers, epi-pens, insulin, etc., the doctor must check the box that states your child may safely administer the medication by themselves.

If you have questions about the policy, or other issues related to the administration of medication in the schools, or any health-related issues, please contact the school nurse at 805-238-1782.

## Health Services

If you are not feeling well or have an injury, please let your teacher or another adult staff member know, and you will be sent to the office. Parents will be notified if you have a temperature and/or need to go home. A temperature is defined as 100.4 or higher. Children will be allowed to return to school after being fever free for 24 hours without the use of fever reducing medications.

## Head Lice

Each year we have some problems with head lice. It is our policy to exclude from school all children who have lice or nits (eggs). If students are sent home with head lice they are allotted only one excused absence. Any additional days will be unexcused.

## Books and Supplies

Textbooks are issued free of charge to the student by the classroom teacher. Students are responsible for the care and return of these books and will be charged accordingly if books are lost or damaged beyond the wear normally expected through proper usage. When found, lost books will be returned to the main office. It is suggested that each student have a backpack or storage for pencils, crayons, and other materials.

## K- 5 Grading System

Students will be graded in three trimesters. Each trimester is approximately 60 school days long. Conferences between parents and teachers will be held during the fall and spring trimesters. Students will be assessed by how well they retain California Standards in each academic subject. If a particular standard is not addressed that trimester, the student will not receive a grade. Instead of letter grades, all students in grades K-5 will receive a 4point rubric score that indicates students' progress toward grade level academic expectations:

| Performance Levels for <br> Academic Expectations |
| :--- |
| 4-Exceeds Expectations |
| Student applies and connects standard(s) in ways that are <br> in-depth and beyond grade level expectations. |
| 3-Meets Expectations |
| Student consistently demonstrates mastery of the <br> standard(s) based on grade-level trimester benchmark. <br> $2-$ Approaches Expectations |
| Student demonstrates some understanding of the <br> standard(s) based on grade-level trimester benchmark. |
| 1 Needs More Time/Practice to Develop |
| Student needs more time/practice to demonstrate <br> understanding of the standard(s). |
| NE - Not Evaluated |

## Learning Behaviors

Parents of K-5 students will also be provided information regarding student behaviors that support learning. The four-level rubric score will be used to indicate a child's progress towards grade level behavior expectations. It is based upon observed behaviors that are aligned to $21^{\text {st }}$ Century learning skills needed for college and career readiness.

| BEHAVIORS THAT SUPPORT LEARNING |
| :---: |
| Self - Directed Learner |
| The ability to be responsible for one's own learning |
| Sets goals and evaluates progress towards achieving them |
| Works independently and asks for help when needed |
| Makes productive use of class time |
| Prepared for learning |
| Community Contributor |
| The understanding that it is essential for human beings to work together |
| Demonstrates respect to peers and adults |
| Follows school and classroom rules |
| Takes responsibility for own behavior |
| Complex Thinker |
| The ability to demonstrate critical thinking and problem solving strategies |
| Explains answers and makes adjustments |
| Solves problems in different ways |
| Thinks creatively |
| Quality Producer |
| The ability to recognize and produce quality performance and quality products |
| Strives to complete work neatly, correctly, and on time |
| Demonstrates fine motor skills (cut, copy, pencil control, etc.) |
| Effective Communicator |
| The ability to communicate effectively |
| Collaborates with peers |
| Listens effectively to peers and adults <br> Speaks audibly and expresses thoughts, feelings, and ideas clearly |
|  |  |
|  |
| The ability to use a variety of resources effectively and ethically |
| Draws upon multiple resources to produce quality products |
| Organizes and uses classroom resources responsibly |
| Performance Levels for Behavior Expectations |
| C - Consistently |
| Student regularly demonstrates the behaviors independently. |


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

## Progress Report

A mid-term progress report may be issued during any trimester. Please read them carefully. These notices are used to help communicate student progress. If a student is not doing work at their ability level, then it is important for parents to encourage them and talk to the teacher to see what else can be done. In all cases of failing work, the notice will be issued before a failing grade is given on the trimester report. The form is used with the intention of encouraging student success.

## Shandon Middle School Grading System

## Grades 6, 7 \& 8

## Grades

Parents and guardians have access to individual student performance through confidential access to AERIES, an online grade reporting system found at Shandonschools.org. Parents will receive account and login information from the school.

Teachers individually determine student grades on assignments in their courses and explain their individual grading policies at the beginning of the school year. Questions about grades should be addressed directly to teachers. Middle School report cards will be issued three times a year with parent teacher conferences being held in the fall and spring.

The academic grading system is determined on a letter basis as follows:

| Letter Grade | Percentage |
| :--- | :---: |
| A+ | $97-100$ |
| $A$ | $93-96$ |
| A- | $90-92$ |
| B+ | $87-89$ |
| B | $83-86$ |
| B- | $80-82$ |
| C+ | $77-79$ |
| C | $73-76$ |


| C- | $70-72$ |
| :--- | :---: |
| D+ | $67-69$ |
| D | $63-66$ |
| D- | $60-62$ |
| F | Below 60 |

## Progress Reports

A mid-quarter progress report may be issued during any quarter. Please read them carefully. These notices are used to help communicate student progress. If a student is not doing work at their ability level, then it is important for parents to encourage them and talk to the teacher to see what else can be done. In all cases of failing work, the notice will be issued before a failing grade is given on the quarterly report. The form is used with the intention of encouraging student success.

## Shandon Elementary School <br> $\mathbf{8}^{\text {th }}$ Grade Promotion

## Eighth Grade Promotion Ceremony and Class Trip <br> Eligibility Requirements

## Trip Requirements:

1. Grades: Pass all courses.
2. Grade Point Average: Earn a cumulative GPA of 2.00 or higher in the eighth grade taking into account all courses taken by the fourth quarter progress report.
3. Attendance: In grade eight acquire no more than eight unexcused absences and commit no truancies (ditching a class). Any three unexcused tardies will count as one absence.
4. Citizenship: In grade eight commit no offenses resulting in suspension, acquire no more than three referrals for offenses that do not result in suspension, and do not otherwise exhibit behavior problems resulting in an administrative change of placement.

## $8^{\text {th }}$ Grade Promotion Ceremony Requirements:

1. Grades: Pass all required courses.
2. Grade Point Average: Earn a cumulative GPA of 2.00 or higher in the eighth grade taking into account all courses taken by the fourth quarter progress report.
3. Attendance: In grade eight acquire no more than eight unexcused absences and commit no truancies (ditching a class). Any three unexcused tardies will count as one absence
4. Citizenship: In grade eight commit no offenses resulting in suspension, acquire no more than three referrals per semester for offenses that do not result in suspension, and do not otherwise exhibit behavior problems resulting in an administrative change of placement.
5. Ceremony Conduct: Students who participate in the promotion ceremony are required to adhere to all school rules during the ceremony including, but not limited to dress code and chewing gum.

Appeal Process: Parents of eighth grade students will be sent notification two weeks prior to the class trip if their students are not eligible to participate in the class trip or promotion ceremony. Parents or students may submit a written appeal to the middle school Promotion Review Committee. Appeal letters must be submitted to the Review Committee within 1 week of initial notification. The Promotion Review Committee consists of the superintendent, principal and eighth grade teachers. The decision of the Promotion Review Committee is final.

## Hints on How to Study

1. Make it a habit to do your homework in a regular place at a regular time.
2. While studying, sit at a desk or table in a chair that is comfortable.
3. Have all the necessary tools at hand, i.e., pencils, pen, paper, and books.
4. In doing an assignment, be sure to have in mind exactly what is wanted. Find the purpose of the lessons.
5. Outline the assignment on paper. It helps to jot down the parts you do not understand to ask questions about them.
6. Work for quality; try to go a little beyond what is required, to make your work be more than satisfactory. Extra practice, in athletics or music make the star, the artist. Doing more than is asked for in studying produces a top grade, and any extra practice results in greater mastery.
7. If the work assigned is too great or difficult, do as much as you can to the best of your ability.
8. Break your study into intervals with short rest periods in between. Study with concentration for a time, and then walk around for a minute or two.
9. In reading, first read the material rapidly to get the main ideas. Then read it a second time more slowly and accurately to promote comprehension.
10. Review notes and class work before tests or written lessons. Don't cram!
11. Plan your work; give yourself time to do things right. Do not wait until the last minute; working under pressure can cause haphazard results.
12. Review study materials regularly throughout the trimester, not just the night before the test.
13. Studying in the morning when rested is more effective than a double amount of time in the evening when tired (Ten minutes in the morning is equal to 20 minutes study at night).
14. Do your homework!
15. Don't just memorize. Read sentences aloud if necessary to understand their meaning.
16. Use a dictionary frequently. Look up new words. Jot them down in a notebook just for the purpose of building a strong vocabulary.
17. Write down your assignments in your organizer.
18. Review the previous lesson before studying the advanced one. When the assignment calls for both studying and written work, it is better to do the studying first and save the written work for the end of the study period.

## Homework Policy

Homework is provided for students to allow them to practice skills taught in class and to expand their learning by completing additional activities. Regular homework is assigned beginning in kindergarten. Through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively, and become lifelong learners.

- Homework is the responsibility of the student.
- It is the student's job to develop regular study habits.
- It is the student's job to do most assignments independently.
= The school encourages parents to help as a contributing resource and encourages teachers to structure homework assignments so as to involve the parent without diminishing the student's sense of responsibility.
- Homework should not place an undue burden on students or families.
- Homework should reinforce classroom-learning objectives and be related to individual student needs and abilities.
- Failure to complete homework may result in the lowering of a student's report card grade.
- Students should expect to spend an average of 20-30 minutes of homework at the primary level and an average of 40 minutes of work at the intermediate level (grades 4-5), at least four days per week. Grades $6,7 \& 8$ will vary according to need.
- All students are encouraged to read at least 20 minutes each night.
- Students who have been absent from school are responsible for making up all missed work, including homework, assigned in their absence.
- Students who are absent may have parents call the school by 10:00 a.m. and request homework.
- Students are not allowed to call home when homework is forgotten.
- Students can turn in homework later, but such work may be given less credit than if it had been turned in on time.

Please contact your child's teacher or the principal if you have questions regarding homework.

## Parent Involvement

Shandon Joint Unified School District believes that key to each individual child's success is the support, involvement, and collaboration of the parents/guardians. Therefore, we encourage you to become a part of the educational process.

## Communication is Key

We make every effort to promote clear communication between the school and family on school programs and children's progress.

- A monthly bulletin is sent home, and posted on the school website, with information about school and classroom activities.
- Notices about student achievement and behavior are sent home on a regular basis.

Communicating with your student's teacher regarding any praise, concerns or questions you may have is vital. A message may be left at the front office.

## Direct School Involvement

Parents are welcomed to volunteer in the classrooms, playground, lunch area, and library. Attending field trips, school events, student performances, parent meetings, assemblies, and sports events are other ways to be
directly involved at your child's school. Due to legal requirements, parents who volunteer need to have a completed volunteer packet on file with the school.

Parents are encouraged to be actively involved in the decision-making process. Parent participation in School Site Council, Migrant Parents Advisory Committee, and other advisory groups and organizations is an important component in making our schools great.

## Other Involvement

Parents are encouraged to supervise homework and participate in home-learning activities along with their children. These may include daily reading and family discussion that reinforces and enriches children's classroom learning.

Shandon Joint Unified School District strives to provide opportunities for parents to develop their parenting and child-rearing skills. The training is provided in appropriate languages to help parents learn about proper nutrition, quality health care, fostering self-confidence, appropriate behavior, and high expectations, as well as providing a safe, drug-free, and positive home condition.

## Non-discrimination Policy

The Shandon Unified School District does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), handicap (or disability), or age in any of its policies, procedures, or practices. Inquiries regarding the equal opportunity policies, the filing of grievances, or to request a copy of the grievance procedures covering discrimination complaints may be directed to:

Coordinator of Title IX, Section 504, and Title IV
Shandon Unified School District
P.O. Box 79, Shandon, CA 93461

## Closed Campus

The elementary schools operate as closed campuses. That means that students may not leave the school grounds from the time they arrive in the morning until dismissal. Parents who wish to take a child from school early are asked to check in at the office. If a middle school student needs to be signed in or checked out, this must be done at the Shandon Elementary School office. If you are to be picked up by someone who is not listed on your emergency card a phone call or a note from your parents must be given to the office. Persons picking up students may be asked to present identification.

## Student Safety

Shandon Elementary students walking to school are required to use the painted crosswalks in front of the elementary school and the high school. Parents are encouraged to walk children to school until students are familiar with the safest route.

Bicycle riders (helmets are mandatory) are reminded that they should practice safe riding habits, including walking bicycles across crosswalks and watching out for motorists. Students should walk their bikes on the school grounds and lock them in the bike rack.

Skateboards, scooters and in-line skates are not to be brought to school. For safety reasons, students must not ride the above items or bicycles around the campus. This rule applies 24 hours a day, 7 days a week.

Parents may drop off forgotten items to the school office. At no time should items be passed through the fence to students.

## Student Property

Items such as clothing, lunch boxes, lunch sacks, etc., should be marked with your name. If you lose an item, please check the lost and found area. Smaller lost and found items such as eyeglasses, retainers, etc., are kept in the office. At the end of December, Spring Break and the end of the school year, all unclaimed clothing is donated to charity. Please do not bring toys, sports equipment, radios, cameras, tape recorders, electronic devices, tools, glass containers, or pets to school. Shandon Joint Unified is not responsible for lost or stolen personal items.

## Library

The library is used for quiet research, silent study, and pleasure reading. Books are checked out for a period of one week. Students are responsible for books they check out. If a book or magazine is lost, the student will be required to provide funds for replacement. If the article is found after payment has been made, a refund will be issued.

## S.S.C. Meetings

The S.S.C. (School Site Council) meets generally one day each month. The dates of these meetings will be listed in the calendar section of the monthly newsletter \& on our school website, shandonschools.org. Please try to attend these meetings, if your schedule allows. Attending these meetings are strongly encouraged in order to gather information on district performance and to provide input for improvement.

## Field Trips

Field trips are planned throughout the year to enhance the learning experience of the children. Written parent permission will be required to be turned in to the teacher prior to the field trip. Parents who are volunteering to chaperone should not bring any other children or family. Please note that all chaperones will need to have a completed volunteer packet on file.

## Parties

Parents must give the office 24 hours notice before bringing store bought treats to celebrate their child's birthday. Please inform the office if your child has any dietary restrictions.

## Visitors, Guests, Relatives and Volunteers

We welcome visitors and volunteers to our school. If you wish to spend time in the classroom, please contact the office at least one day before the planned visit. All volunteers and visitors are to check in at the office. No other visitors will be allowed on campus. All classroom volunteers must have a completed volunteer packet on file and be fingerprinted prior to working extensively with students.

## Communication

Please contact the school whenever the need arises. Teachers may be contacted by note or by phone. If you call during the school day, the office will leave the teacher a note to return your call. We ask parents not to conference with the teacher during class time. If you would like to talk with the teacher, please make an appointment before or after school or call your child's teacher. We welcome your input on how we can help you and your child.

## Cafeteria

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, breakfast and a well-balanced lunch are served. This school year we are offering free breakfast and lunch to all students. Breakfast will be served in the classroom for grades Tk-5 and will begin promptly at the start of every school day. Breakfast for grades 6-8 will be offered before school and then again at morning break.

To maintain our free status, all students must complete and return the Free and Reduced Lunch Application. Applications for Free and Reduced Lunch will be provided on the first day of school and are available through the office.

Staff and students will work together to monitor the cafeteria for cleanliness and neatness.


## Change of Address and Phone Numbers

If at any time during the school year it becomes necessary for parents or guardians to change their home or mailing address or phone number we ask that they please report this change immediately to the office. The office needs this information so that each student's school record and emergency card can be kept up-to-date. Please make sure your child knows your current phone number also. For younger children it is suggested that your phone number be put on an index card and kept in the backpack.

## Telephone Use

The school phone is for school business purposes only. Students may use the phone only in emergencies, such as illness or injury. Students will not be allowed to phone for lunch money, homework, baseball mitts, etc. Any student wishing to make a call must have a note from his or her teacher. Please make your transportation and after school care arrangements with your child prior to the beginning of school each day. Should you need to change your transportation or after school care arrangements, please call the school prior to 2:00 p.m. in order for your message to be delivered to your child--except in the case of an emergency. We cannot guarantee that messages called in after 2:00 p.m. will be delivered to the student.

## Student Services

Shandon Joint Unified provides some special student services. These services are listed below. If you would like further information, please contact your school.

Student Study Team - This team of educators meets regularly to discuss and develop plans to meet the needs of students. This team will also make recommendations on grade retention.

Resource Specialist Program - This program provides instruction specific to the learning-handicapped student.
Counseling Services - The School Counselor is available for individual and group counseling on the Shandon Elementary campus. Services offered are social and emotional, academic, group counseling, and guidance. Counseling can be done on a one-time basis or on a continuing basis. In addition, the counselor can assist in referrals to outside agencies. Students wishing to see the counselor should notify their teacher. Parents may also leave a message for the School Counselor in the school office.

Migrant Education Services - This program provides assistance for the children of migrant workers.

## Internet

Internet access is available to students and staff in the Shandon School District. This allows local and distant computers to communicate. The computer system is intended to support learning, increase opportunities for communication, and add resources for learning.


## Network Conduct and Acceptable Use:

The Shandon computer system should be shared and available to all approved users. Inappropriate conduct may result in disciplinary action. This includes damage, vandalism, or theft of equipment, services, and software. The system may not be used to communicate unlawful information or to transmit computer viruses. Accessing information which is pornographic, sexist, obscene, racist, or abusive is unacceptable. Users may not plagiarize or violate copyright laws. Users may not disrupt computer systems or network, destroy or modify computer data, or harm or destroy any computer or network hardware. Users may not use inappropriate language. Downloading of alcohol, drug paraphernalia, pornography, or any illegal activities is strictly forbidden. Students are not allowed to use Chat Rooms or send E-Mail unless it is school related! Shandon Schools may also find other conduct objectionable.

## Network Etiquette:

Network users need to respect the privacy of all users. Do not reveal the personal address, names, or phone numbers of yourself or anyone else. Keep passwords confidential.

## Network Monitoring:

It is possible that your child(ren) may find material on the Internet that you would consider objectionable. Although your student's use of the Internet will be supervised by staff, we cannot guarantee that your child(ren) will not gain access to inappropriate material. Shandon staff members will determine what is appropriate use of technology resources. The district staff will refer for disciplinary action any individual who does not comply with the provisions of this agreement. Cancellation of user privileges or disciplinary action will be at the discretion of the staff after application of due process.

## Penalties for Improper Use:

Any user violating rules, applicable to state and federal laws, or posted classroom and District rules, is subject to loss of network privileges and other disciplinary action. In addition, pertaining to State and federal laws, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of Section 502 of the California Penal Code or applicable federal laws and is subject to criminal prosecution.

## Shandon Joint Unified School District Power Outage Procedures

While circumstances may vary between the two ends of the district (Shandon and Parkfield), basically, if there is no power to start school at either end of the district, we will revert to our Late Start procedures. Everything will be "backed up" roughly two hours. An initial call will be sent shortly after 6:00 A.M. announcing a Late Start school day. If there is no subsequent call in the next two hours, plan on the Late Start schedule-school will begin at 10:00 A.M. If school is being completely canceled, you will receive a second phone call before 8:00 A.M. announcing this. District employees and students will be subject to "make up" this day, if school is canceled and never started. Please be reminded that decisions will be based on the school's location, not necessarily conditions at your home.

If we lose power once everyone is at school, site administrators will call PG \& E to determine the length of the outage. If the power is going to be out for greater than four hours, two scenarios exist...if we lose power before or during the serving of lunch, students will be sent home at a time when busses can arrive and we can insure our younger student's parents have adequate notification for their student's home supervision (1-2 hours); if we lose power after lunch is served, students will remain at school for the remainder of the regular day and busses will run their normal routes. We will have to work around foreseeable problems of not having computers, smartboards, and, in "interior" classrooms on our sites, no visibility, but our top priority, as always, is our student's safety. Adjustments can be made.

And finally, what if students are in school and the power goes out at one end of the district but not the other? Since all schools' bus routes are tied together, if, for example, power is lost at Shandon High School but not Shandon Elementary, whatever decision is made at SHS would apply to SES. We do not have resources to run two separate bus routes. In this same scenario, if there is power in Shandon but not Parkfield, students would remain in our Shandon schools, keeping to their normal schedules. A separate decision can be made regarding Parkfield students and staff.

## Cell Phone Policy for Shandon and Parkfield Elementary Schools

According to SB 1253, school districts can regulate the possession and use of electronic signaling devices.

Cell phones are to be turned off once the student arrives on campus. During class periods, recess and lunch, phones may not be used for any reason (including talking, listening, ringing, text messaging, checking the time, taking pictures, etc.). The phones must be powered off during class time. Phones may not be on, ring, or vibrate during the school day.

Parents who need to get information to their students during school hours are encouraged to leave a message in the school office. If a student feels they need to check their phone for an important family matter or emergency, they are to come to the office during a recess or lunch break and request permission to turn on their phone to check messages.

## The discipline matrix for violations of this policy will be as follows:

## 1st Violation

Confiscate the cell phone and return phone to the student at the end of day or class period.

## 2nd Violation

Confiscate the cell phone, contact parent, assign 1 day of after school detention, return phone to the student at the end of the day or class period.

## 3rd Violation

Confiscate the cell phone, contact parent, 5 days after school detention, and possible suspension or Saturday School for defiance, return phone to the student at the end of the day or class period.

## Notice to Parents

In the case of a major disaster, we want to assure you that your child will have maximum safety and security in our school. Shandon Joint Unified has a Disaster Preparedness Plan and conducts annual drills and exercises to ensure readiness. As a result, the following procedures and information have been developed:

At any time that a possible emergency exists, all children will remain at school or be transported to an authorized location, such as the high school, to ensure their safety regardless of the location of the emergency. Children retained at school will be released to parents--or an adult whose name appears on the emergency card-or to a responsible adult at the discretion of the adults in charge of the child. Records will be kept on all children released to adults. Children will be released only through the main office or Command Center. (It is important to keep emergency cards updated throughout the year.)

Our schools may be used as an emergency-receiving center during fire, earthquake, or other disaster. The schools are prepared to work in conjunction with the Sheriff's Department, disaster personnel from San Luis Obispo and Monterey County, and the American Red Cross.

It is important that the above information be discussed with your child. You should have a family plan that takes into account a situation in which your child is on the way to or from school and/or that he/she may be alone at home.

It is recommended that you tune your radio to 1230 AM or 92.5 FM for news reports and additional information during an emergency.

Your cooperation and help is appreciated.

## Notice

We want to ensure that all students are given the opportunity to reach their full and individual potential, to instill a love for life-long learning for all students, to foster success for all students through connections between school and real-life experiences, and to develop responsible and productive citizens for the future.

We strive to accomplish these goals by means of a coordinated school curriculum in which a commitment has been made to focus on reading, writing, language arts, and math. The staff and adult volunteers in the school are committed to an educational program of excellence and growth for all students.

The Shandon Joint Unified School District does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The district also does not discriminate on the basis of disability in its hiring or employment practices.
This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the Americans with Disabilities Act and Section 504 may be forwarded to:

Dr. Kristina Benson

P.O. Box 79

Shandon, CA 93461
(805) 238-0286

# SHANDON JOINT UNIFIED SCHOOL DISTRICT <br> Regular Meeting of the Board of Trustees <br> MEETING DATE: June 6, 2022 

AGENDA ITEM TITLE:
Discussion of Universal TK Plan

## PREPARED BY:

Dr. Benson

## AGENDA SECTION:

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

## SUMMARY:

-Implementation of universal transitional Kindergarten for 4 years old students beginning 2025-26 school year.

## Universal TK Plan - Part of UPK

## I. Requirements

A. By 2025/26:

1. 4 year olds (by Sept 1) in a Pre-Kinder program; Full day
2. 9 hours including after school care
3. Approximately 6-10 students
B. Proposed Planning Team
4. Early childhood Education Teacher
5. Principal
6. Superintendent
7. After school Care Representative
8. Special Education - Elementary Representative
9. Cafeteria Manager
C. Planning Input from
10. Parent Survey
11. DELAC/ELAC
12. Community Forums
13. Collaboration with Boys and Girls Club
14. SES Staff Meetings
15. Professional Development specific to this grade level
D. Staff/Curriculum, for TK Classroom
16. Curriculum for THE Classroom
a) California Preschool Learning Foundations
b) California Preschool Curriculum and Framework
c) Learning through play
d) Appropriate reading books/consumables/supplies
17. Teacher ( 24 ECE Units)
18. Paraeducator (Dependent on Needs)
E. Equipment/Facilities
19. Assistive Technology (As needed)
20. Adaptive $P E$ equipment
21. Age (Height) appropriate restrooms and playground equipment.
22. Appropriate Height access to water.
II. Plan for SES by 2025/26 school year
A. Redesign the classroom space at SES, Rooms 1 and 2
B. "Grandfather" existing TK/K teacher
C. Hire additional Kindergarten instructor (fill the open position)
D. Hire additional paraeducator (No additional ECE Units required)
E. Arrange for after school care with Boys and Girls Club (Additional Fees)
F. Focus on Play - Play Centers (Kitchens, Tricycles, etc)

# SHANDON JOINT UNIFIED SCHOOL DISTRICT 

Regular Meeting of the Board of Trustees
MEETING DATE: June 6, 2022

## AGENDA ITEM TITLE:

Discussion of roofing assessments and priority list

## PREPARED BY:

Dr. Benson

## AGENDA SECTION:

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

## SUMMARY:

-Provided four your review are two roofing assessments for SES, SMS, and SHS buildings.


March 29, 2022
Shandon Joint Unified School District
Attr: Kristina Benson
PO Box 79
Shandon, CA 93461
RE: Re-Roofing Specification and Quotation
AREA OF WORK: Shandon High School Admin/Classroom Building
JOB ADDRESS: 151 S $1^{\text {st }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

## I. PREPARATION

1. Remove one buill up cap sheet roof and $1 / 2^{\prime \prime}$ sound board (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and flashings
3. Stack and save existing metal parapet coping for reinstallation
4. Sweep roof
5. Rotten or deteriorated sheathing, if any, to be replaced on a Time and Material basis, or by others

## II. SHEETMETAL

1. Roof jacks: Factory made pipe boots
2. -.... Field-fabricate flashing for-solid lines/utility pipes

## III. SINGLE PLY ROOF

1. Mechanically fasten one layer $14^{n} 4^{4} \times 8^{\prime}$ glass mat board (achieves class $A$ fire rating)
2. Mechanically fasten on layer white 80 mil PVC membrane and heat weld the seams
3. Weld joint patches on all T-joints
4. Roof in walls to top, base flash curbs using single ply membrane
5. Reinstall parapet coping metal and seal all joints
6. This roof complies with Title 24 cool roof requirements
7. Haul away roofing debris and leave the area broom clean

Note: We can reroof using ducting and drops for HVAC. If replacement is required, this can be done in conjunction with roofing.

## QUOTATION:

BASE BID $\$ 135,950.00$

Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.

Quagline Roofing
Malissa Corbett for Evan Kimble
EKIMc

April 6, 2022
Shandon Joint Unified School District
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461

Phone: 805-239-2326
Email: kbenson@shandonschools.org

## RE: Re-Roofing Specification and Quotation

AREA OF WORK: Shandon High School Music and Art Room
JOB ADDRESS: $151 \mathrm{~S}^{\text {st }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

I. PREPARATION

1. Remove one built up cap sheet roof and $1 / 2$ sound board (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and flashings
3. Stack and save existing metal parapet coping for reinstallation
4. Sweep roof
5. Rotten or deteriorated sheathing, if any, to be replaced on a Time and Material basis, or by others
II. SHEETMETAL
6. Roof jacks: Factory made pipe boots
7. Field-fabricate flashing for solid lines/utility pipes
8. Install shop fabricated PVC cladded through wall scuppers
III. SINGLE PLY ROOF
9. Mechanically fasten one layer $1^{\prime \prime \prime} 4^{\prime} \times 8^{\prime}$ glass mat board (achieves class A fire rating)
10. Mechanically fasten on layer white 80 mil PVC membrane and heat weld the seams
11. Weld joint patches on all T-joints
12. Roof in walls to top, base flash curbs using single ply membrane
13. Reinstall parapet coping metal and seal all joints
14. This roof complies with Title 24 cool roof requirements
15. Haul away roofing debris and leave the area broom clean

## QUOTATION:

BASE BID
Thank you for the opportunity to quote on this project. If you have any questions; please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.


Malissa Corbett for Evan Kimble
EK/mc

April 6, 2022

Shandon Joint Unified School District
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461

Phone: 805-239-2326
Email: kbenson@shandonschools.org

## RE: Re-Roofing Specification and Quotation

AREA OF WORK: Shandon High School Portable Classroom \#13 JOB ADDRESS: 151 S $1^{\text {st }}$ Street, Shaindon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

## I. PREPARATION

1. Remove two existing built up roofs (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and eave flashings
3. Reuse existing expansion joint metal
4. Rotten or deteriorated sheathing or fascia, if any, to be replaced on a Time and Material basis

## II. SHEETMETAL

1. Edge metal: 24 gauge galvanized PVC cladded metal

## III. SINGLE PLY ROOF

1. Mechanically fasten one layer white 80 mill PVC membrane and heat weld seams
2. Weld joint patches on all T-joints
3. Base flash expansion joint with single ply membrane
4. This roof complies with Title 24 cool roof requirements
5. Haul away roofing debris and leave the work area broom clean

## QUOTATION:

BASE BID
\$ 13,910.00
Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.

Quaglino Roofing

Malissa Corbett for Evan Kimble
EKIme

April 6, 2022
Shandon Joint Unified School District
Phione: 805-239-2326
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461

## RE: Re-Roofing Specification and Quotation

## AREA OF WORK: Shandon High School Welding Shop

JOB ADDRESS: 151 S $1^{\text {st }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

I. PREPARATION

1. Remove one built up cap sheet roof and $1 / 2^{\prime \prime}$ sound board (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and flashings
3. Sweep roof
4. Rotten or deteriorated sheathing, if any, to be replaced on a Time and Material basis, or by others

## II. SHEETMETAL

1. Edge metal: 24 gauge galvanized PVC cladded metal
2. Roof jacks: Factory made pipe boots
3. Field-fabricate flashing for solid lines/utility pipes

## III. SNGLE PLY ROOF

1. Mechanically fasten one layer $1 / 4^{\prime \prime} 4^{\prime} \times 8^{\prime}$ glass mat board (achieves class A fire rating)
2. Mechanically fasten on layer white 80 mil PVC membrane and heat weld the seams
3. Weld joint patches on all T-joints
4. Base flash walls and curbs using single ply membrane
5. This roof complies with Title 24 cool roof requirements
6. Haul away roofing debris and leave the area broom clean

## QUOTATION:

BASE BID
\$ 24,900.00
Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.

Quaglino Roofing

Malissa Corbett Evan Kimble
EK/mc

April 6. 2022
Shandon Joint Unified School District
Phone: 805-239-2326
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461
Email: kbenson@shandonschools.org

RE: Re-Roofing Specification and Quotation
AREA OF WORK: Shandon High School Boys Locker Room JOB ADDRESS: 151 S $1^{\text {ti }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of Callfornia Public Works Registration Number: 1000008664

## SPECIFICATION:

l. PREPARATION

1. Remove one buill up cap sheet roof and $1 / 2^{n}$ sound board (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and flashings
3. Stack and save existing metal parapet coping for reinstallation
4. Sweep roof
5. Rotten or deteriorated sheathing, if any, to be replaced on a Time and Material basis, or by others
II. SHEETMETAL
6. Roof jacks: Factory made pipe boots
7. Field-fabricate flashing for solid lines/utility pipes
8. Install shop fabricated PVC cladded through wall scuppers

## III. SINGLE PLY ROOF

1. Mechanically fasten one layer $1 / /^{\prime \prime} 4^{\prime} \times 8^{\prime}$ glass mat board (achieves class $A$ fire rating)
2. Mechanically fasten on layer white 80 mil PVC membrane and heat weld the seams
3. Weld joint patches on all T-joints
4. Roof in walls to top, base flash curbs using single ply membrane
5. Reinstall parapet coping metal and seal all joints
6. This roof complies with Title 24 cool roof requirements
7. Haul away roofing debris and leave the area broom clean

## QUOTATION:

BASE BID
\$ 24,540,00
Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.


April 6, 2022
Shandon Joint Unified School District
Phone: 805-239-2326
Attn: Kristina Benson
Email: kbenson@shandonschools.org

## PO Box 79

Shandon, CA 93461

## RE: Re-Roofing Specification and Quotation

## AREA OF WORK: Shandon High School Girls Locker Room <br> JOB ADDRESS: 151 S $1^{\text {st }}$ Street, Shandon, CA 93461

Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

I. PREPARATION

1. Remove one built up cap sheet roof and $1 / 2$ " sound board (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and flashings
3. Stack and save existing metal parapet coping for reinstallation
4. Sweep roof
5. Rotten or deteriorated sheathing, if any, to be replaced on a Time and Material basis, or by others

## II. SHEETMETAL

1.- Roof jacks: Factory made pipe boots
2. Field-fabricate flashing for solid lines/utility pipes
3. Install shop fabricated PVC cladded through wall scuppers

## III. SWGLE PLY ROOF

1. Mechanically fasten one layer $1 / /^{n} 4^{\prime} \times 8^{\prime}$ glass mat board (achieves class A fire rating)
2. Mechanically fasten on layer white 80 mil PVC membrane and heat weld the seams
3. Weld joint patches on all T-joints
4. Roof in walls to top, base flash curbs using single ply membrane
5. Reinstall parapet coping metal and seal all joints
6. This roof complies with Title 24 cool roof requirements
7. Haul away roofing debris and leave the area broom clean

## QUOTATION:

BASE BID
$\$ 24,790.00$
Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.

## Quaglino Roofing <br> Malissa Corbett for Evan Kimble <br> EK/mc

## Quaglino ROOFING

April 6, 2022
Shandan Joint Unified School District
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461
RE: Re-Roofing Specification and Quotation
AREA OF WORK: Shandon High School Gym/Stage
JOB ADDRESS: 151 S $1^{\text {st }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

## I. PREPARATION

1. Remove one built up cap sheet roof and $1 / 2 \pi$ sound board (Price based on no asbestos containing material in roofing).
2. Remove existing vent jacks and flashings
3. Stack and save existing metal parapet coping for reinstallation
4. Sweep roof
5. Rotten or deteriorated sheathing, if any, to be replaced on a Time and Material basis, or by others

## II. SHEETMETAL

1. Roof jacks: Factory made pipe boots
2. Field-fabricate flashing-for solid lines/utility pipes
3. Install shop fabricated PVC cladded through wall scuppers

## III. SINGLE PLY ROOF

1. Mechanically fasten one layer $1_{4}^{\prime \prime} 4^{\prime} \times 8^{\prime}$ glass mat board (achieves class $A$ fire rating)
2. Mechanically fasten on layer white 80 mil PVC membrane and heat weld the seams
3. Install $1 / 2$ " per foot tapered insulation to enhance drainage
4. Weld joint patches on all T-joints
5. Roof in walls to top, base flash curbs using single ply membrane
6. Reinstall parapet coping metal and seal all joints
7. This roof complies with Title 24 cool roof requirements
8. Haul away roofing debris and leave the area broom clean

## QUOTATION:

BASE BID
\$ 16,940.00
Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.

Quaglino Roafing

Malissa Corbett for Evan Kimble EKIme

Shandon Joint Unified School District
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461

Phone: 805-239-2326
Email: kbenson@shandonschools.org

## RE: Re-roofing specification and quotation

AREA OF WORK: Shandon Elementary School- North Building
JOB ADDRESS: 301 S $1^{\text {tt }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of Calffornia Public Works Registration Number: 1000008664

## SPECIFICATIONS:

## I. PREPARATION

NOTE: All roofing work to be performed using James A. Quaglino, linc. employees and equipment
A. Remove one existing composition roof (Price based on no asbestos containing material in roofing)
B. Remove existing vent jacks and eave flashing
C. Sweep roof
D. The satellite dishes will need to be removed to facilitate re-roofing. Although we can re-install, the dishes may need to be re-aligned by the proper utility company. We do not recommend lagging the dishes through roofing if at ali possible
II. CARPENTRY
A. Rotten or deteriorated sheathing or fascia, if any, to be replaced on a Time and Material Basis or by others

## IIII. SHEETMETAL

A. Trim metal: $2^{\prime \prime} \times 2^{\prime \prime}$ 28-gauge anodized
B. Roof Jacks: Replace with new
C. Furnish and install new $4 \times 4$ metal at roof to side wall elevation
D. Add $\qquad$ low profile attic vents @ $\$ 100.00$ per vent for attic ventilation, if necessary, add to Base Bid
E. Inspect curb and duct flashings at time of demotition. If they are found to be in poor condition, they would be replaced on a Time and Material Basis, add to Base Bid. If replacement of HVAC units or ducting is required, this could be done in conjunction with roofing
F. Paint all standard flashings to blend with the roofing

April 6, 2022

Shandon Joint Unified School District
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461

Phone: 805-239-2326
Email: kbenson@shandonschools.org

## RE: Re-roofing specification and quotation

AREA OF WORK: Shandon Elementary School- South Building JOB ADDRESS: 301 S $1^{\text {st }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATIONS:

## I. PREPARATION

NOTE: All roofing work to be performed using James A. Quaglino, Inc. employees and equipment
A. Remove one existing composition roof(Price based on no asbestos containing material in roofing)
B. Remove existing vent jacks and eave flashing
C. Sweep roof
D. The satellite dishes will need to be removed to facilitate re-roofing. Although we can re-install, the dishes may need to be re-aligned by the proper utility company. We do not recommend lagging the dishes through roofing if at all possible
II. CARPENTRY
A. Rotten or deteriorated sheathing or fascia, if any, to be replaced on a Time and Material Basis or by others

## III. SHEETMETAL

A. Trim metal: $2^{\prime \prime} \times 2^{\prime \prime} 28$-gauge anodized
B. Roof Jacks: Replace with new
C. Furnish and install new $4 \times 4$ metal at roof to side wall elevation
D. Add ___ low profile attic vents @ $\$ 100.00$ per vent for attic ventilation, if necessary, add to Base Bid
E. Inspect curb and duct flashing at time of demolition. If they are found to be in poor condition, they would be replaced on a Time and Material Basis, add to Base Bid. If replacement of HVAC units or ducting is required, this could be done in conjunction with roofing
F. Paint all standard flashings to blend with the roofing

April 6, 2022
Shandon Joint Unified School District
Attn: Kristina Benson
PO Box 79
Shandon, CA 93461

Phone: 805-239-2326
Email: kbenson@shandonschools.org

RE: Re-roofing specification and quotation
AREA OF WORK: Shandon Elementary School- Walkway between North \& South Buildings JOB ADDRESS: $301 \mathrm{~S} 1^{\text {st }}$ Street, Shandon, CA 93461
Direct cost of local permit fees, if applicable, to be added to this bid
James A. Quaglino, Inc. State of California Public Works Registration Number: 1000008664

## SPECIFICATION:

I. PREPARATION

1. Remove one existing built up roof (Price based on no asbestos containing material in roofing)
2. Remove existing vent jacks and eave flashings
3. Rotten or deteriorated sheathing or fascia, if any, to be replaced on a Time and Material basis

## II. SHEETMETAL

1. Edge-metal:-24 gauge galvanized PVC cladded metel

## III. SINGLE PLY ROOF

1. Mechanically fasten one layer white 80 mil PVC membrane and heat weld seams
2. Weld joint patches on all T-joints
3. Base flash wall with single ply membrane

## QUOTATION:

BASE BID \$ 14,595.00

Thank you for the opportunity to quote on this project. If you have any questions, please call me at (805) 543-0560. This pricing is good for 60 days due to material increases.


Malissa Corbett for Evan Kimble
EK/me


[^0]:    "Due to public health directives relating to the COVID-19 pandemic, any materials required by law to be made available to the public prior to or during a meeting of the Board of Trustees of the District can be accessed 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.

[^1]:    8550 MANDATE BLOCK GRANT 1100 LOTTERY

[^2]:    'Applies to Special Education, Child Nutrition, Foster Youth, Adults in Correctional Facilities Program, American Indian Education Centers/American Indian Early Childhood Education, and Mandate Block Grant.
    ${ }^{2}$ Amount represents the 2021-22 statutory COLA of $1: 70 \%$ plus an augmentation of $1.00 \%$, compounded with the 2020-21 unfunded statutory COLA of $2.31 \%$.
    ${ }^{3}$ Amounts are estimated by SSC and are subject to change.
    ${ }^{4} \Lambda$ dditional funding is provided for students who are designated as eligible for frec and reduced-price meals, foster youth, English language learners. A $20 \%$ angmentation is provided for each eligible student with an additional $65 \%$ for each eligible student beyond the $55 \%$ identification rate threshold.
    ${ }^{5}$ California State Teachers' Retirement System (CaISTRS) and California Public Employecs' Retirement System (CalPERS) rates in 2021-22 were brought down by a prior year $\$ 2.3$ billion payment from the state of Califonia. Rates in the following years are subject to change based on determination by the respective governing boards.
    ${ }^{6}$ Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 Enacted State Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Scetion 823(b)(2) ${ }^{7}$ Minimum wage increases and are effective January 1 of the respective ycar.

[^3]:    ${ }^{1}$ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their y ear-over-y ear rev enue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

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[^5]:    "It pays to have character, not be a character."

