

Agenda  
Governing School Board  
Board Meeting Wednesday, April 19, 2021  
4:00 p.m. – District Office

1. Call to Order Board and Staff/Establishment of Quorum

Glenda Antone

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Frances Johnson

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Gene Parrish

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Amy Ruegg

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Charlene Pinola

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Patti Pomplin

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2. Approval of Agenda

3. Public Comment on Non Agenda Items (Limit 5 Minutes)

Public comment on any item of interest to the public that is within in the Board's jurisdiction will be heard. The Board may limit comments to no more than 5 minutes each pursuant to Board policy. Public comment will be allowed on each specific agenda item prior to Board action thereon.

4. Communications

SCOE – Approval Letter 2<sup>nd</sup> Interim Report

Submission SRSA (REAP –Rural Education Application Program) Grant

SCOE - COVID19 Update 04/08/21

5. Consent Agenda

5.1 Approval of Minutes from March 15, 2021

5.2 Approval of Warrants for March 2021

5.3 Approval January to March 2021 Williams Quarterly Report

6. Reports and Communications

6.1 Governing Board Members

6.2 Superintendent

6.3 Teacher

6.4 Business Manager

6.5 PTO

7. Items Scheduled for Information and Discussion

7.1 First Reading Board Policies

BP 3110 Transfer of Funds

BP 3220.1 Lottery Funds

BP 3260 Fees and Charges

AR 3260 Fees and Charges

BP 3312.2 Educational Travel Program Contracts

AR 3312.2 Educational Travel Program Contracts

BP 3312 Payment for Goods and Services

AR 3314 Payment for Goods and Services

BP 3314.2 Revolving Funds

BP 3452 Student Activity Funds

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# Kashia School District

31510 Skaggs Spring Road  
P.O. Box 129 Stewarts Point, CA 95480  
707-785-9682 phone 707-785-2802 fax

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- BP 3510 Green School Operations
- 7.2 New LCAP Form For Review
- 7.3 Review 2021-22 Tentative Budget
- 7.4 Student Bereavement Leave

## 8. Items Scheduled for Discussion and Action

- 8.1 Approve 2021-22 School Calendar
- 8.2 Approve Updated Certificated Salary Schedule

## 9. Items Scheduled for Future Board Meetings

- 9.1 Board Policies
- 9.2 2021-22 Preliminary Budget
- 9.3 Budget Updates
- 9.4 2021-22 Public Hearings

## 10. Adjournment

Next Board Meeting, May 12, 2021  
4:00 p.m.



April 8, 2021

Charlene Pinola, Board President  
Frances Johnson, Administrator  
Kashia School District  
P.O. Box 129  
Stewarts Point, CA 95480

Dear Ms. Johnson and Ms. Pinola,

In accordance with Education Code Section 42131, a review of Kashia School District's (District) Second Interim Report for Fiscal Year 2020-21 has been completed by the Sonoma County Office of Education (County). The District self-certified its 2020-21 Second Interim Report as Positive. After a review of the financial data provided by the District, it appears that the District will meet its financial obligations for the current and two subsequent years. Therefore, the County concurs with the District's positive certification.

#### **State Budget**

On January 8, 2021, the Governor released his proposed State Budget for the upcoming 2021-2022 fiscal year. Governor Newsom's State Budget focused on the impacts related to the COVID-19 pandemic along with a push to safely reopen schools. The proposed State Budget included a 3.84% compounded COLA<sup>7</sup> applied to the LCFF base grant in 2021-22 and a 1.5% COLA for other programs. The Governor's proposal also included \$7.3 billion to pay down most deferrals in 2021-22 – eliminating the on-going deferrals scheduled for February 2022 through May 2022, along with funding for Special Education Early Intervention Grant, and various funding for programs related to student wellness and mental health and educator professional learning and teacher effectiveness.

Additionally, on March 1, 2021 the Governor and the Legislature reach a deal to provide \$2 billion for In-person Instruction Grants and \$4.6 billion for Expanded Learning Opportunities Grants in the current fiscal year. These grants combined with the next rounds of Elementary and Secondary School Emergency Relief (ESSER) funds will provide an influx of one-time funding, that have very few restrictions, which will create tremendous pressure to spend the money in a variety of areas. LEAs are urged to attach these one-time sources to one-time costs versus on-going costs. It is the County's recommendation that LEAs remain cautious, avoid structural deficit spending, maintain adequate reserves, and think long-term.

### Second Interim and Multi-Year Projection (MYP)

The District's Second Interim Report MYP, projects an increase in unrestricted fund balance of \$30,104, \$9,522, and \$2,312 in 2020-21, 2021-22, and 2022-23, with the State minimum reserve for economic uncertainty of \$71,000 is met in all three years.

### Cash Position

Given the current year cash deferrals, cash management is extremely important. Currently the District appears to maintain sufficient cash balances for the 2020-21 fiscal year or has incorporated other internal cash borrowing measures.

### Collective Bargaining

Based upon the Criteria and Standards, negotiations with all bargaining units in the 2020-21 fiscal year are settled. Because these costs make up the largest portion of the district's budget, any salary and/or benefit increase could adversely impact the fiscal condition of the district. We caution the district to ensure that the costs of any proposed agreement be supported by ongoing revenues to avoid creating or exacerbating structural deficits. Before the district takes any future action on a proposed collective bargaining agreement, Government Code Section 3547.5 requires the district to certify financial projections reflecting the impact of any salary negotiations on the current or two subsequent years.

### Summary

Our Office appreciates the preparation and timely submittal of your Second Interim report. A technical review will be communicated to the business office. **Please see the attached for standard reminders.** If you have any questions, please feel free to call me at (707) 524-2635.

Sincerely,



Sarah Lampenfeld  
Director, External Fiscal Services

c:

Patti Pomplin, District Chief Business Officer  
Steven D. Herrington, PhD., County Superintendent of Schools  
Mary Downey, SCOE Deputy Superintendent, Business Services  
Cindy Gordon, SCOE District Fiscal Management Advisor

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Director, External Fiscal Services

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Patti Pomplin, District Chief Business Officer  
Steven D. Herrington, PhD., County Superintendent of Schools  
Mary Downey, SCOE Deputy Superintendent, Business Services  
Cindy Gordon, SCOE District Fiscal Management Advisor

**Thank you for submitting the FY 2021 SRSA grant application!**

**The Authorized Representative who received the invitation email will also receive a confirmation email with important next steps - review these steps carefully and complete them as soon as possible. Also included in the confirmation email will be a summary of your application responses and an application tracking number. This number will serve as the LEA's identifying number and will be the same as the PR Award Number that will be generated once the application is approved. Please provide this number when contacting the U.S. Department of Education with questions about this grant application. You may now exit the browser.**

Visit the Max Federal Community (<https://max.gov/community>)

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**COVID-19 Update (04/08/21)**

1 message

**Steve Herrington** <sherrington@scoe.org>

Thu, Apr 8, 2021 at 2:00 PM

Bcc: ppomplin@kashiaesd.org

Dear School Leaders,

Below is an update regarding COVID-19 resources and information currently available as well as information from our regular weekly phone call with Dr. Mase in which these items were discussed. **School Leaders are encouraged to share these weekly updates as needed with site COVID Coordinators and other staff with COVID-related concerns or responsibilities.**

**Please visit [this link](#) to view a brief video update from the County Superintendent. It outlines some of the most important takeaways from the week.**

This update includes the following topics:

1. Reaching the Orange Tier
2. Youth Sports Guidance Update
3. Beyond the Blueprint for a Safer Economy
4. Fall Planning
5. Updated Sonoma County Social Distancing Guidance
6. Information for COVID-19 Coordinators

#### 1. Reaching the Orange Tier

We're happy to share that Sonoma County officially moved to the orange tier on Wednesday. See the [county's current health metrics](#) and [this press release](#) for the county's announcement. While this doesn't lead to significant changes for schools, here are a couple noteworthy changes:

- The capacity limit for indoor gatherings has increased.
- Graduation and commencement ceremonies can be held outdoors at 33 percent capacity with assigned seating and other modifications.
- See the [Blueprint for a Safer Economy](#) (updated April 2) for further capacity limits and guidance.

For school leaders who are considering increasing the number of stable groups after their three-week monitoring period should check with County Health officials who are monitoring high school epidemiology for this time period to see if Dr. Mase can safely recommend an increase in the number of stable groups.

It is important to note that reaching the Orange tier does not change any classroom or school site health practices, including distancing or masking recommendations. However, there may be a public perception that reaching the Orange tier does permit more flexibility in these areas if a school has a phased-in reopening plan based on color tier changes. Any such changes are a district by district decision. Should a district choose to phase in by tier, it is advisable to have a protocol for monitoring students closely and ensuring staff and students adhere to all guidelines and health restrictions.

#### 2. Youth Sports Guidance Update

The CA Department of Public Health (CDPH) updated the guidance for [Outdoor and Indoor Youth and Recreational Adult Sports](#) on April 6. Key takeaways include:

- Spectator protocols and limitations are now permitted subject to the guidance for [Outdoor Seated Live Events and Performances](#), which states that venues must limit attendance to a maximum of 33% capacity.



- Venues may increase attendance capacity to 67% if all guests show proof of a negative test result within the 72 hours prior to attendance or show proof of full vaccination (two weeks after receiving all doses).
- Inter-team competitions, meets, races, or similar events are permitted to occur only with other teams within the state.
- Venues need to have a protocol for assigned seating to ensure spacing of six feet or more between people from different households, as well as **symptom screening of all attendees**.
- County Health advises public restroom facilities be cleaned hourly.
- **Teams following college sports requirements:** If a team follows the stricter requirements in place for college teams, they can return to competition at any time for any sport, including indoors. These requirements include:
  - Rigorous testing requirements for each competition
  - Contact tracing protocols
  - Coordination with local health authorities
- The [Outdoor Seated Live Events Guidance](#) was updated to allow for outdoor concessions in all tiers, but maintaining the limitations for indoor concessions. SCOE advised that all concession providers have a negative test result within 72 hours of the start of an event and/or be fully vaccinated. Providers need to be masked, gloved, and identifiable for contact tracing purposes.

### **3. Beyond the Blueprint For a Safer Economy**

CCSESA reported that on Tuesday, Gov. Newsom announced that CA is aimed to fully reopen its economy by June 15 so long as sufficient vaccines are in supply and the hospitalization rates remain low. **While a mask mandate would remain in place**, June 15 could be the date the color coded tiered system is officially ended. Operations would still need to adhere to Cal/OSHA requirements. Now that CA has officially administered 4 million doses to its most vulnerable communities, the requirement that counties have to record fewer than 4 new cases per day per 100,000 people to move to the orange tier has been loosened to 6 cases per 100,000 (more coverage [here](#) and below). When asked about reopening K-12 schools, **Governor Newsom said he anticipated no barriers to getting all K-12 schools safely back open**. [The governor] indicated his office will be engaging the education community on reopening plans for the fall.

The language specifically states that, once the criteria are met for the Blueprint to end: **"Schools and institutions of higher education should conduct full-time, in person instruction, in compliance with Cal/OSHA emergency temporary standards and public health guidelines."** We will continue to provide updates. [Read more from the CA Department of Public Health here.](#)

### **4. Fall Planning**

State Superintendent Tony Thurmond issued a statement on Tuesday in response to the Governor's goal as noted above. Superintendent Thurmond noted there is a clear pathway to a safe and full return to in-person teaching and learning this fall. However, it appears schools **will still need to provide distance learning options for families in the fall**. "We must prepare for the possibility that there will be some families who cannot or may choose not to send their students back to school campuses this fall, and schools may need the flexibility to offer some form of remote learning." This is encouraging news and a hopeful sign that we can return to full-time classes in the fall if we continue our current progress. This said, school leaders are advised to proceed with caution and with a continued focus on the science and safety. There are still many unknowns about the COVID-19 variants that public health officials are monitoring and have observed spreading among some youth.

### **5. Updated Sonoma County Social Distancing Guidance**

The March 23 Social Distancing Guidance has been [updated](#) to refer schools to the latest CDPH guidance for information on student distancing and capacity limits as it pertains to large spaces like lunchrooms and gyms.

### **6. Information for COVID-19 Coordinators**

As schools resume in-person instruction and contact tracing becomes a part of school function, county health would like to support COVID-19 coordinators with the information needed to guide families through the process of testing, quarantine, and more. COVID-19 coordinators can expect the following information and resources in the coming weeks:

1. Access to a training course on contact tracing for those who missed the fall training or would like a refresher. Followup and supporting materials will be provided as well.
2. County health officials will participate in an upcoming COVID Coordinator meeting to share information so coordinators and school teams are better prepared to address parent concerns/complaints.
3. The following information is already available and should be used and shared with families when quarantine is required. It is also available online at <https://www.scoe.org/pub/htdocs/coronavirus-health.html>.
  - a. Guidance Packet for Sonoma County Schools and Childcare for Children Who are Sick or Have Been Exposed | Spanish
  - b. CDC Flowchart: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/student-becomes-sick-diagnosis-flowchart.html>



Steven D. Herrington, Ph.D.  
Sonoma County Superintendent of Schools

Kashia School District  
Minutes  
Board Meeting, March 15, 2021

1. Meeting called to order at 3:18 by Board President Charlene Pinola  
Roll Call: Trustee Glenda Antone (by phone), Trustee Gene Parrish, Trustee Charlene Pinola  
Staff: Frances Johnson, Patti Pomplin  
Community: None
2. Approval of Agenda: Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the Board to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communication – None
5. Consent Agenda  
Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the Board to approve the consent agenda as presented.
  - 5.1 Approved Minutes from February 10, 2021
  - 5.2 Approved Warrants from February 2021
6. Reports and Communications
  - 6.1 Governing Board – None
  - 6.2 Superintendent – County switched to RED tier, reopening plan has been submitted and school is expected to resume for in person instruction on March 29<sup>th</sup> including instruction for the 7<sup>th</sup> and 8<sup>th</sup> grade students; classroom aide is expected to start March 27<sup>th</sup>; students are communicating with Sonoma State mentors and it seems to be going well; the Daffodil Project “Harvesting Hope” went well. With the help of community members 1,000 daffodils were planted to teach the cycle of life and bring hope to community members who have suffered loss. It will serve as a long term reminder of the resilient Native community.
  - 6.3 Teacher - None
  - 6.4 Business Manager – Working on REAP grant as well as 2021-22 budgets; changes are happening with Government accounting and updates to payroll processes.
  - 6.5 PTO – Members so far will be Maxine, Carmen and Colleen.
7. Items Scheduled for Information and Discussion
  - 7.1 Reopening Plan  
Kashia’s reopening plan has been submitted to SCOE and Joseph was able to post it on our website.
  - 7.2 Student Cultural Bereavement Leave  
Ed Code was reviewed and we are waiting on actual language from the Tribal Council before presenting for approval.

8. Items Scheduled for Discussion and Action

8.1 Approve Final Reading of Board Policies

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the Board Policies as presented.

BP 5000 Concepts and Roles

BP 5112.3 Student Leave of Absence

AR 5112.3 Student Leave of Absence

BP 5113.2 Work Permits

AR 5113.2 Work Permits

BP 5121 Grades/Evaluation of Student Achievement

AR 5121 Grades/Evaluation of Student Achievement

BP 5125.1 Release of Directory Information

AR 5125.1 Release of Directory Information

E 5125.1 Release of Directory Information

AR 5125.3 Challenging Student Records

8.2 Approved Budget Updates

Moved by Trustee Parrish, seconded by Trustee Pinola and passed unanimously by the board to approve the Budget Updates as presented.

8.3 Approve 2<sup>nd</sup> Interim Report

Moved by Trustee Antone, seconded by Trustee Parrish and passed unanimously by the board to approve the Second Interim Report as positive as presented.

8.4 Approve Hiring Wendy Holguin for Aide Position

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to Hire Wendy Holguin effective March 27<sup>th</sup> as an instructional aide.

8.5 Approve July 1, 2021 to June 30, 2023 MOU with SCOE for Superintendent/Principal services.

Moved by Trustee Antone, seconded by Trustee Parrish and passed unanimously by the board to approve the MOU per attached for Superintendent services from July 2021 to June 2023 as presented.

9. Items Scheduled for Future Board Meetings.

9.1 Board Policies

9.2 2021-22 Tentative Budget

9.3 Budget Updates

9.4 Student Cultural Bereavement Leave

10. Meeting Adjourned at 3:37

Next Meeting

Wednesday, April 21, 2021 4:00 pm

Respectfully submitted: Patti Pomplin

Signed: \_\_\_\_\_  
Glenda Antone, Clerk

## Checks Dated 03/01/2021 through 03/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1825066	03/04/2021	Frontier Communications	01-5911	70778596821013815		210.18
1825067	03/04/2021	George Marrufo	01-5800	maint		300.00
1825068	03/04/2021	Healdsburg Lumber Co	01-4380	bathroom etc		178.35
1825069	03/04/2021	Coleen McCloud	01-5200	mileage	141.12	
1825070	03/04/2021	Native Peoples Magazine	01-5800	meal pick up	168.00	
1825071	03/04/2021	Recology Sonoma Marin	01-4310	subscription renewal		309.12
1825072	03/04/2021	Sonoma County Office Of Ed	01-5560	1812654333		21.00
1826051	03/11/2021	Gualala Supermarket	01-5838	superintendent		129.50
1826052	03/11/2021	Moving Minds	01-4353	custodial supplies		10,717.37
			01-4310	bean bag lime	158.32	157.05
1826053	03/11/2021	Office Depot		rockers	667.46	825.78
1826054	03/11/2021	Pacific Gas & Electric	01-4310	forever stamp/binder	58.63	
			01-4380	alarm batteries	42.62	101.25
1826055	03/11/2021	Ray Morgan Company	01-5520	93967066411	13.25	
1826056	03/11/2021	SPG		94383733055	16.70	29.95
			01-5632	cn12373 -03		36.65
			01-5807	ayden	214.00	
				lena	187.25	
				LinkN	240.75	
				viktor	240.75	882.75
1827159	03/18/2021	Wells Fargo Vendor Fin Serv	01-5632	3000927141		139.65
1827160	03/18/2021	Glenda Antone	01-4310	cultural education		105.60
1827161	03/18/2021	Joseph Swain	01-9515	staledated warrant 1792564		21.56
1827162	03/18/2021	Kashia Utilities District	01-5530	kud67938		51.98
1827163	03/18/2021	Office Depot	01-4310	batteries		19.89
1828104	03/25/2021	Recology Sonoma Marin	01-5560	1812654333		129.50
		Amerigas	01-5510	200821025 trailer	163.86	
1828105	03/25/2021	Patti Pomplin		2008210250school tank	407.06	570.92
			01-4310	rsp supplies		576.00
Total Number of Checks					21	15,514.05

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	21	15,514.05

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

## Checks Dated 03/01/2021 through 03/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	21			15,514.05
		Less Unpaid Sales Tax Liability				.00
		Net (Check Amount)				15,514.05

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

# Williams Settlement Quarterly Uniform Complaint Report - January 1, 2021 - March 31, 2021

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

\* Required

Name of District

Kashia School District

Name and Title of Person Reporting \*

Patti Pomplin

Phone Number \*

707-321-5849



Email Address \*

ppomplin@kashiaesd.org

### INSTRUCTIONAL MATERIALS

- ☒ There were 0 complaints received during this quarter.
- ☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

Clear selection

### TEACHER VACANCY AND/OR MISASSIGNMENT \*

- ☒ There were 0 complaints received during this quarter
- ☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

### FACILITIES \*

- ☒ There were 0 complaints received during this quarter
- ☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

### CAHSEE Intensive Instruction and Services \*

- ☒ There were 0 complaints received during this quarter
- ☐ YES, there were complaints, there were complaints resolved/and or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution





## INSTRUCTIONAL MATERIALS

Complaint Details

Your answer

## TEACHER VACANCY AND/OR MISASSIGNMENT

Complaint Details

Your answer

## FACILITIES

Complaint Details

Your answer

## CAHSEE Intensive Instruction and Services

Complaint Details

Your answer

Submit

Never submit passwords through Google Forms.

This form was created inside of Sonoma County Office of Education. [Report Abuse](#)

Google Forms



# Kashia ESD

## Board Policy

### Transfer Of Funds

BP 3110

#### Business and Noninstructional Operations

The Board of Trustees recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)
2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)
3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)
4. Specify amounts to be transferred by the county auditor and treasurer from the district's general fund to the special reserve fund during the fiscal year. If any special reserve funds are maintained for purposes other than capital outlay or if monies in the special reserve fund are not actually encumbered for ongoing expenses, the Board may transfer those monies into the general

fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may, by written request to the County Superintendent, auditor, and treasurer, transfer those monies to the district's general fund. (Education Code 42841-42843)

5. Transfer monies between other funds or accounts when authorized by law.

Legal Reference:

EDUCATION CODE

78 Definition, governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

41301 Section A state school fund allocation schedule

42125 Designated and unappropriated fund balances

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42600 District budget limitation on expenditure

42601 Transfers between funds to permit payment of obligations at close of year

42603 Transfer of monies held in any fund or account to another fund; repayment

42840-42843 Special reserve fund

52616.4 Expenditures from adult education fund

Management Resources:

WEB SITES

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

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

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Lottery Funds**

BP 3220.1

#### **Business and Noninstructional Operations**

The Board of Trustees intends to use lottery funds for supplemental and nonrecurring expenditures which support educational programs and activities. In recognition of the fact that amounts received from the California State Lottery fluctuate from year to year, the Board shall not commit lottery funds for any purpose until they have been received.

The Board shall establish funding priorities and approve all allocations within the parameters of law. Lottery funds allocated for the purchase of instructional materials pursuant to Government Code 8880.4 (Proposition 20, March 2001 ballot initiative) shall be expended on instructional materials as defined in Education Code 60010.

"Instructional materials" means all materials that are designed for use by students and their teachers as a learning resource to help students to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials and tests. (Education Code 60010)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Lottery funds shall not be used to acquire real estate, build school facilities, finance research, or serve any other noninstructional purpose, such as those related to school maintenance, business and administrative operations.

The Superintendent/Principal or designee shall establish a separate account for the receipt and distribution of lottery funds that shall be clearly identified as a lottery education account. (Government Code 8880.5)

(cf. 3100 - Budget)

#### **Legal Reference:**

##### **EDUCATION CODE**

14600 Legislative findings and declarations: state control of lottery funds

14700-14701 Use of lottery funds

60010 Definitions

60119 Hearings, steps to ensure availability of textbooks and instructional materials

GOVERNMENT CODE

8880-8880.5 California state lottery: general provisions

Management Resources:

CDE COMMUNICATIONS

2001.05.10 Proposition 20 - Allocation of Lottery Funds for Instructional Materials

WEB SITES

CDE: <http://www.cde.ca.gov>

Policy HORICON ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Fees And Charges**

BP 3260

#### **Business and Noninstructional Operations**

The Board of Trustees recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of district students' families and their ability to pay.

(cf. 3250 - Transportation Fees)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5143 - Insurance)

(cf. 9323.2 - Actions by the Board)

The prohibition against student fees shall not restrict the district from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, the district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 3290 - Gifts, Grants and Bequests)

Whenever district employees, volunteers, students, parents/guardians, or educational or civic

organizations participate in such events or activities, the Superintendent/Principal or designee shall emphasize that participation in the event or activity is voluntary.

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the Superintendent/Principal or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

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

(cf. 5145.6 - Parental Notifications)

The Superintendent/Principal or designee may provide additional information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### Legal Reference:

##### EDUCATION CODE

8239 Preschool and wraparound child care services

8250 Child care and development services for children with disabilities

8263 Child care eligibility

8482.6 After School Education and Safety programs

8760-8774 Outdoor science and conservation programs

17453.1 District sale or lease of Internet appliances or personal computers to students or parents

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member

32390 Fingerprinting program

35330-35332 Excursions and field trips

35335 School camp programs  
38080-38086 Cafeteria establishment and use  
38120 Use of school band equipment on excursions to foreign countries  
39801.5 Transportation for adults  
39807.5 Payment of transportation costs  
39837 Transportation of students to places of summer employment  
48050 Residents of adjoining states  
48052 Tuition for foreign residents  
48904 Liability of parent or guardian  
49010-49013 Student fees  
49065 Charge for copies  
49066 Grades, effect of physical education class apparel  
49091.14 Prospectus of school curriculum  
51810-51815 Community service classes  
52612 Tuition for adult classes  
52613 Nonimmigrant aliens  
56504 School records; students with disabilities  
60410 Students in classes for adults

#### GOVERNMENT CODE

6253 Request for copy; fee

#### CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

#### CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

#### UNITED STATES CODE, TITLE 8

1184 Foreign students

#### COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

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

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

#### Management Resources:

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony,  
Addendum to Fiscal Management Advisory 12-02, October 4, 2013

Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

#### WEB SITES

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

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

Policy Kashia ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021      Stewarts Point, California



# **Kashia ESD**

## **Administrative Regulation**

### **Fees And Charges**

AR 3260

#### **Business and Noninstructional Operations**

When approved by the Board of Trustees, the Superintendent/Principal or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

6. Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the

statewide average nonsubsidized cost per student and exemptions are made for indigent and disabled students (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)

9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. Sale or lease of Internet appliances or personal computers for the purpose of providing access to the district's educational computer network, at no more than cost, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. Fees for any community service class in civic, vocational, illiteracy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810, 51815)

(cf. 6142.4 - Service Learning/Community Service Classes)

12. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)

(cf. 5142 - Safety)

13. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

14. Actual costs of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)

(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other

restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3551 - Food Service Operations/Cafeteria Funds)  
(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)  
(cf. 3554 - Other Food Sales)

16. As allowed in law, replacement cost or reimbursement for lost or damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects or for which high school credit is granted when taken by a person who does not hold a high school diploma or, effective July 1, 2015, classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it (Education Code 8239, 8250, 8263)

(cf. 5148 - Child Care and Development)  
(cf. 5148.3 - Preschool/Early Childhood Education)

20. After School Education and Safety Programs, as long as no eligible student is denied the ability to participate because of inability to pay the fee (Education Code 8482.6)

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT  
adopted: June 16, 2021 Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Educational Travel Program Contracts**

BP 3312.2

#### **Business and Noninstructional Operations**

The Board of Trustees believes that field trips and other travel opportunities for students are a valuable tool in supporting classroom instruction and promoting students' awareness of places and events. In contracting with organizations to provide educational travel services, the Board desires to ensure a quality educational experience and the health, safety and welfare of each student traveler.

The Superintendent/Principal or designee shall contract only with educational travel organizations which adhere to state law and exhibit safe and reputable business practices.

(cf. 3312 - Contracts)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 6153 - School-Sponsored Trips)

The Superintendent/Principal or designee shall establish procedures for selecting the highest quality vendor, taking into account student safety, quality of the program and fiscal integrity.

#### **Legal Reference:**

##### **EDUCATION CODE**

35160 Authority of boards

35160.1 Broad authority of school districts

##### **BUSINESS AND PROFESSIONS CODE**

17540 Travel promoters

17550-17550.9 Sellers of travel

17552-17556.5 Educational travel organizations

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021      Stewarts Point, California

# **Kashia ESD**

## **Administrative Regulation**

### **Educational Travel Program Contracts**

AR 3312.2

#### **Business and Noninstructional Operations**

##### Definitions

Educational travel organization or organization means a person, partnership, corporation, or other entity which offers educational travel programs for students residing in California. (Business and Professions Code 17552)

Student traveler or student means a person who is enrolled in elementary or secondary school, grades kindergarten through grade 12, at the time an educational travel program is arranged with an educational travel organization. (Business and Professions Code 17552)

Educational travel program means travel services that are arranged through or offered to an elementary or secondary school in the state, and where the services are represented to include an educational program as a component. (Business and Professions Code 17552)

Owner means a person or organization which owns or controls 10 percent or more of the equity of, or otherwise has claim to 10 percent or more of the net income of, the educational travel organization. (Business and Professions Code 17554)

Principal means an owner, an officer of a corporation, a general partner of a partnership, or a sole proprietor of a sole proprietorship. (Business and Professions Code 17554)

##### Contract Requirements

The Superintendent/Principal or designee shall ensure that each written contract with an educational travel organization includes all of the following: (Business and Professions Code 17554)

1. The travel organization's name, trade or business name, business address, business telephone number and a 24-hour emergency contact number
2. An itemized statement which shall include but not be limited to:
  - a. Services to be provided as part of the program
  - b. Agreed cost for the services
  - c. A statement as to whether or not the educational travel organization maintains insurance

that supplies coverage in the event of injury to any student traveler, including the type and amount of coverage, the policy number and issuer, and the name and telephone number of the person or organization which is able to verify coverage

d. Any additional costs to students

e. The qualifications, if any, for experience and training that are required to be met by the educational travel organization's staff who shall accompany students on the educational travel program

3. A written description of the educational program being contracted for, including a copy of all materials to be provided to students

4. The number of times the educational travel program or a substantially similar educational travel program proposed by the contract has been conducted by the organization and the number of students who completed the program

5. The length of time the organization has either been arranging or conducting educational travel programs and, at the option of the organization, other travel services with substantially similar components

6. The name of each owner and Superintendent/Principal or designee of the organization

7. A statement as to whether any owner or Superintendent/Principal or designee of the organization has had entered against him or her any judgment, including a stipulated judgment, order, made a plea of nolo contendere or been convicted of any criminal violation in connection with the sale of any travel services for a period of 10 years predating the contract

District staff shall inform all vendors representing educational travel organizations that they may not arrange a travel program before the district has first entered into a written contract with the organization.

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT  
adopted: June 16, 2021      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Payment For Goods And Services**

BP 3314

#### **Business and Noninstructional Operations**

The Board of Trustees recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard district resources. To facilitate warrant processing, the Superintendent/Principal or designee shall ensure that purchasing, receiving, and payment functions are kept separate. He/she shall also ensure that invoices are paid expeditiously so that the district may, to the extent possible, take advantage of available discounts and avoid finance charges.

(cf. 3300 - Expenditures and Purchases)

(cf. 3312 - Contracts)

(cf. 3314.2 - Revolving Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 9320 - Meetings and Notices)

The Superintendent/Principal or designee shall sign all warrants and shall ensure that warrants have appropriate documentary support verifying that all goods and services to be paid for have been delivered or rendered in accordance with the purchase agreement.

The Board shall approve all warrants at a regularly scheduled Board meeting.

(cf. 9320 - Meetings and Notices)

The district shall not be responsible for unauthorized purchases.

#### **Legal Reference:**

##### **EDUCATION CODE**

17605 Delegation of authority for purchases

42630-42651 Orders, requisitions and warrants

42800-42806 Revolving cash fund

42810 Alternative revolving fund

42820 Prepayment funds

##### **CODE OF CIVIL PROCEDURE**

685.010 Rate of interest

##### **GOVERNMENT CODE**

16.5 Digital signatures

5500-5506 Uniform Facsimile Signatures of Public Officials Act

8111.2 Definition of public entity

PUBLIC CONTRACT CODE

7107 Retention proceeds; withholding; disbursement

9203 Payment for projects costing over \$5000

20104.50 Timely progress payments

CODE OF REGULATIONS, TITLE 2

22000-22005 Digital signatures

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Understanding California's Public School Finance System, 2006

Maximizing School Board Governance: Budget Planning and Adoption, 2006

Maximizing School Board Governance: Understanding District Budgets, 2006

Maximizing School Board Governance: Fiscal Accountability, 2006

School Finance CD-ROM, 2005

WEB SITES

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

California Secretary of State, digital signatures: <http://www.sos.ca.gov/digsig/digsig.htm>

Fiscal Crisis Management & Assistance Team: <http://www.fcmat.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021      Stewarts Point, California



# **Kashia ESD**

## **Administrative Regulation**

### **Payment For Goods And Services**

AR 3314

#### **Business and Noninstructional Operations**

##### **Payments to Contractors**

The district shall make payment on any contract for the creation, construction, alteration, repair, or improvement of any public structure, building, or other improvement of any kind which costs over \$5,000 based on estimates of actual work completed that have been approved by the Board of Trustees. The district shall not make progress payments in excess of 95 percent of the actual work completed and may include 95 percent of the value of material delivered or stored but as yet unused. The district shall withhold at least five percent of the contract price until the final completion and acceptance of the project. However, any time after 50 percent of the work has been completed, the Board may make any of the remaining progress payments in full for actual work completed if the Board finds that satisfactory progress is being made. (Public Contract Code 9203)

The Superintendent/Principal or designee shall ensure that requests for progress payments related to contracts for public works are processed and paid within 30 days. Any improper request shall be returned to the contractor within seven days, together with a written statement of why the request is not proper. (Public Contract Code 20104.50)

(cf. 3312 - Contracts)

Retention proceeds withheld by the district from payments to contractors for public works contracts shall be released within 60 days after the construction or improvement is completed. In the event of a dispute between the district and the contractor, the district may withhold from the final payment an amount not to exceed 150 percent of the disputed amount. (Public Contract Code 7107)

Regulation    KASHIA ELEMENTARY SCHOOL DISTRICT  
adopted: June 16, 2021    Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Revolving Funds**

BP 3314.2

#### **Business and Noninstructional Operations**

##### **District Revolving Fund**

The Board of Trustees has established by resolution a revolving cash fund for use by the Superintendent/Principal or designee in paying for goods, services and other charges determined by the Board, including supplemental payments required to correct any payroll errors. (Education Code 42800-42806, 45167)

At the request of the Board, County Auditor or County Superintendent of Schools, the Superintendent/Principal or designee shall give an account of the fund. (Education Code 42804)

The funds shall be deposited in a bank doing business locally, whose deposits are insured by FDIC. The Superintendent/Principal or designee shall be responsible for all payments into the account as well as expenditures from the account subject to the restrictions established by the Board.

The Board shall review and revise fund usage as appropriate.

(cf. 3400 - Management of District Assets/Accounts)

##### **Additional Revolving Funds**

The Board also may, by resolution, establish revolving cash funds for use by other administrative officials to pay for goods and services. The total amount of the funds shall not exceed three percent of the current year's instructional supply budget. (Education Code 42810)

No funds maintained in a revolving fund shall be used in an attempt to influence government decisions, for entertainment purposes, or for any other purpose not related to classroom instruction. (Education Code 42810)

The Board shall name the administrators who will have use and control of the funds. Officials so named shall be responsible for all payments into the accounts as well as expenditures from the accounts, subject to restrictions established by the Board.

The revolving cash fund for supplies shall be subject to the bonding provisions of Education Code 42801.

(cf. 3530 - Risk Management/Insurance)

The Board shall provide an audit of revolving funds on a regular basis. (Education Code 42810)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

41020 Audits of all district funds

42238 Local taxation by school districts

42800-42806 Revolving cash fund

42810 Revolving cash funds; use; administrators

45167 Error in salary

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021     Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Student Activity Funds**

BP 3452

#### **Business and Noninstructional Operations**

The Board of Trustees recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities beyond those provided by the district and can also help students learn about effective financial practices. To that end, student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

(cf. 3260 - Fees and Charges)

(cf. 5000 - Concepts and Roles)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

#### **Fund-Raising Events**

At the beginning of each school year, the Superintendent/Principal or designee shall review the proposed fund-raising events and determine whether the events contribute to the educational experience and are not in conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent/Principal or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 3530 - Risk Management/Insurance)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

(cf. 5143 - Insurance)

#### **Management of Funds**

Student body funds shall be managed in accordance with law and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds.

The Superintendent/Principal or designee shall develop internal control procedures to safeguard the organization's assets, promote the success of fund-raising ventures, provide reliable financial information, and reduce the risk of fraud and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

(cf. 3400 - Management of District Assets/Accounts)

The Superintendent/Principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent/Principal or designee at the beginning of each school year. The Superintendent/Principal or designee shall periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be disbursed according to procedures established by the student organization. All disbursements must be approved by a Board-designated official, the certificated employee who is the student organization advisor, and a student organization representative. (Education Code 48933)

The Board shall provide an annual audit of student accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

(cf. 3460 - Financial Reports and Accountability)

#### Legal Reference:

##### EDUCATION CODE

35182.5 Non-nutritious foods and beverages, vending machines

35564 Funds, obligation of the student body

41020 Requirement for annual audit

48930-48938 Student body organization

49431 Sale of food and beverages, elementary school

49431.5 Sale of food and beverages, middle and high schools

51520 School premise, prohibited solicitations

51521 Fund-raising projects

##### CODE OF REGULATIONS, TITLE 5

15500 Food sales, elementary schools

15501 Food sales, middle and junior high schools

##### COURT DECISIONS

Prince v. Jacoby, (2002) 303 F.3d 1074

#### Management Resources:

##### FISCAL CRISIS MANAGEMENT & ASSISTANCE TEAM PUBLICATIONS

Associated Student Body Accounting Manual & Desk Reference, 2005

##### WEB SITES

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

Fiscal Crisis Management & Assistance Team: <http://www.fcmat.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 16, 2021      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Green School Operations**

BP 3510

#### **Business and Noninstructional Operations**

The Board of Trustees believes that all citizens have a responsibility to be stewards of the environment and desires to integrate environmental accountability into all district operations. The Superintendent/Principal or designee shall promote green school practices that conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and the community.

The Superintendent/Principal or designee may involve district administrators and operations and maintenance staff; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; health professionals; and/or others as appropriate in the assessment of current district operations and the development of strategies to improve the environmental impact of district operations.

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 7131 - Relations with Local Agencies)

In selecting and prioritizing strategies, the Superintendent/Principal or designee shall give consideration to the initial cost, long-term potential cost savings, quality and performance of the product or service, health impacts, and environmental considerations.

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Such strategies may include, but not be limited to:

1. Reducing energy and water consumption and exploring renewable and clean energy technologies

(cf. 3511 - Energy and Water Management)

2. Establishing recycling programs in district facilities

(cf. 3511.1 - Integrated Waste Management)

3. Reducing the consumption of disposable materials, by reusing materials and by using electronic rather than paper communications when feasible

4. Purchasing and using environmentally preferable products and services whenever practical, including, but not limited to, products that:

- a. Minimize environmental impacts, toxins, pollutants, odors, and hazards
- b. Contain postconsumer recycled content
- c. Are durable and long-lasting
- d. Conserve energy and water
- e. Produce a low amount of waste

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

(cf. 5141.23 - Asthma Management)

(cf. 6161.3 - Toxic Art Supplies)

5. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals

6. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

(cf. 4231 - Staff Development)

7. Focusing on green building standards, sustainability, and student health in facilities construction and modernization projects, including decisions about site selection, building design, and landscaping and grounds

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

8. Reducing vehicle traffic by encouraging students to walk or bicycle to school or use district or public transportation

(cf. 3541 - Transportation Routes and Services)

(cf. 5142.2 - Safe Routes to School Program)

9. Providing fresh, unprocessed, organic food in the district's food services program

(cf. 3550 - Food Service/Child Nutrition Program)

10. Providing instruction to students on the importance of the environment and involving

students in the implementation and evaluation of green school activities and projects as appropriate

(cf. 6142.5 - Environmental Education)

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards

17072.35 New construction grants; use for designs and materials for high performance schools

32370-32376 Recycling paper

33541 Environmental education

101012 Kindergarten-University Public Education Facilities Bond Act of 2006, allocations

PUBLIC CONTRACT CODE

12400-12404 Environmentally preferable purchasing

PUBLIC RESOURCES CODE

25410-25421 Energy conservation assistance

40050-40063 Integrated waste management act

42630-42647 Schools site source reduction and recycling

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

CODE OF REGULATIONS, TITLE 8

1859.70.4 Funding for high performance incentive grants

1859.71.6 Additional grant for high performance incentive, new construction

1859.77.4 Additional grants for high performance incentive, site and modernization

Management Resources:

CSBA PUBLICATIONS

Green Schools: An Overview of Key Policy Issues, Policy Brief, August 2009

CALIFORNIA DEPARTMENT OF GENERAL SERVICES PUBLICATIONS

Environmentally Preferable Purchasing Best Practices Manual

COLLABORATIVE FOR HIGH PERFORMING SCHOOLS PUBLICATIONS

CHPS Best Practices Manual, 2006

GLOBAL GREEN USA PUBLICATIONS

Healthier, Wealthier, Wiser: A Report on National Green Schools

GREEN SCHOOLS INITIATIVE PUBLICATIONS

Green Schools Buying Guide

HEALTHY SCHOOLS CAMPAIGN PUBLICATIONS

The Quick and Easy Guide to Green Cleaning in Schools, 2nd ed., 2008

WEB SITES

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

California Department of General Services, Green California: <http://www.green.ca.gov>

California Energy Commission: <http://www.energy.ca.gov>



Collaborative for High Performance Schools: <http://www.chps.net>  
Global Green USA: <http://www.globalgreen.org>  
Green Schools Initiative: <http://www.greenschools.net>  
Healthy Schools Campaign: <http://www.healthyschoolscampaign.org/programs/gcs>  
U.S. Environmental Protection Agency: <http://www.epa.gov>  
U.S. Green Building Council, LEED Green Building Rating System: <http://www.usgbc.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT  
adopted: June 16, 2021      Stewarts Point, California

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

### Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers at this School	Number	Percent
Misassignments of Teachers of English Learners		
Total Teacher Misassignments		
Vacant Teacher Positions		

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	

### Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

#### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

- 1. Building Relationships between School Staff and Families
- 2. Building Partnerships for Student Outcomes
- 3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

### Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability



Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**Seeking Input for Decision Making**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

**Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					

Coordinating Services	1	2	3	4	5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



# Types 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.

## Needs Assessment: Success Criteria Definitions

Success Criteria	Definition	Potential Questions (i.e. high leverage action)	No	Yes
Evidence based	An evidence-based practice is a scientifically valid and rigorously tested practice that research has shown to make a difference.	<ul style="list-style-type: none"> <li>Is the action/service evidence based?</li> </ul>		
Action / service fit organization	Fit means that you have a good and close match between the designed action/service/practice and your students' needs.	<ul style="list-style-type: none"> <li>Is the action/service aligned to address the need?</li> </ul>		
Leadership to lead	District and site leaders possess the knowledge, skills, mindset, and disposition needed to lead and monitor the implementation of this action.	<ul style="list-style-type: none"> <li>Do leaders have the capacity to lead action/service?</li> </ul>		
Intended population	The action reaches the specific group of students for whom the action/service/practice was designed and who will ultimately benefit from it.	<ul style="list-style-type: none"> <li>Is action/service reaching the intended population?</li> </ul>		
Outcomes met to date	Data is collected and examined on the short, intermediate, and/or long-term outcomes or results that are associated with the specific action.	<ul style="list-style-type: none"> <li>To what degree are meeting or making progress towards our desired outcomes for the action/service?</li> </ul>		
Evaluation methods	Various methods and activities are used to evaluate the degree to which actions are effective.	<ul style="list-style-type: none"> <li>Are we collecting and using data to know whether or not action/service is working?</li> </ul>		
Valid, reliable data	Data on the implementation and outcomes of the action are accurate, clean, and reliable.	<ul style="list-style-type: none"> <li>Do we have accurate, clean, and reliable data on action/service and its outcomes?</li> </ul>		
Fiscally responsible	The program's total cost divided by those it serves is better than what is found in similar districts without compromising the service provided.	<ul style="list-style-type: none"> <li>Are comparable district experiencing improved outcomes and spending similar amounts on this action/service?</li> </ul>		
Shared purpose	The purpose and focus are clearly articulated and shared by all levels of the organization. There is strong commitment to the purpose and it drives decision at all levels of the school or district.	<ul style="list-style-type: none"> <li>Does everyone in the system understand the purpose and is committed to this action/service?</li> </ul>		

Model OB22-01 Original 2021-22

Fiscal Year 2021/22

## Fund 01 General Fund

Revenue	Description	Amount	Percentage of Sources
8000	Revenue	204,696	26.51%
8100	Federal Reserves	77,497	10.04%
8200		24,300	3.15%
8500		8,000	1.04%
8600	Other Local Revenues	8,000	1.04%
8700		97,941	12.69%
Total Revenue		420,434	54.46%

Expenditure	Description	Amount	Percentage of Sources
<b>1000 Certificated Personnel Salary</b>			
1100	Teachers' Salaries - Regular	85,196	11.04%
Total 1000		85,196	11.04%

<b>2000 Classified Personnel Salaries</b>			
2100	Instructional Aides' Salaries	15,586	2.02%
2300	Class Suprvsrs' & Admins' Sal	24,200	3.13%
2900	Other Classified Salaries	4,000	.52%
Total 2000		43,786	5.67%

<b>3000 Employee Benefits</b>			
3100	Benefits - Strs	15,497	2.01%
3200	Benefits - Pers	3,585	.46%
3300		4,585	.59%
3400	Benefits - Health & Welfare	17,850	2.31%
3500	Benefits - Unemployment	1,544	.20%
3600	Benefits - Workers' Comp Ins	2,542	.33%
Total 3000		45,603	5.91%

<b>4000 Books &amp; Supplies</b>			
4200		500	.06%
4300	Materials & Supplies	18,075	2.34%
4700	Food Purchases For Food Servc	1,000	.13%
Total 4000		19,575	2.54%

<b>5000 Svcs &amp; Oth Oper Expenditures</b>			
5200	Travel & Conferences	2,300	.30%
5300	Dues & Memberships	450	.06%
5400	Insurance	2,403	.31%
5500	Utilities & Housekeeping Svcs	13,300	1.72%
5600	Rentals And Leases	4,400	.57%
5800	Other Svcs & Oper Expenditures	184,698	23.92%
5900	Communications	2,550	.33%
Total 5000		210,101	27.21%
Total Expenditure		404,261	52.36%

Fund Balance	Description	Amount	Percentage of Sources
9789	Reserve economic Uncertainty	70,000	9.07%
9790	Undesignated/unappropriated	294,360	38.13%
Total Fund Balance		364,360	47.20%

Selection: Grouped by Account Type, (Org = 46, Restricted? = Y, Control? = N, Fund = 01, Object Digit = 2)

ESCAPE ONLINE

Page 1 of 2



Model OB22-01 Original 2021-22

Fiscal Year 2021/22

## Fund 01 General Fund

Starting Balance	351,576
+ Revenues	420,434
- Expenditures	404,261
- Budgeted Reserves & Fund Bal	364,360
= Unappropriated Balance	3,389

Starting Balance	351,576
+ Total Revenues	420,434
= Total Sources	772,010

Expenditure	Description	Amount	Percentage of Sources
1000	Certificated Personnel Salary	85,196	11.04%
2000	Classified Personnel Salaries	43,786	5.67%
3000	Employee Benefits	45,603	5.91%
4000	Books & Supplies	19,575	2.54%
5000	Svcs & Oth Oper Expenditures	210,101	27.21%
6000			%
7000			%
- Total Expenditures		404,261	52.36%
- Total Budgeted Reserves and Fund Balance		364,360	47.20%
= Unappropriated Balance		3,389	.44%

# KASHIA ELEMENTARY SCHOOL

## MASTER CALENDAR

2021-2022

### EARLY RELEASE EVERY WEDNESDAY

M	T	W	TH	F
JULY				
			1	2
5	4	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

0  
5- Holiday-Independence Day

AUGUST				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

10  
13,16,17- Staff Development  
18- Students Return

SEPTEMBER				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

20  
6- Holiday-Labor Day  
24-Native American Day

OCTOBER				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

21

NOVEMBER				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

15  
1- Staff Development  
11- Holiday-Veteran's Day  
16-19 Parent Conf/Minimum  
22-26- Holiday-No Students, Teachers  
25-26- Holiday-Thanksgiving

DECEMBER				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

13  
17-Minimum Day  
20-31- Winter Break  
24th & 31st Holiday Classified

M	T	W	TH	F
JANUARY				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20  
3-School Resumes  
17-Holiday-Martin Luther King Day

FEBRUARY				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

15  
21- Holiday-President's Day.  
22- Holiday-Lincoln's Day Alternative  
21-25- President's Week

MARCH				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

22  
18-Staff Development Teachers/Aides  
25- Storm Day

APRIL				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16  
11-15- Spring Break

MAY				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

20  
27- Storm Day  
30- Holiday-Memorial Day

JUNE				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

8  
10- Last Day of School-Minimum Day

WORK AND/OR PAID DAYS			
Total Work Days	10 Mo.	Classified	various
Total Work Days	10 Mo.	Certificated	184

HOLIDAYS	
10 Mo.	11

Storm Days: If school is canceled due to hazardous conditions, 3/25 & 5/27 will be used as a make-up day. If no school days are canceled, 3/25 & 5/27 will be non-school days.

Horicon TRIMESTER ENDS		
First	60	Nov. 12
Second	63	March 11
Third	57	June 10
	180	

TOTAL STUDENT DAYS
180

	Holiday
	Staff Development
	First Day of School
	Minimum Day
	No students/teachers or 10 Mo. Staff
	Storm Day if necessary

	Current Kashia Salary Schedule			2020-21			
STEP	BA+30	BA+45	BA+60	BA+75	BA+90		
1	47537	48904	51476	54050	56624		
2	48249	50321	52969	55617	58266		
3	49056	51780	54507	57230	59955		
4	50478	53282	56088	58892	61694		
5	52442	54828	57712	60598	63485		
6	53448	56417	59396	62358	65326		
7	54998	58053	61109	64167	67220		
8	56594	59737	62883	66025	69170		
9	58237	61471	64704	67873	71174		
10	59924	63254	66581	69911	73237		
<b>Proposed would match Horicon's 2020-21 Certificated Salary Schedule</b>							
STEP	2.31%						
1	48635	50034	52665	55299	57932		
2	49364	51483	54193	56902	59612		
3	50189	52976	55766	58552	61340		
4	51644	54513	57384	60252	63119		
5	53653	56095	59045	61998	64952		
6	54683	57720	60768	63798	66835		
7	56268	59394	62521	65649	68773		
8	57901	61117	64336	67550	70768		
9	59582	62891	66199	69441	72818		
10	61308	64715	68119	71526	74929		