

Agenda
Governing School Board
Wednesday, August 14, 2019
4:00 p.m.
Classroom, Kashia School District

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

Glenda Antone _____

Frances Johnson _____

Maxine Barboza _____

Charlene Pinola _____

Patti Pomplin _____

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. Communication

5. Consent Agenda

5.1 Approve Minutes from June 5 and June 17 , 2019

5.2 Approve Warrants for June & July 2019

5.3 Approve Williams Quarterly Report April to June 2019

5.4 Approve Memorandum of Understanding for Annan Paterson

Psychoeducational Assessments and IEP Coordination Services for 2019-20

5.5 Approve Memorandum of Understanding for Janis Sowell RSP Education

Specialist Services for 2019-20

5.6 Approve Surplus List to Dispose of Old Gray Van

5.7 Approve Hiring Joseph as Classified Resource Aide

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

BP7000 Concepts and Roles

BP7110 Facilities Master Plan

AR7111 Evaluating Existing Buildings

BP7131 Relations with Local Agencies

BP7140 Architectural and Engineering Services

AR7140 Architectural and Engineering Services

BP7150 Site Selection and Development

BP7210 Facilities Financing

August 14, 2019
Board of Trustees Agenda - Continued

BP7211	Developer Fees
AR7211	Developer Fees
BP7212	Mello Roos Districts
BP7213	School Facilities Improvement Districts
BP7214	General Obligation Bonds
AR7214	General Obligation Bonds
BP7310	Naming of Facility

8. Items Scheduled for Discussion and Action

- 8.1 Approve Updated 2019-20 Budget to Meet 45 Day Requirement
- 8.2 Approve Staff Handbook
- 8.3 Approve Updated LCAP & Parent Handout per SCOE Review

9. Items Scheduled for Future Board Meetings

- 9.1 Board Policies
- 9.2 Unaudited Actuals

10. Adjournment

Next Regular Board Meeting
Wednesday, September 11, 2019 4:00pm

Kashia School District
Minutes
Special Board Meeting, June 5, 2019

1. Meeting called to order at 4:29 by Board President Charlene Pinola
Roll Call: Trustee Glenda Antone, Trustee Charlene Pinola
Staff: Frances Johnson, Patti Pomplin
Absent: Maxine Barboza
2. Approval of Agenda: Moved by Trustee Antone, seconded by Trustee Pinola to approve as presented.
3. Public Comment on Non Agenda Items: None
4. Communication: EASIE Application for 2019-20 Indian Education Grant Funds Approved
5. Public Hearing's
 - 5.1 Public hearing 2019-20 Budget
Open: 4:31 p.m.
Closed: 4:36 p.m.
Comments: No public discussion.
 - 5.2 Public hearing 2019-20 LCAP
Open: 4:37p.m.
Closed: 4:40 p.m.
Comments: No public discussion.
 - 5.3 Public hearing 2019-20 LCFF
Open: 4:41 p.m.
Closed: 4:45 p.m.
Comments: No public discussion.
 - 5.4 Public hearing 2019-20 EPA
Open: 4:46 p.m.
Closed: 4:47 p.m.
Comments: No public discussion.
 - 5.5 Public hearing 2019-20 Excess Minimum Reserves
Open: 4:47 p.m.
Closed: 4:48 p.m.
Comments: No public discussion.
 - 5.6 Consolidated Application
Open: 4:49 p.m.
Closed: 4:51 p.m.
Comments: No public discussion.
6. Adjournment
Meeting was adjourned at 4:58 p.m.

Next Scheduled Meeting

Regular Board Meeting, Wednesday, June 12, 2019 4:00 p.m.

Respectfully submitted: Patti Pomplin

Signed: _____
Glenda Antone, Clerk

Kashia School District
Board Meeting, June 12, 2019

Board meeting postponed due to lack of quorum,
meeting rescheduled for
Wednesday, June 17, 2019
at 4:00 p.m.

Kashia School District
Minutes
SPECIAL Board Meeting, June 17, 2019

1. Meeting called to order at 5:15 by Board Clerk Glenda Antone
Roll Call: Trustee Glenda Antone, Trustee Maxine Barboza
Staff: Frances Johnson, Patti Pomplin
Absent: Charlene Pinola
2. Approval of Agenda: Moved by Trustee Barboza, seconded by Trustee Antone to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communications: None
5. Consent Agenda
Moved by Trustee Barboza, seconded by Trustee Antone to approve the consent agenda as presented.
 - 5.1 Approved May 8, 2019 Board Minutes
 - 5.2 Approved May 2019 Vendor Warrants
6. Reports and Communications
 - 6.1 Governing Board – Trustee Barboza went on the field trip and enjoyed herself, said it was a good trip
 - 6.2 Superintendent – Beautiful graduation with music using the new sound system and all the food; PTO meeting happened June 5th; lost two volunteers
 - 6.3 Teacher – None
 - 6.4 Business Manager – will be updating the school website; audit at end of June; year end and summer meetings; closing schedule
7. Items Scheduled for Information and Discussion
 - 7.1 Staff Handbook
Handbook will be brought back to August board meeting for approval.
8. Items Scheduled for Discussion and Action
 - 8.1 Adopt 2019-20 Budget
Moved by Trustee Barboza, seconded by Trustee Antone and passed unanimously to adopt the 2019-20 budget as.
 - 8.2 Approve 2019-20 LCAP (Local Control Accountability Plan)
Moved by Trustee Barboza, seconded by Trustee Antone and passed unanimously to approve the updates to the three year LCAP as presented. Ms. Frances and Patti meeting with the SCOE LCAP team for review on Tuesday, July 0, 2019.
 - 8.3 Approve 2019-20 LCFF (Local Control Funding Formula)
Moved by Trustee Barboza, seconded by Trustee Antone and approved unanimously to approve the 2019-20 LCFF calculations for funding and LCAP as presented.
 - 8.4 Approve EPA Expenditures
Moved by Trustee Barboza, seconded by Trustee Antone and passed unanimously to approve using the Education Protection Accounts funds for teacher salary and benefits.
 - 8.5 Approve 2019-20 Excess Minimum Reserves
Moved by Trustee Barboza, seconded by Trustee Antone and passed unanimously to approve the excess minimum reserves as with an assigned balance of \$89,700 for special education funding received in prior years and \$67,000 for Economic Uncertainties.

8.6 Approve 2018-19 Consolidated Application

Moved by Trustee Antone, seconded by Trustee Barboza and passed unanimously to approve the attached Consolidated Application which included: 2019-20 Certification of Assurances; 2019-20 Protected Prayer Certification; 2019-20 LCAP Federal Addendum Certification; 2019-20 Application for Funding; 2019-20 Substitute System for Time Accounting; 2018-19 Title II Part A Expenditure Report; 2018-19 Homeless Education Policy; 2017-18 Title II Fiscal Expenditure Report

8.7 Adopt Board Policies

Moved by Trustee Antone, seconded by Trustee Barboza and passed unanimously to adopt board policies:

BP5021 Noncustodial Parents

BP5022 Student & Family Privacy Rights

AR5022 Student & Family Privacy Rights

BP5030 Student Wellness

BP5111 Admission

AR5111 Admission

AR5111.1 District Residency

AR5111.13 Residency for Homeless Children

BP5145.6 Parental Notifications

E5145.6 Parental Notifications

9 Items Scheduled for Future Board Meetings.

9.1 Board Policies

9.2 School Safety Report

9.3 Unaudited Actuals

9.4 Hire New Employees

9.5 45 Day Budget Update for 2019-20

10. Adjourned to Closed Session

May 24th Incident

No reportable action.

11. Meeting Adjourned at 6:22

Next Meetings

Regular Meeting Wednesday, August 14, 2019 – 4pm

Respectfully submitted: Patti Pomplin

Signed: _____
Glenda Antone, Clerk

Checks Dated 06/01/2019 through 06/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1721502	06/05/2019	Gualala Unocal 76	01-4362	oil		9.71
1721503	06/05/2019	Amerigas	01-5510	200821025		466.70
1721504	06/05/2019	California Internet DBA GeoLinks	01-5911	internet		17.75
1721505	06/05/2019	George Marrufo	01-5800	grass,cable		187.50
1721506	06/05/2019	Healdsburg Lumber Co	01-4315	pe	43.11	
			01-4380	maintenance	894.77	937.88
1721507	06/05/2019	Coleen McCloud	01-5800	lunches	146.16	
				van	240.50	386.66
1721508	06/05/2019	Miranda Brown	01-5800	cleaning		68.25
1721509	06/05/2019	Patti Pomplin	01-4310	headphones	65.94	
				sound system, diploma	453.10	
1721510	06/05/2019	Recology Sonoma Marin	01-5201	lcap	75.40	594.44
1721511	06/05/2019	Robert Sibley	01-5560	1812654333		586.77
1721512	06/05/2019	Sonoma County Office Of Ed	01-4310	cultural arts supplies		167.62
1722745	06/07/2019	ESP & Alarms Inc	01-5823	april legal		234.00
			01-5832	april, may, june 874-599	90.00	
				april, may, june 874-600	90.00	
				feb, march, april 874-099	90.00	
				jan, feb, march 874-599	90.00	
				jan, feb, march 874-600	90.00	
				may, june, july 874-600	90.00	
				garden supplies	41.35	540.00
1722746	06/07/2019	Frances Johnson	01-4310	kits for beading	320.00	
			01-5202	dr snyder	75.40	436.75
1722747	06/07/2019	Kashia Utilities District	01-5530	kud67938		72.93
1722748	06/07/2019	Coleen McCloud	01-4310	pizza for cultural arts day	55.47	
			01-5201	store	19.14	74.61
1722749	06/07/2019	Patti Pomplin	01-4396	graduation		275.73
1722750	06/07/2019	County of Sonoma Registrar of Voters	01-4350	form 700 for Frances		100.00
1722751	06/07/2019	Robert Sibley	01-9515	statedate check #1671789		26.06
1722752	06/07/2019	Sonoma County Office Of Ed	01-5817	calpads		552.00
1722753	06/07/2019	Stephen Roatch Accountancy	01-5821	2017-18 final		1,500.00
1722754	06/07/2019	Wells Fargo Vendor Fin Serv	01-5632	90136774142		139.64
1725169	06/19/2019	Gualala Unocal 76	01-5630	van repair		109.51
1725170	06/19/2019	Amerigas	01-5510	200821025		259.62
1725171	06/19/2019	Eugenia Maria Aguirre	01-5806	classroom assistance		600.00
1725172	06/19/2019	Francisco J Guerrero DBA Custom Quality Creations	01-5800	paint teacher house/class/bathroom		8,550.00

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.

ESCAPE

ONLINE

Page 1 of 2

Checks Dated 06/01/2019 through 06/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1725173	06/19/2019	Gualala Supermarket	01-4700	food		265.00
1725174	06/19/2019	Leonard Sheard	01-5800	cut grass		50.00
1725175	06/19/2019	Carmen Marrufo	01-5800	cleaning		26.00
1725176	06/19/2019	Stephen Marrufo	01-5800	tree work		70.00
1725177	06/19/2019	Pacific Gas & Electric	01-5520	28343238771	164.72	
				93967066411	33.40	
				94383733055	97.05	
1725178	06/19/2019	Annan Paterson	01-5800	lep		295.17
1725179	06/19/2019	Patti Pomplin	01-4362	fuel for van		250.00
			01-4390	six flags field trip	60.00	
1725180	06/19/2019	Robert Sibley	01-4390	field trip	1,470.00	1,530.00
1725181	06/19/2019	Tom Brown	01-5800	graduation - ceremony and sound system		116.00
Total Number of Checks					34	19,696.30

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	34	19,696.30
Total Number of Checks		34	19,696.30
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			19,696.30

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 07/01/2019 through 07/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1728491	07/10/2019	Blue Earth Marketing	01-5825	teacher ad		240.00
1728492	07/10/2019	Calif Internet/GeoLinks	01-4340	12 months ClearFiber		213.00
1728493	07/10/2019	Frontier Communications	01-5911	70778596821013815		201.29
1728494	07/10/2019	Healdsburg Lumber Co	01-4380	oil		28.53
1728495	07/10/2019	Interactive Ed Services Inc	01-4340	july 2019 to june 2020		4,250.00
1728496	07/10/2019	Coleen McCloud	01-5800	van		182.00
1728497	07/10/2019	Annan Paterson	01-5800	061319 IEP		250.00
1730875	07/19/2019	Gualala Supermarket	01-4700	june food		387.02
1730876	07/19/2019	Frances Johnson	01-4310	lesson planner stickers	52.59	
1730877	07/19/2019	Kashia Utilities District	01-5202	parents/lcap	150.80	203.39
1730878	07/19/2019	Pacific Gas & Electric	01-5530	kud67938		60.10
			01-5520	93967066411	19.22	
				94383733055	99.50	118.72
1730879	07/19/2019	Sonoma County Office Of Ed	01-5838	april may june supt	4,565.64	
				april may june	6,563.10	
				april may june supt	17,406.48	28,535.22
1730880	07/19/2019	Stephen Roatch Accountancy	01-5821	2018-19 audit #2		3,800.00
1730881	07/19/2019	Surf Supermarket	01-4700	graduation		32.65
1730882	07/19/2019	Wells Fargo Vendor Fin Serv	01-5632	90136774142		139.64
1732227	07/26/2019	Frontier Communications	01-5911	7077859682		202.77
1732228	07/26/2019	Sonoma County Office Of Ed	01-5823	june legal		1,118.00
Total Number of Checks					17	39,962.33

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	17	39,962.33
Total Number of Checks		17	39,962.33
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			39,962.33

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.

Copy of Williams Settlement Quarterly Uniform Complaint Report - April 1, 2019 - June 30, 2019

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 *

707-785-9682

Email Address *

ppomplin@kashiaesd.org



INSTRUCTIONAL MATERIALS *

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

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**

TEACHER WORKING AND/OR MISMANAGEMENT

Complaint Details

Your answer

FACILITIES

Complaint Details

Your answer

CAHSEE Intensive Instruction and Services

Complaint Details

Your answer

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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

MEMORANDIUM of UNDERSTANDING
Between
Annan Paterson M.S. & Kashia School District
Psychoeducational Assessments and IEP Coordination Services for 2019-20

This Agreement is entered into August 14, 2019 and will continue through June 30, 2020, by and between Kashia Elementary School District ("District") and Annan Paterson M.S. (Independent Contractor) with respect to the following recitals:

- A. Government Code section 53060 and Education Code Sections 35160/2233 authorize the employment of persons to perform special services as independent contractors; and
- B. The public interest, convenience, necessity and general welfare will be served by this appointment.

NOW THEREFORE, Independent Contractor and District agree as follows:

1. Independent Contractor Services.

Psychoeducational assessments and IEP coordination including: psychological assessment; observations; parent and staff consultation; report writing; initial IEP coordination and facilitation and additional duties as necessary.

2. Payment

In consideration of the services to be rendered by independent contractor, District agrees to pay Independent Contractor the sum of \$75 per hour. Annan will bill the district directly.

3. Independent Contractor Status.

Independent Contractor and any and all agents and employees of Independent Contractor, shall perform this Agreement in their independent capacity and not as officers, employees or agents of the District.

4. Indemnity.

Independent Contractor shall indemnify, defend and save the District, Its Board of Trustees, officers, agents and employees, harmless from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney's fees and costs,

incurred in connection with or in any manner arising out of Independent Contractor's performance of the work contemplated by this Agreement.

5. Termination of Agreement.

District may terminate this Agreement at any time for any reason upon written notice to the Independent Contractor. In the event of early termination, Independent Contractor shall be paid for satisfactory work performed to the date of termination. The District may proceed with the work in any manner the District deems proper.

6. Assignment.

The Agreement is personal and shall not be assigned by Independent Contractor either in whole or in part. Any such purported assignment shall void this Agreement.

7. Worker's Compensation Insurance.

Independent Contractor agrees to provide all necessary Workers' Compensation insurance for Independent Contractor's employees, if any, at his/her own cost and expense.

8. Taxes.

Independent Contractor agrees that Independent Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District.

_____, Frances Johnson, Superintendent
District Representative

_____, Annan Paterson M.S.
Independent Contractor

Annan Paterson
P.O. Box 1490
Gualala, CA 95445



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

MEMORANDIUM of UNDERSTANDING
Between
Janis Sowell & Kashia School District
RSP Education Specialist Services for 2019-20

This Agreement is entered into this day of October 12, 2018 and will continue through June 30, 2018, by and between Kashia Elementary School District ("District") and Janis Sowell (Independent Contractor) with respect to the following recitals:

- A. Government Code section 53060 and Education Code Sections 35160/2233 authorize the employment of persons to perform special services as independent contractors; and
- B. The public interest, convenience, necessity and general welfare will be served by this appointment.

NOW THEREFORE, Independent Contractor and District agree as follows:

1. Independent Contractor Services.

Provide Speech and Language services to meet the needs of the Kashia School students per required.

2. Payment

In consideration of the services to be rendered by independent contractor, District agrees to pay Independent Contractor the sum of \$90.00 per hour for speech services and \$45 per hour for driving time. Invoice for services rendered will be turned in monthly (or weekly depending on needs) for up to \$2,500, unless a review of services needed causes an adjustment to MOU to be agreed upon by both parties.

3. Independent Contractor Status.

Independent Contractor and any and all agents and employees of Independent Contractor, shall perform this Agreement in their independent capacity and not as officers, employees or agents of the District.

4. Indemnity.

Independent Contractor shall indemnify, defend and save the District, Its Board of Trustees, officers, agents and employees, harmless from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of Independent Contractor's performance of the work contemplated by this Agreement.

5. Termination of Agreement.

District may terminate this Agreement at any time for any reason upon written notice to the Independent Contractor. In the event of early termination, Independent Contractor shall be paid for satisfactory work performed to the date of termination. The District may proceed with the work in any manner the District deems proper.

6. Assignment.

The Agreement is personal and shall not be assigned by Independent Contractor either in whole or in part. Any such purported assignment shall void this Agreement.

7. Worker's Compensation Insurance.

Independent Contractor agrees to provide all necessary Workers' Compensation insurance for Independent Contractor's employees, if any, at his/her own cost and expense.

8. Taxes.

Independent Contractor agrees that Independent Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District.

_____, Frances Johnson, Superintendent
District Representative

_____, Janis Sowell, Speech Pathologist
Independent Contractor

Social Security Number: xxx-xx-_____

Janis Sowell

Address: _____



**Kashia School District
P.O. Box 129
31510 Skaggs Spring Road
Stewarts Point, CA 95480
707-785-9682**

08/14/19

Dispose Van = Vin#1FBJS31S3VHB91071 = Ford Club Wagon

This van no longer runs and is parked in front of the teacherage, in order to give it away the board must approve of the disposal and removal of the old van.

Kashia ESD

Board Policy

Concepts And Roles

BP 7000

Facilities

The Board of Trustees recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program. The Board shall endeavor to make the provision of adequate school facilities a priority in the district. Because the school serves as a focal point for the community, the Board shall also strive to ensure that district facilities fit harmoniously and attractively into their neighborhoods and have flexibility of design to meet future educational and community needs.

(cf. 9000 - Role of the Board)

The Board shall strive to have a school facilities master plan in place and regularly reviewed in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings

(cf. 7111 - Evaluating Existing Buildings)

2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them

3. Determine the method of financing that will be used

(cf. 7210 - Facilities Financing)

4. Select and purchase school sites for future expansion

(cf. 7150 - Site Selection and Development)

5. Approve the selection of architects and structural engineers

(cf. 7140 - Architectural and Engineering Services)

6. Award contracts for design and construction

7. Name schools and individual buildings

(cf. 7310 - Naming of Facility)

8. Advocate school facility needs to the community

(cf. 7110 - Facilities Master Plan)

(cf. 7131 - Relations with Local Agencies)

The Superintendent/Principal or designee shall:

1. Assess the district's short- and long-term facility needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and award of contracts

(cf. 3311 - Bids)

4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities

5. Represent the district in official governmental interactions related to the building program

Legal Reference:

EDUCATION CODE

17210-17224 General provisions (school sites)

17260-17268 Plans of schoolhouses

17280-17317 Approval of plans and supervision of construction

17340-17343 Building of schoolhouses

17350-17360 Factory-built school buildings

17365-17374 Fitness of buildings for occupancy; liability of board members

17400-17429 Leasing of school buildings

CODE OF REGULATIONS, TITLE 5

14001 Minimum standards

14010 Procedure for site acquisition

14030 Preliminary procedure, planning and approval of school facilities

14031-14032 Submissions to bureau of school facilities planning; approval

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

Facilities Master Plan

BP 7110

Facilities

The Board of Trustees recognizes the importance of long-range planning for school facilities in order to help meet the changing needs of district students and to help ensure that resources are allocated in an efficient and effective manner. To that end, the Board directs the Superintendent/Principal or designee to develop and maintain a master plan for district facilities.

The plan shall describe the district's anticipated short- and long-term facilities needs and priorities and shall be aligned with the district's educational goals.

(cf. 0000 - Vision)

(cf. 7000 - Concepts and Roles)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7131 - Relations with Local Agencies)

(cf. 7210 - Facilities Financing)

The Superintendent/Principal or designee shall ensure that staff, parents/guardians, students, and business and community representatives are kept informed of the need for construction and modernization of facilities and of the district's plans for facilities. The Superintendent/Principal or designee may also establish a facilities committee that shall meet at regular intervals in order to give community members opportunities to provide input into the planning process. The committee may consult local governmental and state planning agencies in order to ensure compliance with local and state standards.

(cf. 1220 - Citizen Advisory Committees)

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of the existing school site or the necessity to acquire additional school sites, the Superintendent/Principal or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent/Principal or designee shall meet with them within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

Legal Reference:

EDUCATION CODE

16011 Long range comprehensive master plan

16322 Department of Education services

17017.5 Approval of applications for projects

17251 Powers and duties of CDE

17260-17268 Plans of schoolhouses

17280-17317 Field Act

17365-17374 Fitness for occupancy

17405 Relocatable structures; lease requirements

35275 New school planning; cooperation with recreation and park authorities

GOVERNMENT CODE

53090-53097.5 Regulation of local agencies by counties and cities

65352.2 Communicating and coordinating of school sites

65995.6 School facilities needs analysis

CODE OF REGULATIONS, TITLE 5

14001 Minimum standards

14030-14036 Standards, planning and approval of school facilities

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

WEB SITES

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

CDE, School Facilities Division: <http://www.cde.ca.gov/facilities>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Administrative Regulation

Evaluating Existing Buildings

AR 7111

Facilities

The Superintendent/Principal or designee shall periodically evaluate the adequacy, design, and conditions of existing district facilities to determine whether they meet the needs of the instructional program and provide a healthful and pleasing environment for students and staff. He/she also shall determine whether district facilities fulfill legal requirements for safety and structural soundness, access for the disabled, and energy conservation.

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

(cf. 3511 - Energy and Water Management)

(cf. 3514 - Environmental Safety)

(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3517 - Facilities Inspection)

In addition, the Superintendent/Principal or designee shall regularly calculate the capacity of existing school buildings to adequately house the district's current students and projected enrollments.

Any identified needs for repair, modernization, or construction shall be incorporated into the district's facilities planning process.

(cf. 7110 - Facilities Master Plan)

Structural Safety

In the event that the Department of General Services or any licensed structural engineer or licensed architect finds and reports to the Board of Trustees that a district building is unsafe for use, the Superintendent/Principal or designee shall immediately obtain an estimate of the cost of repairs or reconstruction necessary to bring the building up to legal standards for structural safety. The Board shall establish a system of priorities for the repair, reconstruction, or replacement of unsafe school buildings. (Education Code 17367)

A relocatable school building or structure shall meet the requirements of Education Code 17280-17317 and 17365-17374 pertaining to structural safety. However, a relocatable building that does not meet the requirements of Education Code 17280 may be used as a school building until September 30, 2015, if all the conditions specified in Education Code 17292 are met and the Board so certifies to the Department of General Services. (Education Code 17291, 17292)

Energy Efficiency

To the extent that services are available, the Superintendent/Principal or designee shall arrange for the energy audit of school buildings to identify the type and amount of work necessary to retrofit buildings and obtain an estimate of projected energy savings. The district

may contract with qualified businesses capable of retrofitting these buildings and may borrow funds which do not exceed the amount of energy savings to be accumulated from the improvement of the buildings. (Education Code 17651-17653)

Legal Reference:

EDUCATION CODE

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998, especially:

17071.10-17071.40 Existing school building capacity

17280-17316 Building approvals

17365-17374 Fitness for occupancy

17650-17653 Retrofitting school facilities for energy conservation

GOVERNMENT CODE

53097 Compliance with city or county ordinances

53097.5 Inspection of schools by city or county

CODE OF REGULATIONS, TITLE 2

1859-1859.106 Regulations relating to the Leroy F. Greene School Facilities Act of 1998

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: School Facilities Management

WEB SITES

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

California Department of Education, School Facilities Division: <http://www.cde.ca.gov/ls/fa>

California Energy Commission, Bright Schools Program:

<http://www.energy.ca.gov/efficiency/brightschoools>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Department of General Services, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT

approved: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

Relations With Local Agencies

BP 7131

Facilities

The Board of Trustees recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law and whenever the expertise and resources of these agencies can assist the district in the planning, design and construction of facilities.

Following notification by a city or county of proposed action to adopt or substantially revise a general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design and construction of new school facilities and school sites. (Government Code 65352.2)

The Superintendent/Principal or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs.

(cf. 7150 - Site Selection and Development)

Recognizing that available funds may not suffice to eliminate overcrowding in district school caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

(cf. 7210 - Facilities Financing)

(cf. 7211- Developer Fees)

Notifications to Other Local Agencies

The Board shall notify the city council or county board of supervisors whenever it finds, based on clear and convincing evidence: (Government Code 65971)

1. That conditions of overcrowding exist within the district school which will impair the normal functioning of the educational programs, and the reason for the existence of those conditions
2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

The above notice shall specify the mitigation measures considered by the district and shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

The Superintendent/Principal or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis or facilities master plan, the acquisition of a school site, or other action regarding school facilities in accordance with law.

(cf. 7110 - Facilities Master Plan)

Legal Reference:

EDUCATION CODE

17280-17316 Approval of plans and supervision of construction

35275 New school planning; cooperation with recreation and park authorities

GOVERNMENT CODE

53090-53097.5 Compliance with city or county regulations

65300-65307 Authority for and scope of general plans

65352.2 Communication between cities, counties and school districts

65850-65863.11 Adoption of regulations

65970-65981 School facilities

65995-65998 Developer fees

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act of 1970

CODE OF REGULATIONS, TITLE 5

14010 Procedure for site acquisition

CODE OF REGULATIONS, TITLE 14

15000-15285 Implementation of California Environmental Quality Act of 1970

Management Resources:

WEB SITES

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

CDE, School Facilities Division: <http://www.cde.ca.gov/facilities>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

Architectural And Engineering Services

BP 7140

Facilities

In order to ensure safe construction and protect the investment of public funds, the Board of Trustees requires that a licensed and certified architect or structural engineer be employed to design and supervise the construction of district schools and other facilities.

The Superintendent/Principal or designee shall devise a competitive process for the selection of architects and structural engineers that is based on demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required. For each project, he/she shall recommend specific architectural and engineering firms to the Board. The Board shall pay fair and reasonable amounts warranted by the provider's qualifications and competence. The Board need not select the lowest responsible bidder.

(cf. 3311 - Bids)

Legal Reference:

EDUCATION CODE

17070.50 Conditions for apportionment

17280-17316 Approvals, especially:

17302 Persons qualified to prepare plans, specifications and estimates and supervise construction

17316 Contract provision re school district property

17371 Limitation on liability of governing board

GOVERNMENT CODE

4525-4529.5 Contracts with private architects, engineering, land surveying, and construction project management firms

14837 Definition of small business

87100 Public officials; financial interest

PUBLIC CONTRACT CODE

20111 School district contracts

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Administrative Regulation

Architectural And Engineering Services

AR 7140

Facilities

The Board of Trustees shall engage the services of a licensed architect(s) holding a valid certificate or engineer(s) holding a valid certificate for the preparation of plans, specifications or estimates for any construction project, through a signed contract. (Education Code 17302)

(cf. 3312 - Contracts)

Contractors for any architectural, landscape architectural, engineering, environmental, land surveying or construction project management services shall be selected, at fair and reasonable prices, on the basis of demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required. (Government Code 4526)

The Superintendent/Principal or designee shall ensure that the selection process for projects receiving state funding: (Government Code 4526)

1. Ensures that projects entail maximum participation by small business firms as defined pursuant to Government Code 14837
2. Prohibits practices which might result in unlawful activity such as rebates, kickbacks, or other unlawful consideration
3. Prohibits district employees from participating in the selection process when they have a relationship with a person or business entity seeking a contract which would subject the employee to the prohibition of Government Code 87100

(cf. 9270 - Conflict of Interest)

The selection process may also include: (Government Code 4527)

1. Detailed evaluations of current statements of prospective contractors' qualifications and performance data
2. Discussion of alternative approaches for furnishing the services with at least three firms
3. Selection of at least three firms deemed to be the most highly qualified to provide the required services, in accordance with established criteria and recommended in order of preference

Contracts shall specify that all plans, specifications and estimates prepared by the contractor shall become the property of the district. (Education Code 17316)

Kashia ESD

Board Policy

Site Selection And Development

BP 7150

Facilities

The Board of Trustees believes that a school site should serve the district's educational needs in accordance with the district's master plan as well as show potential for contributing to other community needs.

(cf. 7110 - Facilities Master Plan)

The Board recognizes the importance of community input in the site selection process. To this end, the Board will solicit community input whenever a school site is to be selected and shall provide public notice and hold public hearings in accordance with law.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9320 - Meetings and Notices)

The Superintendent/Principal or designee shall establish a site selection process which complies with law and ensures that the best possible sites are acquired and developed in a cost-effective manner.

(cf. 7140 - Architectural and Engineering Services)

(cf. 7210 - Facilities Financing)

Before acquiring property for a new school or an addition to an existing school site, the Board shall evaluate the property at a public hearing using state site selection standards. (Education Code 17211)

Environmental Impact Investigation for the Site Selection Process

The Superintendent/Principal or designee shall determine whether any proposed development project is subject to the requirements of the California Environmental Quality Act (CEQA) and shall ensure compliance with this Act whenever so required. When evaluating district projects, the CEQA guidelines shall be used.

Agricultural Land

If the proposed site is in an area designated in a city, county, or city and county general plan for agricultural use and zoned for agricultural production, the Board shall determine all of the following: (Education Code 17215.5)

1. That the district has notified and consulted with the city, county, or city and county within which the prospective site is to be located
2. That the Board has evaluated the final site selection based on all factors affecting the public interest and not limited to selection on the basis of the cost of the land
3. That the district shall attempt to minimize any public health and safety issues resulting from the neighboring agricultural uses that may affect students and employees at the site

Legal Reference:

EDUCATION CODE

17006 Definition of self-certifying district

17024 Prior written approval of CDE for selection of school site or construction of building

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17210-17224 General provisions (school sites)

17240-17245 New Schools Relief Act

17250.20-17250.35 Design-build contracts

17251-17253 Powers concerning buildings and building sites

17260-17268 Plans

17280-17317 Approvals

17565-17592.5 Board duties re management and control of school property

35271 Power to acquire and construct on adjacent property

35275 New school planning and design, re consultation with local recreation and park authorities

CODE OF CIVIL PROCEDURE

1263.710-1263.770 Remediation of hazardous substances on property to be acquired by school district

GOVERNMENT CODE

53094 Authority to render zoning ordinances inapplicable

65402 Acquisition or disposition of property

65995-65997 Developer fees

66455.9 Written notices of proposed public school site within development; investigation and report; conditions for acquisition

HEALTH AND SAFETY CODE

44360 Risk assessment

PUBLIC RESOURCES CODE

21000-21177 Implementation of Environmental Quality Act

CODE OF REGULATIONS, TITLE 5

14001-14036 Minimum standards

CODE OF REGULATIONS, TITLE 14

15000-15209 Review and evaluation of EIRs and negative declarations

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 130 (1999)

Management Resources:

WEB SITES

CDE, School Facilities Planning Division: <http://www.cde.ca.gov/dmsbranch/sfpdiv>

Office of Public School Construction: <http://www.opsc.dgs.ca.gov/>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

Facilities Financing

BP 7210

Facilities

When it is determined that school facilities must be built or expanded to accommodate a increased or projected increased enrollment, the Board of Trustees shall consider appropriate methods of financing for the purchase of school sites and the construction of buildings. In addition, financing may be needed when safety considerations and educational program improvements require the replacement, reconstruction or modernization of existing facilities.

The Superintendent/Principal or designee shall research funding alternatives and recommend to the Board the method that would best serve district needs as identified in the district's master plan for school facilities.

(cf. 7110 - Facilities Master Plan)

These funding alternatives may include, but not be limited to:

1. Levying developer fees pursuant to Education Code 17620 and Government Code 65995-65998

(cf. 7211- Developer Fees)

2. Forming a community facilities district pursuant to Government Code 53311-53368.3, the Mello-Roos Community Facilities Act

(cf. 7212 - Mello-Roos Districts)

3. Forming a school facilities improvement district pursuant to Education Code 15300-15425

(cf. 7213 - School Facilities Improvement Districts)

4. Issuing voter-approved general obligation bonds

5. Imposing a qualified parcel tax pursuant to Government Code 50079

6. Using lease revenues for capital outlay purposes from surplus school property

Legal Reference:

EDUCATION CODE

15100-17059.2 School bonds, especially:

15122.5 Ballot statement

15300-15327 School facilities improvement districts

17000-17059.2 State School Building Lease-Purchase Law of 1976

17060-17066 Joint venture school facilities construction projects
17070.10-17076.10 Leroy F. Greene School Facilities Act of 1998
17085-17095 State Relocatable Classroom Law of 1979
17582 District deferred maintenance fund
17620-17626 Levies against development projects by school districts especially:
17621 Procedures for levying fees

GOVERNMENT CODE

6061 One time notice
6066 Two weeks' notice
50075-50077 Voter-approved special taxes
50079 School districts; qualified special taxes
53175-53187 Integrated Financing District Act
53311-53368.3 Mello-Roos Community Facilities Act of 1982
53753 Assessment notice and hearing requirements
53753.5 Exemptions
54954.1 Mailed notice to property owners
54954.6 New or increased tax or assessment; public meetings and hearings; notice
65864-65867 Development agreements
65970-65980.1 School facilities development project
65995-65998 Payment of fees against a development project
66000-66008 Fees for development projects
66016-66018.5 Development project fees
66020-66025 Protests and audits

HEALTH AND SAFETY CODE

33445.5 Overcrowding of schools resulting from redevelopment
33446 School construction by redevelopment agency

CALIFORNIA CONSTITUTION

Article 13D, Sections 1-6 Assessment and property related fee reform

UNCODIFIED STATUTES

17696-17696.98 Greene-Hughes School Building Lease-Purchase Bond Law of 1986

CODE OF REGULATIONS, TITLE 2

1859-1859.106 School facility program

COURT DECISIONS

Loyola Marymount University v. Los Angeles Unified School District (1996) 45 Cal.App.4th 1256

Ehrlich v. City of Culver City (1996) 12 Cal.4th 854

Dolan v. City of Tigard (1994) 114 S.Ct. 2309

Canyon North Co. v. Conejo Valley Unified School District (1993) 19 Cal.App.4th 243, 23 Cal.Rptr.2d 495

Garlic Development Co. v. Hayward Unified School District (1992) 3 Cal.App.4th 320, 4 Cal.Rptr.2d 897

Nollan v. California Coastal Commission (1987) 107 S.Ct. 3141

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 149 (1996)

Management Resources:

WEB SITES

Department of General Services, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

Developer Fees

BP 7211

Facilities

In order to finance the construction or reconstruction of school facilities needed to accommodate students coming from new development, the Board of Trustees may establish, levy and collect developer fees on residential, commercial and industrial construction within the district, subject to restrictions specified by law and administrative regulation.

Appeals Process for Protests by Developers

The Superintendent/Principal or designee shall establish an appeals process for the handling of protests by developers. (Education Code 17621)

Legal Reference:

EDUCATION CODE

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17582 District deferred maintenance fund

17620-17626 Levies against development projects by school districts

GOVERNMENT CODE

6061 One time notice

6066 Two weeks' notice

65352.2 Level 2 funding notification requirement

65864-65869.5 Development agreements

65995-65998 Payment of fees against a development project

66000-66008 Fees for development projects

66016-66018.5 Development project fees

66020-66025 Protests and audits

CODE OF REGULATIONS, TITLE 2

1859-1859.106 School facility program

COURT DECISIONS

Dolan v. City of Tigard (1994) 114 S.Ct. 2309

Management Resources:

WEB SITES

Department of General Services, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Administrative Regulation

Developer Fees

AR 7211
Facilities

Level 1 Funding: Residential, Commercial and Industrial Construction

Before taking action to establish, increase or impose developer fees, the Board of Trustees shall conduct a fee justification study which: (Government Code 66001)

1. Identifies the purpose of the fee and the use to which the fee will be put
2. Determines a reasonable relationship between the fee's use and the type of development project for which the fee is imposed
3. Determines a reasonable relationship between the need for the public facility and the type of development project for which the fee is imposed
4. Determines a reasonable relationship between the amount of the fee and the cost of the public facility or portion of the public facility attributed to the development for which the fee is imposed

Level 1 Funding: Notice and Hearing Requirements

Before levying developer fees or prior to increasing an existing fee, the Board shall schedule a public hearing. The Superintendent/Principal or designee shall mail notice of the time and place of the meeting, including a general explanation of the matter to be considered and a statement that the required data are available, at least 14 days prior to the meeting to any interested party who has requested such information. Any written request for mailed notices shall be valid for one year from the date on which it is filed unless a renewal request is filed. Renewal requests for mailed notices shall be filed on or before April 1 of each year. The district may charge a fee reasonably related to the cost of providing these materials. (Government Code 66016)

Information on the anticipated amount of fees, other available funds and funding sources, and the estimated cost of planning, land acquisition and school construction shall be made available to the public at least 10 days before the hearing. (Government Code 66016)

At the hearing, the Board shall adopt a resolution for the levying of the developer fees. (Government Code 66016) The resolution shall set forth:

1. The purpose of the fee and the public improvement(s) that the fee will be used to finance (Government Code 66006)
2. The Board's findings of reasonable relationship which justify the fees pursuant to Government Code 66001

3. The district's determination of either of the following conditions which allow collection of the fees at the time when building permits are issued: (Government Code 66007)

a. That the fees are to reimburse the district for previous expenditures

b. That the fees shall be collected for public improvements or facilities for which an account has been established, funds have been appropriated and the district has adopted a proposed construction schedule or plan

Level 2 Funding: Residential Construction

In order to impose residential construction fees within the limits of Government Code 65995.5, the Board shall: (Government Code 65995.5)

1. Make a timely application to the State Allocation Board for new construction funding for which it is eligible

2. Conduct and adopt a school facility needs analysis pursuant to Government Code 65995.6

3. Satisfy at least two of the requirements set forth in Government Code 65995.5(b)(3)(A-D) (Government Code 65995.5)

Level 2 Funding: Notice and Hearing Requirements

At least 45 days prior to completion of the school facility needs analysis, the Board shall notify and provide copies of the analysis to the planning commission or agency of the city or county with land use jurisdiction within the district. Upon request of either party, the Board and city or county shall meet within 15 days following notification. (Government Code 65352.2)

(cf. 7131 - Relations with Local Agencies)

The Board shall adopt the school facility needs analysis by resolution at a public hearing. (Government Code 65995.6)

This analysis may not be adopted until the analysis, in its final form, has been made available to the public for a period of not less than 30 days. Prior to its adoption, the public shall have the opportunity to review and comment on the analysis and the Board shall respond to written comments it receives regarding the analysis. (Government Code 65995.6)

During the period of public review, the analysis shall be provided to the local agency responsible for land use planning for its review and comment. (Government Code 65995.6)

No less than 30 days prior to the hearing, notice of the time and place of the hearing, including the location and procedure for viewing or requesting a copy of the proposed analysis, shall be published in at least one newspaper of general circulation within the jurisdiction of the district. If there is no paper of general circulation, the notice shall be posted in at least three conspicuous places within the district's jurisdiction not less than 30 days prior to the hearing. (Government Code 65995.6)

In addition, the Superintendent/Principal or designee shall mail a copy of the needs analysis not less than 30 days prior to the hearing to any person who has made a written request if the written request was made 45 days prior to the hearing. The district may charge a fee reasonably related to the cost of providing these materials. (Government Code 65995.6)

The school facility needs analysis may be revised at any time. The revision is subject to the same conditions and requirements applicable to the adoption of the analysis. The existing school building capacity shall be recalculated as part of any revision to the needs analysis. (Government Code 65995.6)

The fees authorized by Government Code 65995.6 and Government Code 65995.7 shall be adopted by resolution as part of the adoption or revision of the school facilities needs analysis. The fees shall take effect immediately upon adoption of the resolution and may not be effective for more than one year. (Government Code 65995.6)

Level 3 Funding: Residential Construction

When Level 3 fees are authorized by law and the district qualifies for Level 2 funding pursuant to Government Code 65995.5, the Board may assess a fee on residential construction pursuant to the requirements of Government Code 65995.7.

Level 3 Funding: Notice and Hearing Requirements

Pursuant to Government Code 65995.7, the notice and hearing requirements, resolution requirement, and term of effectiveness for Level 3 funding shall be the same as the requirements for Level 2 funding as specified above.

All Developer Funding Fees: Additional Requirements

The district shall send a copy of any resolution adopting or increasing developer fees to the city and county, accompanied by all relevant supporting documentation and a map indicating the boundaries of the area subject to the fee. (Education Code 17621)

In cooperation with local governmental agencies issuing building permits, the Superintendent/Principal or designee shall establish a means by which all of the following shall be accomplished:

1. The project applicant shall receive a written statement of the amount of the fees and notification that the 90-day approval period during which the applicant may protest has begun. (Government Code 66020)
2. The Superintendent/Principal or designee shall receive and retain acknowledgment that the above notification was received.
3. Before a permit is issued and upon the payment of the applicable fee or requirement, the Board shall immediately certify that the fee has been paid or that the district has determined that the fee does not apply to the development project. (Education Code 17620)

Developer fees shall be deposited, invested, accounted for and expended pursuant to Government Code 66006. Developer fees shall be deposited in a separate capital facilities account, except

for temporary investments allowed by law, and shall be used only for the purpose for which they were collected. Interest income earned by the capital facilities account shall also be deposited in that account and used only for the purpose for which the fee was originally collected. (Government Code 66006)

For each separate account so established, the Superintendent/Principal or designee shall, within 180 days after the last day of each fiscal year, make available to the public the following information for the fiscal year: (Government Code 66006)

1. A brief description of the type of fee in the account or fund
2. The amount of the fee
3. The beginning and ending balance of the account or fund
4. The amount of the fees collected and the interest earned
5. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees
6. An identification of an approximate date by which the construction of the public improvement will commence if the district determines that sufficient funds have been collected to complete financing on an incomplete public improvement
7. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan
8. The amount of refunds made pursuant to Government Code 66001(e) and any allocations made pursuant to Government Code 66001(f)

The Board shall review the above information at the first regularly scheduled public Board meeting which occurs 15 days after the information is made available to the public. Fifteen-day prior notice of this meeting shall be mailed to any parties filing a written request pursuant to Government Code 66006. (Government Code 66006)

In addition to discharging its public disclosure duties regarding the levying of developer fees, the Board shall, for the fifth fiscal year after the first deposit into the account or fund and every five years thereafter, make all of the following findings with respect to the portion of the account or fund that remains unexpended, whether committed or uncommitted: (Government Code 66001)

1. Identify the purpose to which the fee is to be put
2. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged
3. Identify all sources and amounts of funding anticipated to complete financing in incomplete improvements originally identified

4. Designate the approximate dates on which the funding referred to in item #3 is expected to be deposited into the appropriate account or fund

When sufficient funds have been collected to complete the financing of public improvements but such improvements remain incomplete, the district shall, within 180 days of the date that a determination of sufficient funding was made, either identify an approximate date by which construction will begin or refund the unexpended revenues in accordance with Government Code 66001. (Government Code 66001)

Appeals Process for Protests by Developers

Developers of residential, commercial and industrial projects who claim that the developer fee has been inappropriately levied shall use the following procedures: (Government Code 66020)

1. The developer shall tender any required payment in full or provide satisfactory evidence of arrangements to pay the fee when due or ensure performance of the conditions necessary to meet the requirements of the imposition.
2. The developer shall serve written notice to the Board. This notice shall include:
 - a. A statement that the required payment is tendered or will be tendered when due, or that any conditions which have been imposed are provided for or satisfied, under protest
 - b. A statement informing the Board of the factual elements of the dispute and the legal theory forming the basis for the protest
3. The protest shall be filed at the time of approval or conditional approval of the development or within 90 days after the date of the imposition of the fees.

At the time of the imposition of the fee, the Superintendent/Principal or designee shall provide each project applicant written notice that the 90-day period in which the applicant may initiate a protest has begun. The developer may file an action to attack, review, set aside, void or annul the imposition of the fees imposed on the development project within 180 days of delivery of the notice. (Government Code 66020)

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
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Kashia ESD

Board Policy

Mello Roos Districts

BP 7212

Facilities

The Board of Trustees desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students. To that end, the Board may order the formation of a community facilities/Mello-Roos district for the acquisition or improvement of school facilities when, in the Board's judgment, it is advisable and in the best interest of district students and the community.

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7210 - Facilities Financing)

(cf. 7211 - Developer Fees)

(cf. 7213 - School Facilities Improvement Districts)

Prior to forming a community facilities district, the Board shall consider and adopt local goals and policies that include the following elements: (Government Code 53312.7)

1. The priority that various facilities shall have for financing through the community facilities district, including public facilities to be owned and operated by other public agencies and services to be provided by other public agencies
2. The credit quality to be required of bond issues and criteria to be used in evaluating the credit quality
3. Steps by which prospective property purchasers will be fully informed about their related taxpaying obligations
4. Criteria for evaluating the equity of tax allocation formulas, including desirable and maximum amounts of special tax to be levied against any parcel
5. Definitions, standards, and assumptions to be used in appraisals required by Government Code 53345.8

(cf. 5116 - School Attendance Boundaries)

The Board may initiate the proceedings to establish a community facilities district. In addition, the Board shall initiate such proceedings when any two Board members have filed a written request or a specified percentage of voters or landowners have filed a petition requesting such a district be formed. (Government Code 53317)

Upon Board action to form a community facilities district or receipt of a petition or request, the Board shall adopt a resolution of intention and conduct a hearing in accordance with law. The resolution shall fix the time and place for holding a public hearing on the establishment of the community facilities district which shall be within 30-60 days after the adoption of the resolution. Notice of the hearing shall be given by publishing a copy of the resolution of

intention in a newspaper of general circulation pursuant to Government Code 6061, starting at least seven days before the hearing, and shall include the requirements specified in Government Code 53322 and 53322.4. (Government Code 53321, 53322, 53322.4)

If, after the hearing, the Board determines to establish a community facilities district, the Board shall adopt a resolution of formation in accordance with law. (Government Code 53325, 53325.1)

Upon approval by two-thirds of the voters in the proposed community facilities district, the tax may be levied. The proceeds of any bonds, notes, or other securities issued pursuant to the Mello-Roos Community Facilities Act shall be deposited or invested in accordance with Government Code 53356.03.

Legal Reference:

EDUCATION CODE

15300-15425 School facilities improvement districts

17060-17066 Joint venture school facilities construction projects

GOVERNMENT CODE

6061 One time notice

53311-53368.3 Mello-Roos Community Facilities Act of 1982

53753 Assessment notice and hearing requirements

53753.5 Exemptions

54954.1 Mailed notice to property owners

54954.6 New or increased tax or assessment; public meetings and hearings; notice

65970-65981 School facilities development project

65995 Levies against development projects

CODE OF REGULATIONS, TITLE 2

1859-1859.106 School facility program

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: School Facilities Management, 2006

WEB SITES

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

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Annapolis, California

Kashia ESD

Board Policy

School Facilities Improvement Districts

BP 7213

Facilities

The Board of Trustees desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students.

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7210 - Facilities Financing)

The Board has determined that it is necessary and in the best interest of the district to form a school facilities improvement district to finance any or all of the improvements set forth in Education Code 15100 and finds that the overall cost of financing the bonds issued would be less than the overall cost of other school financing options available to the district including, but not limited to, issuing bonds pursuant to the Mello-Roos Community Facilities Act. The Board shall define the boundaries of the school facilities improvement district to include any portion of territory within the jurisdiction of the school district, including the option of including the territory of an existing Mello-Roos community facilities district. (Education Code 15301)

(cf. 7212 - Mello-Roos Districts)

The Superintendent/Principal or designee shall establish procedures consistent with Education Code 15100-15262 governing the financing of bonds, bond elections, and the issuance and sale of bonds.

Board Resolution of Intention

The Board may pursue the authorization and issuance of bonds by approval of either 66.67 percent majority or 55 percent majority of the voters within the proposed territory of the school facilities improvement district and shall adopt a resolution of intent to form an improvement district. In order to proceed with an election requiring a 55 percent approval of the voters, two-thirds of the Board shall agree to such an election and the district shall comply with the accountability provisions, including the requirements regarding the citizens' oversight committee, required for 55 percent approval set forth in Education Code 15264-15288. (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

(cf. 9323.3 - Actions by the Board)

The Board's resolution of intention shall state all of the following: (Education Code 15320)

1. The Board's intention to form the proposed school facilities improvement district
2. The purpose for which the proposed district is to be formed
3. The estimated cost of the school facilities improvement project
4. That any taxes levied for financing general obligation bonds issued to finance the project shall be levied exclusively upon the lands in the proposed school facilities improvement district
5. That a map showing the exterior boundaries of the proposed district is on file with the Board and available for public inspection, and that these boundaries meet the requirements of Education Code 15301
6. The time and place for a Board hearing on the formation of the proposed district
7. That any interested persons, including all persons owning lands in the district or in the proposed school facilities improvement district, may appear and be heard at the above hearing

The Board shall hold the hearing as specified in its resolution and may, at the hearing, adopt a resolution proposing modifications of its above-stated purposes. (Education Code 15322, 15323)

Notice of the hearing shall be given by publishing a copy of the resolution of intention in a newspaper of general circulation pursuant to Government Code 6066, starting at least 14 days before the hearing. No other notice shall be required. (Education Code 15321)

When hearings are concluded, the Board may, by resolution, order the formation of a school facilities improvement district with the boundaries described in the resolution. The resolution shall state the estimated cost of carrying out described purposes and shall number and designate the improvement district as specified in Education Code 15326. (Education Code 15326)

Legal Reference:

EDUCATION CODE

- 15100-15111 Purposes for authorizing bonds
- 15120-15262 Election procedures and issuance of bonds
- 15264-15288 Accountability in local school construction
- 15300-15425 School facilities improvement districts

GOVERNMENT CODE

- 6066 Two weeks' notice
- 50075-50077.5 Voter-approved special taxes
- 50079 School districts; qualified special taxes
- 53175-53187 Integrated Financing District Act
- 53753 Assessment notice and hearing requirements

53753.5 Exemptions

54954.1 Mailed notice to property owners

54954.6 New or increased tax or assessment; public meetings and hearings; notice

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: School Facilities Management, 2006

WEB SITES

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

CSBA, District and Financial Services, Proposition 39 Bond Performance Audit Program:

<http://www.csba.org/Services/Services/DistrictServices/Proposition39BondAudits.aspx>

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

General Obligation Bonds

BP 7214

Facilities

The Board of Trustees recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

(cf. 1160 - Political Processes)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

(cf. 9323.2 - Actions by the Board)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities
3. The refunding of any outstanding debt issuance used for the purposes specified in items

#1-2 above

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses

2. A list of specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9324 - Minutes and Recordings)

The Superintendent/Principal or designee shall ensure that the annual, independent performance and financial audits required pursuant to items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67

percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall record that fact in its minutes. The

Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolutions Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution directing the issuance and sale of bonds. In accordance with law, the resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

In passing the resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall disclose, as an agenda item at a public meeting, either in the bond issuance resolution or a separate resolution, available funding instruments, the costs and suitability of each, and all of the following information: (Education Code 15146; Government Code 53508.9)

1. Express approval of the method of sale (i.e., competitive, negotiated, or hybrid)
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), items #1-4 above and the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds shall be included in the resolution to be adopted by the Board. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds

3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146; Government Code 53509.5)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully

available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 School district election

15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53506-53509.5 General obligation bonds

53580-53595.5 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley

Unified School District (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

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

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Kashia ESD

Administrative Regulation

General Obligation Bonds

AR 7214
Facilities

Election Notice

Whenever the Board of Trustees orders an election on the question of whether general obligation bonds shall be issued to pay for school facilities, the Superintendent/Principal or designee shall ensure that election notice and ballot requirements comply with Education Code 15120-15126 and 15272, as applicable.

Citizens' Oversight Committee

If a bond is approved under the 55 percent majority threshold pursuant to Proposition 39 (Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution), then the district's citizens' oversight committee shall consist of at least seven members, including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a district student
5. One member who is a parent/guardian of a district student and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)

Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

(cf. 9270 - Conflict of Interest)

No employee, Board member, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee may serve for no more than three consecutive terms of two years each. They shall serve without compensation. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution

(cf. 3460 - Financial Reports and Accountability)

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district
4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, the following:

- a. Mechanisms designed to reduce the costs of professional fees
- b. Mechanisms designed to reduce the costs of site preparation
- c. Recommendations regarding the joint use of core facilities

(cf. 1330.1 - Joint Use Agreements)

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design

- e. Recommendations regarding the use of cost-effective and efficient reusable facility plans
(cf. 7110 - Facilities Master Plan)

The district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions.
(Education Code 15280)

All citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

(cf. 9320 - Meetings and Notices)

The citizens' oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

(cf. 1113 - District and School Web Sites)
(cf. 1340 - Access to District Records)

Reports

Within 30 days after the end of each fiscal year, the district shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
approved: October 9, 2019 Stewarts Point, California

Kashia ESD

Board Policy

Naming Of Facility

BP 7310

Facilities

The Board of Trustees shall name schools or individual buildings in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

The renaming of the existing school or major facilities shall occur only under extraordinary circumstances and after thorough study.

Memorials

Upon request, the Board shall consider naming buildings, parts of buildings or athletic fields in honor of the contributions of students, staff members and community members who have been deceased for at least one year.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: October 9, 2019 Stewarts Point, California

Fund 01 - General Fund		Fiscal Year 2020 through 06/30/2020				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	207,156.00	4,239.68		202,916.32	98%
Federal Revenue	(8100-8299)	88,125.00	(1,907.00)		90,032.00	102%
Other State Revenue	(8300-8599)	7,617.00	(461.09)		8,078.09	106%
Other Local Revenue	(8600-8799)	106,795.00	5,015.00		101,780.00	95%
Total Revenues		409,693.00	6,886.59		402,806.41	98%
EXPENDITURES						
Certificated Salaries	(1000-1999)	78,039.00	.00	.00	78,039.00	100%
Classified Salaries	(2000-2999)	54,358.00	.00	.00	54,358.00	100%
Employee Benefits	(3000-3999)	51,576.00	.00	.00	51,576.00	100%
Books and Supplies	(4000-4999)	32,094.00	4,515.59	.00	27,578.41	86%
Services & Operating Expenses	(5000-5999)	185,840.00	672.03	.00	185,167.97	100%
Capital Outlay	(6000-6999)	24,412.00	.00	.00	24,412.00	100%
Total Expenditures		426,319.00	5,187.62	.00	421,131.38	99%
Operating Surplus/(Deficit)		(16,626.00)	1,698.97	1,698.97		
Beginning Fund Balance		309,315.00	.00	.00		
Net Ending Fund Balance		292,689.00	1,698.97	1,698.97		
*** calculated ***						
Components of Ending Fund Balance						
Reserve economic Uncertainty - 9789		67,000.00	.00			
Undesignated/unappropriated - 9790		225,689.00	.00			
Ending Fund Balance		292,689.00	.00			

ORIGINAL # 2931
 Updates <16,626>
 Difference <# 19,557>

Taxes # 4,276
 Elem Ed 579 (salary software)
 Maintenance <# 24,412> (carpeting)
 # <19,557>

KASHIA SCHOOL DISTRICT
STAFF
HANDBOOK

PAYROLL DEDUCTIONS

- A. All payroll deductions authorized between Superintendent/Principal and Employee will be included on annual work agreement and deductions made accordingly.

SUBSTITUTES/EXTENDED HOUR & EXTRA DUTY POSITIONS

- A. Daily certificated substitutes will be paid \$150.00 per day. Half Days will be paid at \$75.00
- B. Day to day substitutes who work more than fifteen (15) continuous school days shall be placed on column 1, step 1 of the salary schedule beginning on the 16th day unless otherwise provided by law.
- C. Teachers working beyond their normal work hours, with prior approval, will be paid their calculated hourly rate on supplemental payroll.
- D. Classified substitutes will be paid according to current salary schedule.

FAIR PRACTICES

- A. The District will not discriminate against any employee on the basis of race, color, creed, sex, age, ethnic background, handicaps, marital status, political affiliation or membership in any employee organization.
- B. Job application forms and oral interview procedures will omit any references to the applicant's membership in an employee organization.

EVALUATIONS

- A. New employees shall be evaluated every school year. Employees who have had three consecutive years of satisfactory evaluation may, with the mutual consent of the Superintendent/Principal be evaluated on an every other year cycle as long as the evaluation remains satisfactory.
- B. An employee and his/her evaluator may mutually agree that the employee will be evaluated only once every five years if: The employee has permanent status; has been employed by the school district for at least 10 years; meets the Federal definition of highly qualified; and previous evaluations show that the employee meets or exceeds the standards. If either party wants to change the agreement, either may withdraw consent at any time.
- C. The evaluation criteria shall be as follows:
1. The progress of students at each grade level in each area of study.
 2. The instructional techniques and strategies used by the certificated employee.
 3. The certificated employee's adherence to curricular objectives.

4. The establishment and maintenance of a suitable learning environment within the scope of the certificated employee's responsibilities.
 5. The progress of the certificated employee to implement ideas from the school's belief and vision statements.
- D. No later than December 1 each certificated employee to be evaluated will submit two (2) goals upon which they desire to be evaluated using the criteria listed above or with the mutual agreement between the certificated employee and Superintendent/Principal a portfolio assessment process may be used.
- E. Following submission of the goals to the Superintendent/Principal there may be a meeting scheduled for the purpose of reviewing the certificated employee's goals, reaching mutual agreement of the goals, the time table for their completion, and time lines for formal observations. In addition, the Superintendent/Principal will establish one goal upon which the certificated employee will be evaluated.
- F. Formal classroom observations shall be preceded by a conference between the Superintendent/ Principal and the certificated employee at least two (2) days prior unless there is mutual agreement for less time. The purpose of the conference will be to clarify the certificated employee's goals and objectives as related to the class to be observed. At least one formal observation will be made during the evaluation period. Informal classroom observations require no advance notice to the certificated employee.
- G. A post-observation conference between the evaluator and the observed certificated employee shall be held within five (5) school days following a formal observation. The conference shall include a written summary of any deficiencies and suggestions for improvement. The certificated employee shall take action to correct any cited deficiencies, based upon the evaluator's specific recommendations for improvement and his/her assistance in implementing such recommendations.
- H. In the event of a negative formal observation report, the certificated employee shall be entitled to an additional formal observation, a subsequent observation conference, and written observation report. The content of the conference shall include the Superintendent/Principal's specific recommendations as to the areas of needed improvement including any need for in-service training and/or conferences at the cost of the district.
- I. The certificated employee may do a self-evaluation on meeting his/her goals, prior to the final evaluation conference, which shall be held no later than thirty calendar days before the end of the school year. In the event the certificated employee disputes any content of the Superintendent/ Principal's evaluation, the certificated employee may prepare a written statement, which shall be attached to the final evaluation.
- J. Certificated employees receiving a negative evaluation will be granted, upon their request, a subsequent observation and conference on the cited deficiencies. In the event that said deficiencies are corrected, the subsequent observation will reflect improvements

made and will be attached to the above-mentioned evaluation in the certificated employee's personnel file.

- K. In the event a certificated employee receives an unsatisfactory final evaluation they will participate in an improvement plan developed with the administrator and can involve peer mentoring.

ARTICLE VIII LEAVES

A. GENERAL PROVISIONS

1. Certificated employees on paid leave will continue to be credited with sick leave at the regular rate unless otherwise provided by mutual agreement.
2. A certificated employee taking any leave listed in this Contract shall maintain her/his position as if there had been no break in service. However, to have the year count towards advancement on the salary schedule the certificated employee must render service for at least seventy five percent (75%) of the duty days of the school year.
3. Leaves of absence, paid or not paid, other than those specified in this Agreement may be granted by the District to a certificated employee at any time with terms that are mutually agreeable. In addition to salary, the District may provide health benefits, sick leave or other such benefits. The granting of such leave is not precedent with regard to other requests.
4. A certificated employee on paid leave shall receive the same benefits as when serving in his/her regular assignment unless otherwise mutually agreed. A certificated employee on unpaid leave shall have the option to pay for his/her benefits while on leave unless otherwise provided by the District.
5. Unless otherwise provided in this Agreement, any certificated employee on leave for one (1) school year or less shall be permitted to return to his/her former grade level assignment or an agreed-upon position.
6. If the certificated employee is on leave through the end of the school year, the certificated employee shall present a written statement to the Board no later than March 1 or the beginning date of the leave (whichever is later) indicating his/her intention to return to the District the following school year. If no written statement is received by the Board by April 1, a request to give such notice including a copy of Education Code Section 44842 shall be mailed to the certificated employee at his/her last known address by certified mail, return receipt requested. If the certificated employee fails to return a written response without good cause prior to June 30, the certificated employee shall be deemed to have declined employment and his/her services may be terminated on June 30 of that year.

B. SICK LEAVE

1. The term "sick leave" as hereafter used shall mean the paid leave of absence granted to a certificated employee of the District whenever such absence is the result of an illness or accident occurring to said certificated employee. Such leave shall be granted in accordance with provisions of the Education Code Section 44978.
2. Certificated employees employed full-time five (5) days a week shall be entitled to ten (10) days sick leave per school year, which may be taken as necessary any time

between the beginning and ending of the school year as determined by the school calendar. Certificated employees regularly employed, but for less than full-time five (5) days per week, shall be entitled to a comparable proportion of ten (10) days annual sick leave.

3. If a certificated employee resigns before the end of the school year, the District shall deduct from the final check a prorated amount representing used but unearned sick leave.
4. Sick leave, not used in any school year, shall be accumulated from year to year.
5. Each certificated employee shall furnish proof of illness when absent for five (5) or more consecutive work days if requested by the Superintendent/ Principal. Such request shall be in writing.
6. A certificated employee absent for illness beyond the number of days accumulated for sick leave shall have deducted from his/her salary for a period of five (5) school months or less an amount not to exceed the cost of a substitute.
7. Doctor or dentist appointments may be charged to sick leave when they cannot be scheduled beyond certificated employee's work hours.
8. Catastrophic Leave requests will be considered on an individual basis using the guidelines in Article VIII.O, CATASTROPHIC LEAVE CREDITS.

C. PERSONAL NECESSITY LEAVE

1. Each certificated employee shall be annually granted the use of up to three (3) days of accumulated sick leave for personal necessity. These days are not cumulative and shall be requested in advance except as noted below in Section C3. The Superintendent/ Principal may grant additional days under this provision.
2. Personal Necessity Leave is defined as:
 - a. Additional leave required beyond that provided for by bereavement leave.
 - b. Personal business, which is serious in nature, cannot lightly be disregarded and which cannot be conducted before or after the school day or on non-school days.
 - c. Serious personal reasons that necessitate one's absence for which no explanation is required.
3. The certificated employee shall not be required to secure advanced permission for personal necessity leave taken for the following emergencies:
 - a. Death or serious illness of a relative, dependent, special relation or person whose relationship with the certificated employee is the same as a relative, or dependent or special relation.
 - b. Accident involving his/her person or property, or the person or property of a member of his/her immediate family.
 - c. Serious personal reasons, which necessitate one's absence for which no explanation is required.

D. ABSENCE DUE TO INDUSTRIAL ACCIDENT OR ILLNESS (E.C. 44984)

1. Procedures
 - a. Use E.C. 44984 leave first. (60 work days)

- b. Then use current annual sick leave (usually ten days or one day for every month of service).
 - c. Then use all accumulated sick leave.
 - d. Catastrophic leave may be available.
 - e. Then use the full five months difference in pay leave under E.C. Section 44977.
 - f. When all leave is exhausted (and if not able to place in another position) place employee on 24 or 39-month rehire list.
- 2. An industrial accident or illness as used in this paragraph, means any injury or illness whose cause can be traced to the performance of service for the District.
- 3. A physician must certify that the certificated employee is disabled because of the work-related injury or illness.
- 4. The benefits provided in this section are in addition to annual and accumulated sick leave benefits.
- 5. Industrial accident leave or illness leave shall commence on the first day of absence and continue for a period of not more than sixty (60) days.
- 6. Allowable leave shall be for not more than sixty (60) workdays in any one (1) fiscal year for the same accident. When an industrial accident or illness leave overlaps into the next fiscal year, the certificated employee shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
- 7. A certificated employee shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work, when his/her physician states that there has been such a recovery.
- 8. Days of absence because of industrial accident and/or illness shall not have an adverse effect on a teacher relative to advancement on the District's salary schedule.
- 9. The District's report of an industrial accident or illness shall be kept on file in the Business Office.

E. EXTENDED ILLNESS LEAVE

If a certificated employee has utilized all of his/her accumulated sick leave and is still absent from duty because of illness or accident, he/she shall be paid as follows:

- 1. Procedure
 - a. Use all current annual sick leave first (usually ten days or one day for every month of service).
 - b. Then use accumulated sick leave.
 - c. Catastrophic leave may be available. See Article VIII.O Catastrophic Leave Credits.
 - d. Then use the full five months of E.C. 44977 differential pay leave
 - e. When all leave is exhausted (and if not able to place in another position) place employee on 24 or 39-month rehire list.
- 2. For a period not to exceed five (5) months, he/she shall receive an amount equal to the difference between his/her salary and the salary paid the substitute.
- 3. The sick leave, including accumulated sick leave, and the five-month period shall run consecutively.
- 4. A certificated employee shall not be provided more than one five-month period per illness or accident. However, if a school year ends before the five-month period is

exhausted, the certificated employee may take the balance of the five-month period in the subsequent school year.

5. When a certificated employee has exhausted all available sick leave, including accumulated sick leave, he/she may apply for Catastrophic Leave Credit as spelled out in Article VIII.O Catastrophic Leave Credits.
6. When the certificated employee has exhausted all available sick leave and continues to be absent on account of illness or accident and the certificated employee is not medically able to resume the duties of his/her position, the certificated employee, if not placed in another position, will be placed on a reemployment list for a period of 24 months if the certificated employee is on probationary status, or for a period of 39 months if the teacher is on permanent status. When the certificated employee is medically able during the 24-or 39-month period, he/she shall be returned to employment in a position for which he/she is credentialed and qualified as soon as a position becomes available. The 24-month or 39-month period shall commence at the expiration of the five-month period.

F. PREGNANCY, MISCARRIAGE, CHILDBIRTH AND RECOVERY

1. Disability due to pregnancy, miscarriage, childbirth and recovery shall be treated as sick leave.
2. The length of the leave, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the employee and the certificated employee's physician. When possible, the Principal/Superintendent shall be notified in writing at least thirty (30) days prior to the date on which the certificated employee's leave is to commence.

G. PATERNITY/ADOPTION LEAVE

1. A five (5) day leave for paternity or adoption shall be granted for each birth or adoption without loss of pay.

H. BEREAVEMENT LEAVE

1. An employee is entitled to a paid leave of absence for bereavement. The length of the leave shall be four (4) days for locations within an Area I and II and six (6) days for locations beyond Area I and II (see attached Appendix A). If the employee is a trustee or executor of the deceased's estate they may petition the district for additional leave.
2. Leave for bereavement shall not be deducted from any other type of leave granted by the Trustees.
3. Bereavement leave shall be granted on account of the death of any member of his/her immediate family.
4. Member of the immediate family, as used in this section, means: the mother, father, grandmother, grandfather, or grandchild of the certificated employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, aunt, uncle, step-parent, step-grandparent, or step-sibling of the certificated employee, any relative living in the immediate household of the certificated employee, domestic partner of the certificated employee, or an individual is or was under the guardianship of the employee.

I. PROFESSIONAL LEAVE

1. Professional leave may be granted by the Principal/Superintendent for the purpose of attending conferences, workshops, institutes, school visitations, and other meetings related to the certificated employee's professional growth and development. Requests should be made at least two (2) weeks prior to the activity.
2. Such certificated employee shall not suffer loss of salary and the days shall not be deducted from any other leave.

J. JURY DUTY LEAVE

Paid jury duty leave shall be provided under the following conditions:

1. Jurors fees, exclusive of mileage and subsistence expenses, received by the employee shall be deposited to the credit of the District.
2. Such time shall not be deducted from sick leave.

K. COURT APPEARANCE LEAVE

1. Whenever the certificated employee is subpoenaed as a witness in a case involving the school district he/she may have time for appearance in court without loss of pay.
2. No salary deductions shall be made for absences if a certificated employee is under subpoena in a court case in which he/she is not an interested party nor a voluntary witness.
3. No salary shall be paid in cases where a certificated employee is a voluntary witness appearing in his/her own interest, except as provided under provisions for use of personal necessity leave.

L. LEAVE FOR PERSONAL REASONS

The District may grant a leave for personal reasons upon request of the certificated employee. The leave shall be without salary and benefits unless otherwise provided by the District. The granting of such a leave does not establish a precedent for any other request.

M. CHILDREARING LEAVE

1. A certificated employee may, after two (2) years' service in the District, request an unpaid leave for childrearing. This leave will be for a maximum of one (1) year.
2. Subject to the conditions of the health insurance carrier(s), health insurance and other such employee benefits which are in effect during this leave may be maintained by the certificated employee during the leave of absence at the certificated employee's own expense unless otherwise provided by the District. The certificated employee shall pay for such coverage in advance on a monthly basis.
3. A certificated employee whose absence from duty is authorized by this Agreement shall maintain his/her classification as if there had been no break in service. However, to have the year count towards the salary schedule steps, the certificated employee must render service for at least seventy-five percent (75%) of the duty days of the school year.

N. TRAVEL AND STUDY LEAVE

1. A leave of absence for travel and study may be granted for purposes of travel, study, or related work experiences. A leave for study and travel will normally be approved only if the certificated employee incorporates a plan of study or research in an area related to self-development in order to maintain skills and improve professional competence.
2. ELIGIBILITY: To be eligible for this leave, a certificated employee shall have rendered at least five (5) consecutive years to the District.
3. SELECTION CRITERIA: Priority in selection shall be given to the value of the leave to the District as a whole, length of service in the District, and soundness of the leave.
4. LENGTH: The Board of Trustees shall grant no leave for travel and study that exceeds one (1) year except for those leaves which can be shown to be of benefit to the District.
5. COMPENSATION: The certificated employee shall receive full fringe benefits granted by the District and may receive salary as agreed upon by the District and the Employee
6. APPLICATION: An application letter requesting a leave of absence shall be submitted to the Board no later than the Board Meeting in February of the year prior to the school year in which the leave is to take effect
7. Upon completion of the leave and within forty-five (45) days following the certificated employee's return to duty, a written report of the leave shall be filed with the Superintendent/ Principal. This report shall provide evidence that the intent of the leave plan was fulfilled and shall be submitted to the Board by the Superintendent/Principal
8. ASSIGNMENT UPON RETURN: It is the District's intent to reassign a certificated employee to the position held at the time of granting of leave unless he/she agrees to other arrangements.

O. CATASTROPHIC LEAVE CREDITS

1. Purpose: Sick leave credits may provide eligible leave credit to a unit member when the unit member or a member of his/her family experiences a catastrophic illness or injury. Leave credit may be granted only when the illness or injury is expected to incapacitate the unit member or the family member for an extended period of time, and unit member has exhausted all sick leave and other paid time off from work
2. Definitions:
 - a. "Family" as used in this section refers to child, spouse, child of spouse, designated domestic partner, or parent of the employee.
 - b. "Catastrophic Illness" means an illness or injury that is expected to incapacitate the employee for an extended period of time, requires the employee to take time off from work, and creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off.
 - c. "Day/Hours" for Certificated employees means a regular school day as defined in Work Year and Hours section of the contract and for Classified employees hours will be used as the unit of measure.
3. Donation of Sick Leave Credits: Eligible leave credits may be donated to an employee for catastrophic illness or injury if all of the following requirements are

met:

- a. The employee or a family member, in the event of the incapacity of the employee, may request that eligible leave credits be donated.
- b. Verification of catastrophic illness or injury has been presented to the sick leave committee.

4. Contributions of Sick Leave Credits

- a. No employee may donate eligible leave credits unless he/she has a minimum of twenty (20) days on record with the employer. An employee may donate leave credit only in excess of the minimum days/hours on record.
- b. All transfers of sick leave credits are irrevocable.
- c. An employee who receives paid leave pursuant to this Section shall use any sick leave credits that he/she continues to accrue on a monthly basis prior to receiving paid leave pursuant to this section.
- d. Any Workers Compensation injury/illness claim covered by an award shall be excluded.
- e. No sick leave fund days shall be granted after long term disability begins.
- f. The maximum amount of time that a unit member shall be able to receive from the sick leave bank shall be equal to one third (1/3) of the school year (sixty (60) days).

5. Differential Pay Leave: For the purpose of differential pay leave - - one hundred (100) days in which vacation and sick leave run concurrent -- donated sick leave will come before differential pay leave.

WORKING-CONDITIONS

- A. The District shall not require any employee to work under conditions that are determined by public safety officials to be unsafe or hazardous. Employees shall report conditions that they believe to be unsafe or hazardous to the Superintendent/Principal. The Superintendent/Principal shall inform the employee within five (5) days what action, if any, will be taken and keep the employee informed of any changes.
- B. An employee who believes he/she is threatened or students are endangered shall contact the Superintendent/Principal immediately. If he/she is not on site the Teacher-In-Charge shall be informed and the Sheriff shall be called, if necessary.
- C. Any employee who is threatened with bodily harm or who suffers bodily harm inflicted by an individual or group while fulfilling assigned duties shall promptly make a report to the Superintendent/Principal, who shall inform the designated law enforcement agency. The District may provide legal and other related assistance in accordance with applicable law for any assault upon the certificated employee while fulfilling assigned duties.

- D. Theft, damage or destruction of personal property brought to school for use within the scope of a certificated employee's duties shall be reimbursed by the District provided that approval is received in advance for personal property over fifty (\$50). Such property shall be checked in at the District office and the employee shall inform the Superintendent/Principal of its value at that time. The property shall be checked out when removed from the site. The District will keep a list that includes location of the property.

SCHOOL DAY

- A. Certificated employees shall report for duty before the start of the school's first period of regular instruction. Certificated employees shall be at the site 15 minutes in advance. Certificated employees shall remain at the site for at least 15 minutes after the close of the school's last period of regular instruction. Certificated employees on part-time contracts shall work those hours and days as stipulated in their work agreement and/or contract.
- B. Certificated employees may leave the school site during the lunch period.
- C. The instructional day will comply with state requirements.
- D. Conferences shall be held at the request of the parent, teacher, or Superintendent/Principal.
- E. Communication among staff is important and early release time is provided to facilitate certificated employee interaction as well as create planning time for them.
1. Early release days will be once a week. Instruction to end at 2:30 PM.
 2. Certificated employees need to be on-site during this planning time unless prior permission is given by the Administrator for activities that directly relate to classroom enhancement.
 3. Administration and teachers to mutually agree on the purpose and schedule for early release or professional development inclusive of mandated health trainings or required meetings (i.e., STAR training).
 4. Minimally one early release per month is scheduled for individual planning time. Minimally one early release per month is scheduled to include collaborative student achievement study.

WORK-YEAR AND HOURS

- A. WORK Year
1. The work year shall be 184 days of which 180 are for instruction, and six additional days of which four are professional development, and two for preparation prior to the opening of school. The District and teachers will mutually agree upon the content and schedule of such days in the spring when

the calendar for the new school year is being proposed. The work year may be changed by mutual agreement and/or state guidelines.

2. The instructional day will comply with state requirements. Starting instructional time for all grade leaves shall be 8:30 AM. The ending instructional time for all classes shall be 3:00 PM with a 30 minute duty free certificated lunch. The Principal/Superintendent and the teachers will mutually agree on the 20 minute K-8 morning recess time.
3. Faculty meetings during preschool preparation days shall not exceed a total of 5 hours.
4. If any instructional days are lost due to electrical failure, inclement weather, or natural disaster the District shall make a good faith effort to obtain a waiver from the State Superintendent of instruction for these days.
5. A closure meeting will be mutually agreed upon between the certificated employees and the Superintendent/ Principal during a regularly scheduled staff meeting in May.
6. Certificated employees will be paid for each professional development day only if they participate for the full day.
7. The parties intend that the annual expenses of this professional development program shall not exceed the District's budget for that year of the staff development program.
8. Substitute time will be provided to allow for teacher release time to observe in other teachers' classrooms.

B. SCHOOL CLOSURE

1. Each certificated employee is responsible to prepare his or her classroom for summer maintenance and cleaning. The Superintendent/Principal is responsible for seeing that the maintenance and cleaning occurs.
2. Prior to the close of school, each certificated employee and the Superintendent/ Principal shall meet to discuss necessary cleaning and maintenance and prepare a check-out list for the certificated employee to complete before leaving for the summer.
3. The District and the Superintendent/Principal shall make every reasonable effort to provide that classrooms shall be ready for the certificated employee as early as possible or in no case later than two (2) weeks prior to the opening of school.
4. Parties will meet prior to April 15 to set and agree upon the calendar for next school year. After agreement, the calendar will be printed and distributed.

SALARY

A. Definitions

1. A row represents years of service granted by the District to a certificated employee for initial placement and for each year of service thereafter as set forth on the schedule.
2. Column – A step represents an increment of fifteen (15) units of coursework or district credit allowed for advancement.

- B. Initial placement on the salary schedule will provide credit for all class units from an accredited college/university transcript taken subsequent to a Bachelor's degree in the appropriate step on the schedule.

- C. Experienced placement credit shall be limited to a maximum of seven (7) years, allowing them to begin at Step 8 on the salary schedule if qualified.
- D. Units or programs for salary advancement.
 - 1. All programs that are not upper-division college courses must be approved in advance by the Superintendent/Principal. If approval is denied by the Superintendent/Principal, the certificated employee may appeal to the Board.
 - 2. Up to ten (10) units of course work may be taken each year to be applied to the salary schedule. Upon Superintendent/ Principal approval, certificated employee may apply additional units when working toward earning special credentials, Masters, advanced degrees, or in other special programs. The Superintendent/Principal will review such proposed additional units on a case-by-case basis.
- K. For extra work required and specified by the District during the school year, certificated employee will have the option to take an agreed specified number of hours of comp time or agreed specified hours will be paid at the current hourly rate determined as follows:
Yearly Salary divided by the number of Work Days divided by 7.5 hours
- L. Part-time Certificated Employees
 - 1. Certificated employees who are employed on an annual basis in a position requiring a credential, but not working full time, shall be placed on the Certificated Salary Schedule at the percentage of FTE allotted for that position.
 - 2. It is understood that part-time certificated employees are responsible for the same duties and expectations as all other certificated staff members, prorated to the amount of FTE that they are hired to perform. In addition, they may be assigned other duties in-lieu of regular staff duties as agreed with the Principal/Superintendent and the employee.

HEALTH AND WELFARE BENEFITS

- A. The District shall provide the option of all full time employees, Health and Welfare Benefit coverage for employee only using RESIG's SISC highest plan, prorated for all employees working between half and full time.
- B. There will be no coverage offered to employees working less than full time.
- C. Full time employees may purchase family medical coverage through RESIG's SISC.
- D. Employees who have less than full coverage shall have their share of the yearly premium in 11 monthly payments via payroll deduction.
- E. The surviving spouse of an employee may elect to continue enrollment in the District's Health and Welfare Benefits at his/her own expense subject to carrier approval and restrictions.
- F. For the term of this agreement, Health and Welfare benefits will be maintained through RESIG.

PERSONNEL FILES

- A. One personnel file for each employee shall be kept by the District. This file shall be located in the District office.
 - 1. All materials contained in the personnel file of the employee shall remain confidential.
 - 2. Access to the personnel file shall be limited to Superintendent/Principal, governing board, their agents, and upon authorized direction, confidential office staff.
- B. All certificated employees shall have the right to inspect their file and receive a copy of the contents upon request subject to the limitation of Education Code Section 44031.
 - 1. A certificated employee has the right to respond to any specific item in his/her file on a separate paper unless space is provided on the original document. Such comments will be attached to the specific item in the personnel file provided they are signed and dated by the certificated employee.
 - 2. Upon written authorization by a certificated employee, any person designated by that certificated employee shall be permitted access to materials in that certificated employee's personnel file.
- C. Personnel files may not include information obtained prior to employment, exclusive of documents obtained during the employment process.
 - 1. Materials placed in the file shall be signed and dated by the author of such material and/or by the person placing it in the file.
 - 2. Information of a derogatory nature shall not be entered or filed unless and until the certificated employee has had ten (10) days to review and comment thereon. A certificated employee shall have the right to respond in writing and have such response attached to any such derogatory statement. Such review shall take place during normal business hours and the certificated employee shall be released from duty for this purpose with no loss of pay.
- D. A certificated employee may request the update of their file with materials relevant to their position, such as, course work or commendations, certificates.
- E. Official grievances filed by a certificated employee, under the grievance procedure as outlined in this Contract, shall not be placed in the personnel file of that certificated employee. A separate file shall be maintained for grievances.

ARTICLE XV EMPLOYER EXPENSES

The District shall pay the cost in excess of the health plan coverage for the following:

- A. Physical Examination: Any necessary medical examination required as a condition of employment, or continued employment, in accordance with the provision outlined in the Education Code or Government Code.
- B. Tuberculosis Test: When a certificated employee is required to have a T.B. skin test as a condition of employment or continued employment, the District shall pay as stated above.

When an x-ray is necessary to clarify the results of the skin test, the District shall pay the cost as stated above.

ARTICLE XVI
PUBLIC CHARGES

- A. Charges against a certificated employee shall not be made public.
- B. All citizens, school employees and agencies with complaints against a certificated employee may discuss the matter informally with the Superintendent/Principal. The certificated employee shall be informed of the complaint that day or no later than the next day. The Superintendent/Principal may attempt to resolve the issue on an informal basis, which may include a meeting between the certificated employee, the complainant, and the Superintendent/Principal. The certificated employee may decline the opportunity to meet at this time. The certificated employee shall be informed of any resolution reached between the complainant and the Superintendent/Principal. If the complaint is not resolved informally, the complainant shall be requested to reduce the charge to writing. A copy of all written complaints shall be provided to the certificated employee. In the event the complainant is not willing to put the complaint in writing and the charge is not resolved, the certificated employee will be informed of the charge and afforded an opportunity to respond. Notification of complaints shall be provided the certificated employee within two (2) school days.
- C. Upon receipt of a public charge, the Superintendent/Principal is to maintain confidentiality while conducting the preliminary investigation. Confidentiality means the information regarding the charge shall be shared among the Superintendent/Principal, Board, and certificated employee only. If the complaint is determined to be frivolous or not warrant further attention, the District shall take no further action.
- D. The certificated employee may request the Superintendent/Principal to schedule a meeting of the complainant, the Superintendent/Principal and either another certificated employee or board member upon request.
- E. If after the meeting, the Superintendent/Principal determines that further investigation is warranted, the Superintendent/Principal shall proceed and report the findings to the certificated employee within five (5) working days.
- F. If no meeting is held with the complainant, but the Superintendent/Principal continues to investigate the complaint, all charges will be put in writing and given to the employee within five (5) working days.
- G. The certificated employee shall have the right to respond in writing to any written statement regarding the complaint.
- H. Any anonymous or unsubstantiated public complaint shall not be used in a certificated employee's evaluation or included in a certificated employee's personnel file. No reference shall be made to the complaint in the certificated employee's evaluation if after

investigating the complaint no written documentation is placed in the employee's personnel file.

- I. If, after investigating the complaint, the Superintendent/Principal determines that it is appropriate to document the incident and to have the documentation placed in the certificated employee's personnel file.

ARTICLE XVII GRIEVANCE PROCEDURE

A. Definitions

1. A "grievance" is a complaint by a certificated employee where there has been a violation, misinterpretation, misapplication of a provision of this Contract.
2. "Certificated employee" is used to include any employee with a required credential..
3. "Superintendent/Principal" refers to the administrator in charge of the District.
4. "School day" means any day in which the District is open for regular business.

B. General Application

- 1.No reprisals of any kind shall be taken as a result of participation in the grievance procedure.
- 2.All grievance matters shall remain confidential. All proceedings shall remain private and preliminary disposition of the case will not be made known to the public without written approval of the parties.
3. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits shall permit lodging an appeal at the next step of the procedure within the time allotted had the decision been given. The specified time limits in this procedure may be extended by mutual agreement in writing between the parties.
4. Failure of the grievant to initiate a grievance or appeal within the time limits specified shall preclude further action on the alleged grievance.
5. The time lines for commencing or appealing a grievance begin on the date the grievant knew or should have known of the alleged act or condition, which is the basis for the grievance.
6. The grievant, representative, and any necessary witness shall be granted release time to attend any hearing required by this grievance process.

C. Procedure

1. Step 1 Any certificated employee shall, within fifteen (15) school days of the time the certificated employee knew or should have known of the alleged act or condition which is the basis of the grievance, first discuss the grievance with the Superintendent/ Principal with the object of solving the matter informally. The Superintendent/Principal shall respond to the grievant within five (5) school days with his/her decision.
2. Step 2 In the event the matter is not resolved informally, a written grievance shall be filed within ten (10) school days of the Superintendent/Principal's response using the District form (as mutually agreed), with the Superintendent/Principal. The grievant shall be required to provide the specific acts and/or omissions that give rise to the

grievance and to identify specific provision(s) of the contract which have allegedly been violated.

- a. Within five (5) school days, after receipt of the grievance, the Principal/Superintendent shall communicate his/her decision in writing, together with supporting reasons.
3. Step 3 If the grievance is not resolved to the satisfaction of the grievant, the grievant, within five (5) school days, to the Board or submit the grievance to arbitration. The appeal shall be in writing and shall include a copy of the original grievance.

D. Board Appeal

In the event the grievant elects to go to the Board the following procedure will be used:

1. Within seven (7) school days after receipt of the appeal, the Board shall schedule a mutually agreeable hearing date but within thirty (30) days.
2. Within ten (10) school days after the hearing on the appeal, the Board shall communicate its decision in writing together with its supporting reasons to all parties present at the hearing including the grievant.
3. The decision of the Board shall be final.

E. Arbitration In the event the grievant elects to go to arbitration the following procedure will be used:

1. The parties shall select a mutually agreeable arbitrator. In the event they are unable to agree on an arbitrator within ten (10) school days of the submission of the grievance to arbitration, the arbitrator shall be selected from a list submitted by the State Mediation and Conciliation Service. If the grievant and the Superintendent/Principal cannot agree on the arbitrator from the list, each party shall alternately strike names until only one (1) name remains.
2. The arbitrator shall conduct a hearing at which both parties may present evidence. After completing the hearing, the arbitrator shall prepare a report listing the issues, pertinent facts, and the proposed decision. The proposed decision will not go beyond the terms of the collective bargaining agreement or past practice. This report shall be sent to the Board of Trustees, the grievant, and the Superintendent/Principal. The cost of the arbitrator, and the arbitration process shall be borne by the District.
3. The Arbiter's decision shall be final and binding on both parties.

ARTICLE XVIII

CONSULTANCY CONTRACTS

A. Consultancy Contracts for Retirees

1. Early retirement with "consultancy" shall refer to a written proposal made by a prospective retiree or the Principal/Superintendent for the retiree to perform a contract on a specific subject. A "consultancy contract" shall refer to the annual contract entered into between the retiree and the Board for consultant services.
2. Certificated employees participating in this program will serve as a consultant in activities mutually agreed upon by the certificated employee

and the Principal/ Superintendent. The activities shall be in the best interest of the educational program of the District. Both parties shall mutually agree to the tasks to be performed and the evaluation criteria to be used.

Agreements shall be placed in writing.

3. To be eligible for a consultant's contract, a retiree must have been employed by the District for at least ten (10) years, be at least fifty-five (55) years of age, and be retired under State of California retirement system.
4. The maximum fee paid under a consultancy contract shall not exceed the amount authorized by STRS for retired personnel and shall be negotiated between the consultant/retiree and the Board.
5. Consultancy activities may include, but are not limited to, demonstration teaching, orienting and providing aid to new teachers, performing research, updating curriculum guides and other learning materials, and/or special studies in a specific area. Consultant duties shall not include any clerical duties, supervisory duties, or substitute teaching. Consultants shall not participate in evaluations of certificate personnel.
6. Consultant services may be performed at any mutually arranged time during the year from July 1 to June 30, of the following year, but no sooner than six months following the retiree's separation from service with the District.
7. The retiree will submit to the Principal/Superintendent monthly a request for payment for consultant services rendered during that month.
8. Expenses: The District shall be responsible for payment of all expenses including, but not limited to, travel and clerical costs incurred in connection with the contract as approved in advance by the Principal/Superintendent and the designee.
9. Social Security: The District cannot guarantee that social security credit will be granted for this contract. It is the responsibility of the employee to determine eligibility.
10. Income Taxes: The District shall withhold state and federal income taxes.
11. Worker's Compensation: The District shall provide worker's compensation insurance.
12. Termination by Consultant or District: Either party shall have the right to terminate this employment agreement by giving thirty (30) days' written notice to the other party. Upon such termination, both parties shall be free from any further obligation hereunder.

ARTICLE IXX REDUCED WORK LOAD

A. Reduced Work Load

1. The certificated employee must have reached the age of fifty-five (55) prior to a reduction of workload.
2. The certificated employee must have been employed full time in a position requiring certification for at least ten (10) years, of which the immediately preceding five (5) years were full time employment.

3. The option of part-time employment must be exercised at the request of the certificated employee and can be revoked only with mutual consent of the parties.
4. The certificated employee shall be paid a salary that is a pro-rated share of the salary he/she would be earning had he/she not elected to exercise the option of part-time employment. The certificated employee shall retain all other rights and benefits for which he/she makes the payments that would be required if he/she remained in full-time employment. The certificated employee shall receive medical benefits as provided in Section 53201 of the Government Code in the same manner as full time certificated employee.
5. The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the certificated employee's contract of employment during his/her final year of service in a full-time position.
6. The percentage of time employed shall be arrived at by mutual consent of the certificated employee and the District.
7. Any change in the percent of assigned time during the five (5) year period may be requested by either party but granted only by mutual consent.
8. Both certificated employee and the District shall sign a Memorandum of Agreement for part-time service limited to the extent of the number of years that the law allows.
9. The certificated employee will receive the same fringe benefits as any full-time member.
10. The certificated employee and the District shall pay the proportional amount needed to qualify for full time salary credit for the STRS.
11. Full time retirement credit is not earned until the end of the full school semester or full school year. Participants who terminate prior to those concluding periods will receive retirement credit based on the salary actually paid in the proportion that it relates to the annual salary that would have been paid had the employment continued.
12. In order to implement the reduced workload provision of this section, the certificated employee must make application to the Principal/Superintendent by August 15, of the year in which it is intended to take effect. All rules and regulations of the State Teacher's Retirement System will be followed by the certificated employee and the District.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Kashia School District

Contact Name and Title Francis Johnson, Superintendent/Principal

Email and Phone fjohnson@scoe.org

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Kashia Elementary School District is a school community where teaching and learning blend with Kashia culture and tradition, teaching children of their roots, while providing them wings for tomorrow. Within a learning climate that encourages innovation and creativity, children are nurtured to learn a broad-based academic curriculum infused with social skills necessary for their continuing education and future success.

It is the mission of Kashia Elementary School to provide a supportive and nurturing environment for all students.

Students acquire the basic skills of knowledge, along with the thinking skills needed for problem-solving and decision-making relevant to a changing and multi-cultural world. Our students learn to take responsibility for their behavior, develop an understanding and respect for the diversity of all life, understand and respect the Kashia culture and community, and develop a caring for others.

There are six fundamental goals that help us to our mission:

- Emphasizing excellence
- Teaching students the academic skills necessary to function in society
- Promoting an atmosphere that encourages compassion, acceptance, cooperation, and respect for self and others
- Preparing students to develop their full potential and unique qualities
- Providing a learning environment that integrates Kashia culture and language with academic skills.
- Developing and implementing effective and successful after-school learning programs to assist our students in their ability to apply their education, skills and confidence to successfully participate in Sonoma County-wide school events.

The school focuses on project-based learning and ways to embed the Pomo culture into curriculum. Parents and community members make up the bulk of employees serving as classroom assistants, recess coverage and food preparation. Nature trails are used for PE as well as counting and letters for the younger students.

LCAP HIGHLIGHTS

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

The LCAP focus areas are student proficiency and student attendance as well as integrating Pomo language and traditions into everyday learning. Attention is given to teaching the whole child – heart, head and hands.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

The LEA has hired a fully credentialed teacher who has committed to two years of service for Kashia School District.

The classroom has been painted and revamped to be more appealing to learners. Custodial services are improving for classroom cleanliness which the students appreciate.

Nature trails have been carved through the woods for student use and Pomo music has been recorded to great students at school. Coastal community educational volunteers are bring a variety of curriculum to the classroom weekly including science, water, plankton and sound wave projects.

One of our greatest areas of progress was initiating a reading and math program through Great Leaps. An intervention counselor and assistant worked with students showing an average increase of 2.3 years in progress from the start of using the program.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Student attendance is still an area that needs quite a bit of focus. The school did offer attendance incentives and reward ceremonies. Kashia is working with EduAct to make a broader coastal effort to approve attendance in all coastal schools.

Due to the small school/class sizes, there are no Red or Orange areas of performance on the Dashboard.

Of the 5 students tested in ELA:

Claim 1 = 4 students below standard, 1 student near standard

Claim 2 = 3 students below standard, 2 students near standard

Claim 3 = 2 students below standard, 3 students near standard

Claim 4 = 2 students below standard, 3 students near standard

Achievement Levels = 3 students standard not met, 2 students standard nearly met

Of the 5 students tested in Math:

Claim 1 = 5 students below standard

Claim 2 = 5 students below standard

Claim 3 = 5 students below standard

Achievement Levels = 5 students with standard not met

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

There are no performance gaps identified on the Dashboard due to the small number of students at this necessary, small school. However, the teacher and administrator will continue to provide all required studies and focus on getting students to school on a more consistent basis incorporating a more board and comprehensive effort to approve school attendance. The intervention program implemented in 2018-19 will continue and be broadened with the support of a new teacher.

Comprehensive Support and Improvement

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

Schools Identified

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

Kashia School District is not identified as a CSI.

Support for Identified Schools

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

Kashia School District is not identified as a CSI.

Monitoring and Evaluating Effectiveness

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

Kashia School District is not identified as a CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.



Goal 1: Students will demonstrate an increase in proficiency in grade level standards

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 100% of teachers will be appropriately assigned and fully credentialed.
2. All students will have access to standards aligned curriculum (Common core and ELD standards)
3. 100% implementation of state board adopted academic content and performance standards will occur
4. All students, including unduplicated students, will have access to a broad course of study as applicable.
5. 80% of students will test proficient on the state mandate PE assessment.
6. There will be a 10% increase in students reading at grade level in AR.
7. Expect students to make one year of progress in math for each grade.

ACTUAL

1. 100% of teachers were appropriately assigned and fully credentialed.
2. All students had access to standards aligned curriculum (Common core and ELD standards)
3. 100% implementation of state board adopted academic content and performance standards occurred.
4. All students, including unduplicated students, had access to a broad course of study as applicable.
5. This test did not occur as we did not have the students necessary to take the test.
6. TBD
7. Partially met using math intervention program and tutoring.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1.1	
Actions/Services	PLANNED	ACTUAL
	1.1 A fully credentialed teacher will be hired and appropriately assigned; necessary staff will be hired and retained.	1.1 A fully credentialed teacher was hired, appropriately assigned and retained.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	\$66,933 = Teacher with benefits Object = 1XXX & 3XXX Resource 0000/1400/5810 MGMT = 0100/1400/5810 \$113,867 = Superintendent/Principal 30%sup/con 70%base Resource = 0000/6500 Object 5838 MGMT 2700/6500/7150	BASE & REAP Parent assistants were used to assist classroom instruction: \$3000 (Obj 5806 Services/ Mgmt 1000 Sup/Consent) Teacher was hired: \$34,205 (Obj 1xxx/3xxx Salary & Benefits Mgmt 0100 – Elem Ed) BASE \$15,601 (Obj 1xxx/3xxx Salary & Benefits Mgmt 1400 – EPA) BASE \$16,546 (Obj 1xxx/3xxx Salary & Benefits Mgmt 5810 – REAP) BASE 30% of Contracted Superintendent was used for Instruction \$34,162 (Obj 5838 Services Mgmt 2700/6500/7150 School & District Admin/RSP) Sup/Consent \$76,523 BASE Provides extra classroom support for students in need – pull out service.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1.2	
Actions/Services	PLANNED	ACTUAL
	1.2 There will be 100% implementation of required curriculum in ELA and Math. NGSS will be researched and piloted.	LOTTERY 1.2 There was 100% implementation of required CCSS aligned, curriculum in ELA and Math. NGSS was researched however, a pilot will begin next year.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in 1.1	Included in 1.1.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1.3	
	PLANNED	ACTUAL
Actions/Services	1.3 Replace broken and worn sports equipment.	1.3 Purchased equipment for students and students were taken on structured walking/hiking activities that increased awareness of surroundings while concurrently increasing cardiovascular fitness. Additionally, aerobics vides were utilized due to requests by students which increased student engagement.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Included in action 1.1	\$200

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All aspects of this goal were substantially implemented as planned with the exception of piloting NGSS.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal was effective in ensuring students have access to CCSS aligned curriculum and promoting engagement through attendance, differentiated instruction, and the retention of a teacher and administrator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Employee expenditures were for teacher and 30% superintendent instead of two classroom aides. Parent assistants were partially used for classroom support. A part time resource specialist teacher was added for part of the year to support students receiving IEP's.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Professional development and demonstration lessons on NGSS will be provided next year. In addition to sports equipment being purchased, students participated in walking/hiking activities and aerobic videos to increase fitness and student engagement (action 1.3).

Goal 2

2: Parents will be involved in their students' education in order for students to be successful.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

50% of parents will participate in the LCAP Survey and provide input on the district's goals for increased student achievement.

75% of parents will attend school events as measured through observation and sign-in sheets.

ACTUAL

50% of parents participated in the parent, teacher group where they discuss school climate and make suggestions monthly.

100% of parents attended school events as measured through observation and sign-in sheets.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Actions/Services	PLANNED 2.1 Website will be maintained as a site for updated legal and community services.	ACTUAL 2.1 Website was minimally maintained by CBO most of the year, looking to hire expert services
Expenditures	BUDGETED \$1000 Services Resource 0000 Object = 5840 MGMT = 1000	ESTIMATED ACTUAL \$1000 Object = 5840 Services, Mgmt = 1000 - Sup/Con Website posting and maintenance happened minimally in 2018-19 by CBO, looking for available vendor.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.2

Actions/Services	PLANNED 2.2 Parent Council newsletter will be sent to parents in hard copy.	ACTUAL 2.2 Parent Council was reinstated in the fall with parents and grandparents participating. No newsletters were sent out but many on sight gatherings occurred. Principal also reached out personally to recruit parents to participate in school functions. She also included them as part of the classroom utilizing them as classroom assistants which was partially successful.
Expenditures	BUDGETED No cost.	ESTIMATED ACTUAL No cost.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were substantially implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services of this goal were effective as parent survey participation increased and it was visually observed by administration that parents were more visible and are beginning to communicate with both the administrator and teacher, on a regular basis. The parent teacher group was re-established mid-year and many parents/grandparents are attending.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences are expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A concerted effort will be made through modeling and guidance, to inform parents on how to be effective classroom assistants with the support of our local EduAct group and Superintendent/Principal will reach out to parents personally to attempt to increase participation (action 2.2).

Goal 3

3: Students will feel safe and secure at school in order too be successful.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Facilities: Maintain "good" rating
2. Suspensions: Maintained at 0
3. Expulsions: Maintained at 0
4. CHKS – 75% of students will report feeling safe at school

ACTUAL

1. Facilities: Maintained "good" rating
2. Suspensions: Maintained at 0
3. Expulsions: Maintained at 0
4. CHKS – 100% of students will report feeling safe at school

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

3.1 Provide counseling services for all students as needed

ACTUAL

3.1 Provided counseling services for all students as needed. Students were referred to the Indian Health Center. Nearby district provided a counselor for one day for one specific incident.

Expenditures

BUDGETED

No cost.
Counseling services provided by tribal counsel.

ESTIMATED ACTUAL

-0-

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services	PLANNED 3.2 Provide character building/social/emotional curriculum.	ACTUAL 3.2 Provided character building/social/emotional curriculum and incorporated native American studies and values..
Expenditures	BUDGETED \$3000 = Supplies Resource 0000/1100 Object 4310 MGMT 0100/1100	ESTIMATED ACTUAL \$3830 Object = 4310 supplies Mgmt = 0100/1100 Lottery BASE Instructional materials.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services	PLANNED 3.3 Maintain current facilities with janitorial services and maintenance repairs and supplies.	ACTUAL 3.3 Maintained current facilities with janitorial services and maintenance repairs and supplies.
Expenditures	BUDGETED \$29,800 = Facilities and Custodial Resource = 0000 Objects = 4xxx & 5xxx MGMT = 8110 & 8200	ESTIMATED ACTUAL \$30,800 OBJ 4xxx to 5xxx supplies and services (Mgmt 8110 maintenance & 8200 custodial) BASE Facilities maintenance, cleaning and supplies.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Providing counseling services is challenging however, effort continues to be made on this regard. Implementation was partial due to limited counseling resources.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This goal was effective as students reported on their survey that they feel safe to come to school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fencing was installed, windows were broken and replaced, inside classrooms were remodeled and painted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Increased efforts to use outside counseling services for family substance abuse and student support, will be made (modified action 3.1). Students will be given increased opportunities to be part of the school community through service learning and utilization of the Character First Curriculum (modified action 3.2). A mentor system with Sonoma County Office of Education was utilized for our intern teacher

Goal 4

4: Students will be engaged in their learning

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase attendance to 85%
2. Decrease chronic absenteeism by 2% of current rate
3. All students will participate in curriculum on the Pomo language as indicated by the instructional schedule

ACTUAL

1. Decreased attendance to 83%
2. Chronic absenteeism maintained due to a student coming who has not attend school for 2 years. He now attends occasionally.
3. All students participated in curriculum on the Pomo music. Pomo verbal and written language will be a focus next year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1**PLANNED**

4.1 Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language

ACTUAL

4.1 Absenteeism was not reduced although we did provide points and rewards to students. We did a triple monitoring system also, to track attendance. We met with parents to discuss reasons for tardies. We bought students alarm clocks and taught them how to use them. Parents were given drug information to encourage better health and the importance of good modeling for students. Focus on the Pomo music occurred through the first semester, via recordings of traditional music for historical and cultural purposes and future lessons.

Actions/Services

BUDGETED

\$4,000 Native American studies included music and language

Resource = 4510

Objects = 1xxx to 5xxx

MGMT = 4510

ESTIMATED ACTUAL

\$4000 OBJ 1xxx salary, 3xxx benefits, 4xxx supplies, 5xxx services (Mgmt 4510 Title 7) Sup & Consent

Provided Native American basket weaving, music & language.

Expenditures

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services	PLANNED 4.2 Use technology to publish a school-wide yearbook.	ACTUAL 4.2 Used technology to publish a school-wide yearbook and integrated technology into the Make Space of the classroom
Expenditures	BUDGETED \$100 (Supp & Conc) OBJ 4397 MGMT 0100 Elem Ed	ESTIMATED ACTUAL \$1100 Obj 5840 services (MGMT 0100 Sup & Consent) Assisted with computers, technology learning, native American studies and parent involvement "movie" night, did not happen for most of the year due to lack of vendor/employee.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

3

Actions/Services	PLANNED 4.3 Provide lunch at no cost to students	ACTUAL 4.3 Provided lunch at no cost to students
Expenditures	BUDGETED \$4000 school meals Resource 0000 Object 4xxx to 5xxx MGMT 3700	ESTIMATED ACTUAL \$4000= 4xxx supplies & 5xxx services (Mgmt 3700 Food Services) Sup & Consent Provided lunch and snacks to students free of charge.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

This goal was partially implemented. The Pomo language will be addressed next year

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were only somewhat effective. Due to the unique culture of the community, it is difficult to get students to school on a regular basis. However, students are showing evidence of learning and the general atmosphere has improved suggesting there is increased engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material difference was a result of integrating additional technology into Make Space in classrooms and the additional technology used to create a school-wide yearbook.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Technology was used to create a school-wide yearbook. Technology was also integrated into the classrooms for their Make Space (action 4.2).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

4

Actions/Services	PLANNED 4.4 Provide Instructional Parent Assistants	ACTUAL 4.4 Could not get any parents to come help in classroom. Did have many volunteers
Expenditures	BUDGETED \$6000 Resource 0000 Object 5805 & 5806 MGMT 1000	ESTIMATED ACTUAL ctual spent was under \$893 as no parents were interested in the positions, the school was able to recruit many unpaid volunteers.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal was partially implemented. We will be moving to a classified position in the next year to help provide consistent teacher and classroom assistance.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

5

Actions/Services	PLANNED 4.5 Provide Integrated Technology to improve equitable access to curriculum	ACTUAL 4.5 This goal was not implemented due to a lack of IT support willing to travel to Kashia.
	BUDGETED \$1000 Resource 0000 Object 5840 MGMT 1000	ESTIMATED ACTUAL Balance was removed by year end as no services were found to fill this need.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal was partially implemented. The Pomo language will be addressed next year

Stakeholder Engagement

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Board Meetings - May 8th, and June 5th.

Surveys were distributed in May and June, 2018: Since then, research and input has been through the parent, teacher group and the EduAct volunteers as well as open board meetings.

Collective Bargaining Unit - We do not have a union or CBU.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Parents: Are generally happy with how the school is run, the teacher's, proximity of the school, and the learning that is taking place. They expressed an interest in developing a baseball field. That may not be possible in the coming year but we will be purchasing sports equipment, having more Career Days, increased number of field trips aligned with core curriculum, and expanding the garden with native plants and herbs. We will be having monthly community gatherings that focus on celebrating the Pomo Kashia culture, food, and ethnicity. Drug counseling will be sought out through reaching out community resources and organizations.

Teachers: Will include more art projects in the instructional day with a big focus on holidays and cultural events.

Students: Expressed a need for jump ropes, and sports activities which were purchased.

Board: The Board was in agreement with the above and encouraged development of cultural studies on the surrounding Pomo community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Goal 1	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
	Goal 1: Students will demonstrate an increase in proficiency in grade level standards

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

Based on observation and local indicators, students need a more dedicated curriculum, structure and nurturing, to increase their academic achievement and engagement.
 N/A: API, A-G/CTE, AP, EAP, CELDT/Reclassification rates
 Students are all performing below grade level (CAASPP results unavailable – they will be used as a baseline)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of teachers and credential information as reported to HR	100% of teachers will be appropriately assigned and fully credentialed.	Maintain 100%	Maintain 100%	Maintain 100%
% of Materials CCSS aligned per observation by administration	All students will have access to standards aligned curriculum (Common core and ELD standards)	All students will have access to standards aligned curriculum (Common core and ELD standards)	All students will have access to standards aligned curriculum (Common core and ELD standards)	All students will have access to standards aligned curriculum (Common core and ELD standards)

% of implementation per observation by administration	100% implementation of state board adopted academic content and performance standards will occur	100% implementation of state board adopted academic content and performance standards will occur	100% implementation of state board adopted academic content and performance standards will occur	100% implementation of state board adopted academic content and performance standards will occur
Courses offered for a broad course of study as observed through lesson plans/report cards	All students, including unduplicated students, will have access to a broad course of study as applicable.	All students, including unduplicated students, will have access to a broad course of study as applicable.	All students, including unduplicated students, will have access to a broad course of study as applicable.	All students, including unduplicated students and students with exceptional needs, will have access to a broad course of study as applicable.
Local and State PE assessments	80% of students will test proficient on the state mandate PE assessment.	85% of students will test proficient on the state mandate PE assessment.	87% of students will test proficient on the state mandate PE assessment.	90% of students will test proficient on the state mandate PE assessment.
AR scores record by teacher	Students are one AR level below grade level.	There will be a 10% increase in students reading at grade level in AR.	There will be a 5% increase in students reading at grade level in AR.	There will be a 5% increase in students reading at grade level in AR.
Math scores record by teacher	100% of students are below grade level.	All students tested scored Nearly Met or Not Met on standards for CAASPP.	Intervention Specialist be hired for Math and Reading Intervention, scores are expected to increase at least 2% within the 2018-19 school year.	There will be an additional 2% increase in students math scores towards the goal of being at grade level in Math.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____
<u>spans:</u> _____			

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____
<u>spans:</u> _____			

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

A fully credentialed teacher will be hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

2018-19

☐ New ☐ Modified ☒ Unchanged

A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

2019-20

☐ New ☐ Modified ☒ Unchanged

A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

BUDGETED EXPENDITURES

2017-18

Amount **\$65,402**

Source **BASE**

2018-19

Amount **\$66,980**

Source **BASE**

2019-20

Amount **\$76,523**

Source **BASE**

Budget Reference	OBJ 1xxx/3xxx salary & benefits	Budget Reference	OBJ 1xxx/3xxx salary & benefits	Budget Reference	OBJ 1xxx/3xxx salary & benefits
	MGMT 0100-Elem Ed/1400-EPA/5810-REAP		MGMT 0100-Elem Ed/1400-EPA/5810-REAP		MGMT 0100-Elem Ed/1400-EPA/5810-REAP
2017-18		2018-19		2019-20	
Amount	\$110,551 (\$33,165/\$77,386)	Amount	\$113,867 (\$34,162/\$79,705)	Amount	\$117,288 (\$35,186/\$82,102)
Source	30% SUPP & CONC 70% BASE	Source	30% SUPP & CONC 70% BASE	Source	30% SUPP & CONC 70% BASE
Budget Reference	OBJ 5838 Services (contracted through SCOE)	Budget Reference	OBJ 5838 Services (contracted through SCOE)	Budget Reference	OBJ 5838 Services (contracted through SCOE)
	MGMT 2700-School Admin/7150-District Admin/6500-RSP		MGMT 2700-School Admin/7150-District Admin/6500-RSP		MGMT 2700-School Admin/7150-District Admin/6500-RSP

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Curriculum will continue to be updated to reflect integration and implementation of CCSS.

2018-19

☐ New ☐ Modified ☒ Unchanged

Curriculum will continue to be updated to reflect integration and implementation of CCSS.

2019-20

☐ New ☐ Modified ☒ Unchanged

Curriculum will continue to be updated to reflect integration and implementation of CCSS.

BUDGETED EXPENDITURES

2017-18

Amount \$2000
Source BASE
Budget Reference OBJ 4310 supplies MGMT 1100 Lottery

2018-19

Amount \$2500
Source BASE
Budget Reference OBJ 4310 supplies MGMT 1100 Lottery/0100 Elem Ed

2019-20

Amount \$4600
Source BASE
Budget Reference OBJ 4310 supplies MGMT 1100 Lottery/0100 Elem Ed

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Purchase sports equipment.	Replace broken and worn sports equipment.	Replace broken and worn sports equipment and students were taken on structured walking/hiking activities to increase awareness of surroundings while concurrently increasing cardiovascular fitness. Additionally, aerobics videos were utilized due to requests by students, which increased student engagement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$500	Amount	\$300	Amount	\$200
Source	BASE	Source	BASE	Source	BASE
Budget Reference	OBJ 4315 PE Supplies MGMT 0100 Elem Ed	Budget Reference	OBJ 4315 PE Supplies MGMT 0100 Elem Ed	Budget Reference	OBJ 4315 PE Supplies MGMT 0100 Elem Ed

☐ New ☐ Modified ☒ Unchanged

Goal 2

Parents will be involved in their students' education in order for students to be successful.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 x 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

All parents, including parents of ELs, low income, foster youth and students with disabilities, need to be involved in their students' education through increased opportunities to provide input on district decisions, and increased opportunities for engagement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement	50%	65% Participation	75% Participation	85% Participation
Parents will attendance at school events as measured through observation and sign-in sheets	100%	100% Attendance	100% Attendance	100% Attendance

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.1 Website will be maintained as a site for updated legal and community services

2018-19

☐ New ☐ Modified ☒ Unchanged

2.1 Website will be maintained as a site for updated legal and community services

2019-20

☐ New ☐ Modified ☒ Unchanged

2.1 Website will be maintained as a site for updated legal and community services

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1000	Amount	\$1000	Amount	\$1500
Source	SUPP & CONC	Source	SUPP & CONC	Source	SUPP & CONC
Budget Reference	OBJ 5840 services/ MGMT 1000 Supp&Conc	Budget Reference	OBJ 5840 services/ MGMT 1000 Supp&Conc	Budget Reference	OBJ 5840 services/ MGMT 1000 Supp&Conc

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Superintendent will publish a monthly newsletter that will be distributed in hard copy.

2018-19

☐ New ☐ Modified ☒ Unchanged

Superintendent will publish a monthly newsletter that will be distributed in hard copy.

2019-20

☐ New ☒ Modified ☐ Unchanged

Superintendent will publish a monthly newsletter that will be distributed in hard copy and will reach out personally to recruit parents to participate in school functions. Parents will also be encouraged to participate in classrooms as assistants.

BUDGETED EXPENDITURES

2017-18

Amount **N/A**

2018-19

Amount **N/A**

2019-20

Amount **N/A**

Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Goal 3

☐ New ☐ Modified ☒ Unchanged

Students will feel safe and secure at school in order too be successful

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 x 5 x 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

Students need to feel safe and secure at school in order to be successful. There has been some aggressive behavior experienced by students at school leading to students feeling unsafe (as noted through observation).
 N/A: MS and HS drop out rates, HS grad rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FIT Inspection	"Good" rating	Maintain Good rating	Maintain Good rating	Maintain Good rating.
Number of Suspensions as reported by teacher	0	Maintain at 0	Maintain at 0	Maintain at 0
Number of Expulsions as reported by teacher	0	Maintain at 0	Maintain at 0	Maintain at 0
CHKS or Local Survey on alternating years	100% of students report feeling safe	Maintenance of 100% of students report feeling safe.	Maintenance of 100% of students report feeling safe.	Maintenance of 100% of students report feeling safe.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Utilize local resources and the Tribal Council to provide counseling support for both parents and students.

2018-19

☐ New ☐ Modified ☒ Unchanged

Utilize local resources and the Tribal Council to provide counseling support for both parents and students.

2019-20

☐ New ☐ Modified ☒ Unchanged

Utilize local resources and the Tribal Council to provide counseling support for both parents and students.

BUDGETED EXPENDITURES

2017-18

Amount **N/A**

Source **N/A**

Budget Reference **N/A**

2018-19

Amount **N/A**

Source **N/A**

Budget Reference **N/A**

2019-20

Amount **N/A**

Source **N/A**

Budget Reference **N/A**

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	N/A	Amount	N/A	Amount	N/A
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
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Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

Maintain current facilities with janitorial services and maintenance repairs and supplies.

☐ New ☐ Modified ☒ Unchanged

Maintain current facilities with janitorial services and maintenance repairs and supplies.

☐ New ☐ Modified ☒ Unchanged

Maintain current facilities with janitorial services and maintenance repairs and supplies.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$31,735

Source BASE

Budget Reference OBJ 2xxx-5xxx /MGMT 8110 maintenance & 8200 custodial

Amount \$29,800

Source BASE

Budget Reference OBJ 4xxx-5xxx /MGMT 8110 maintenance & 8200 custodial

Amount \$30,400

Source BASE

Budget Reference OBJ 4xxx-5xxx /MGMT 8110 maintenance & 8200 custodial

☐ New ☐ Modified ☒ Unchanged

Goal 4

Students will be engaged in their learning

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 x 5 ☐ 6 ☐ 7 x 8

Identified Need

COE ☐ 9 ☐ 10

LOCAL _____

There is low attendance and chronic absenteeism.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate as reported in CALPADs	83%	87%	89%	91%
Chronic Absenteeism rate as reported in CALPADs	9% of total number of students	9% of total number of students	9% of total number of students	0% of total number of students
Student participation rate in Pomo Language Instruction measured through observation	0% - instruction has not occurred	65% participation	75% participation	100% participation

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18☐ New ☐ Modified ☒ Unchanged

Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

2018-19☐ New ☐ Modified ☒ Unchanged

Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

2019-20☐ New ☐ Modified ☒ Unchanged

Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

BUDGETED EXPENDITURES**2017-18**

Amount \$4000

Source Title 7

Budget Reference OBJ 1xxx-4xxx/MGMT 4510 Title 7

2018-19

Amount \$4000

Source Title 7

Budget Reference OBJ 1xxx-4xxx/MGMT 4510 Title 7

2019-20

Amount \$4000

Source Title 7

Budget Reference OBJ 1xxx-4xxx/MGMT 4510 Title 7

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]Location(s) ☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low IncomeScope of Services ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)Location(s) ☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:**ACTIONS/SERVICES****2017-18****2018-19****2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Use technology to publish a school-wide yearbook.	Use technology to publish a school-wide yearbook.	Used technology to publish a school-wide yearbook and integrated technology into the Make Space of classroom.

BUDGETED EXPENDITURES

2017-18

Amount **\$100**
Source **Supp&Conc.**
Budget Reference **OBJ 4397/ MGMT 1000 sup/con**

2018-19

Amount **\$100**
Source **Supp&Conc.**
Budget Reference **OBJ 4397/ MGMT 0100 Elem Ed**

2019-20

Amount **\$200**
Source **Supp&Conc.**
Budget Reference **OBJ 4397/ MGMT 0100 Elem Ed**

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged
Provide lunch at no cost to students

2018-19

☐ New ☐ Modified ☒ Unchanged
Provide lunch at no cost to students

2019-20

☐ New ☐ Modified ☒ Unchanged
Provide lunch at no cost to students

BUDGETED EXPENDITURES**2017-18**

Amount **\$4300**
Source **SUPP&CONC**
Budget Reference **OBJ 2xxx-5xxx/MGMT 3700 food services**

2018-19

Amount **\$4300**
Source **SUPP&CONC**
Budget Reference **OBJ 4xxx-5xxx/MGMT 3700 food services**

2019-20

Amount **\$4000**
Source **SUPP&CONC**
Budget Reference **OBJ 4xxx-5xxx/MGMT 3700 food services**

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☒ Low IncomeScope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**ACTIONS/SERVICES****2017-18**☐ New ☒ Modified ☐ Unchanged

Provide Instructional Parent Assistants

2018-19☐ New ☐ Modified ☒ Unchanged

Provide Instructional Parent Assistants

2019-20☐ New ☐ Modified ☒ Unchanged

Provide Instructional Assistants

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	\$3,000	Amount	\$6,000	Amount	0
Source	SUPP&CONC	Source	SUPP&CONC	Source	SUPP&CONC
Budget Reference	OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc	Budget Reference	OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc	Budget Reference	Hiring RSP Aide to cover classroom assistance

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Integrated Technology to improve equitable access to the curriculum	Provide Integrated Technology to improve equitable access to the curriculum	Provide Integrated Technology to improve equitable access to the curriculum

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$1,000	Amount	\$4,000	Amount	\$1,500
Source	SUPP&CONC	Source	SUPP&CONC	Source	SUPP&CONC

Budget
Reference

OBJ 5840 services MGMT 1000
Supp & Conc

Budget
Reference

OBJ 5840 services MGMT 1000
Supp & Conc

Budget
Reference

OBJ 5840 services MGMT 1000
Supp & Conc

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 ☐ 2018-19 XXX 2019-20

\$35,642

Percentage to Increase or Improve
Services:

21.41 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Supplemental and concentration funds were spent on providing an parent assistant support principally directed to the students who need it the most (Henderson, 2002). The administrator focused on integration of the Pomo culture, PBL, and make movement, into the school curriculum. This action served to engage the students leading to increased attendance. Research indicates that students who attend school due to increased engagement, learn more (Centers for Disease Control and Prevention, 2009) . This action will serve to decrease the achievement gap. Lunch is also provided free of charge to all students. Research shows students who are properly nourished, are more ready to learn. (Sorhaindo, A., & Feinstein, L., 2006). This year we will also include NGSS teaching strategies and curriculum by bringing in experts from SCOE to provide professional development and to provide demonstration lessons.

MGMT 1000 has budgeted expenditures of \$13,739 to be spent on intervention for math and reading, instructional supplies, and technology for classroom support involving both native and cultural language including music as well as parent involvement movie night. The balance of LCFF funding was spent from MGMT codes 0100, 2700, 3700, 4510 and 7150 to cover costs of instructional small group educational support, yearbook and meals for students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 ☒ 2018-19 2019-20

\$30,818

Percentage to Increase or Improve
Services:

19.26 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

2018-19

Supplemental and concentration funds were spent on providing an Instructional Aide support principally directed to the students who need it the most (Henderson, 2002). The administrator focused on integration of the Pomo culture, PBL, and make movement, into the school curriculum. This action served to engage the students leading to increased attendance. Research indicates that students who attend school due to increased engagement, learn more (Centers for Disease Control and Prevention, 2009). This action will serve to decrease the achievement gap. Lunch is also provided free of charge to all students. Research shows students who are properly nourished, are more ready to learn. (Sorhaindo, A., & Feinstein, L., 2006). This year we will also include NGSS teaching strategies and curriculum by bringing in experts from SCOE to provide professional development and to provide demonstration lessons.

MGMT 1000 has budgeted expenditures of \$16,500 to be spent on instructional supplies, recess/playground assistance, and technology for classroom support involving both native and cultural language including music as well as parent involvement movie night. The balance of LCFF funding was spent from MGMT codes 2700, 7150, 0100 and 3700 to cover costs of instructional small group educational support, yearbook and meals for students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year X 2017-18 ☐ 2018-19 ☐ 2019-20

\$27,601

Percentage to Increase or Improve
Services:

18.49 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Supplemental and concentration funds were spent on providing an Instructional Aide support principally directed to the students who need it the most (Henderson, 2002). The administrator focused on integration of the Pomo culture, PBL, and make movement, into the school curriculum. This action served to engage the students leading to increased attendance. Research indicates that students who attend school due to increased engagement, learn more (Centers for Disease Control and Prevention, 2009) . This action will serve to decrease the achievement gap. Lunch is also provided free of charge to all students. Research shows students who are properly nourished, are more ready to learn. (Sorhaindo, A., & Feinstein, L., 2006). This year we will also include NGSS teaching strategies and curriculum by bringing in experts from SCOE to provide professional development and to provide demonstration lessons.

MGMT 1000 has budgeted expenditures of \$17,500 to be spent on instructional supplies, recess/playground assistance, and technology for classroom support involving both native and cultural language including music as well as parent involvement movie night. The balance of LCFF funding was spent from MGMT codes 2700, 7150, 0100 and 3700 to cover costs of instructional small group educational support, yearbook and meals for students.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Kashia Elementary School
CDS code:	49-70888
LEA contact information:	Frances Johnson, fjohnson@scoe.org, 707-785-9682
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	202,880
LCFF supplemental & concentration grants	\$	35,642
All other state funds	\$	7,617
All local funds	\$	103,765
All federal funds	\$	86,046
Total Projected Revenue	\$	400,308

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	397,377
Total Budgeted Expenditures in LCAP	\$	240,211
Total Budgeted Expenditures for High Needs Students in LCAP	\$	42,386
Expenditures not in the LCAP	\$	157,166

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	49,260
Estimated Actual Expenditures for High Needs Students in LCAP	\$	41,155

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Not included are expenses for: board of trustees, business manager, PTO and transportation.
A prompt may display based on information provided in the Data Input tab.	No response required
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.	The difference for planned actions and actual for year 2018-19 was due to the lack of parents and support staff available and willing to work for Kashia. In prior years parents, grandparents and family memebbers were willing to provide instructional and recess support. We were also unable to find IT support willing to travel to the Kashia's remote location.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kashia Elementary School

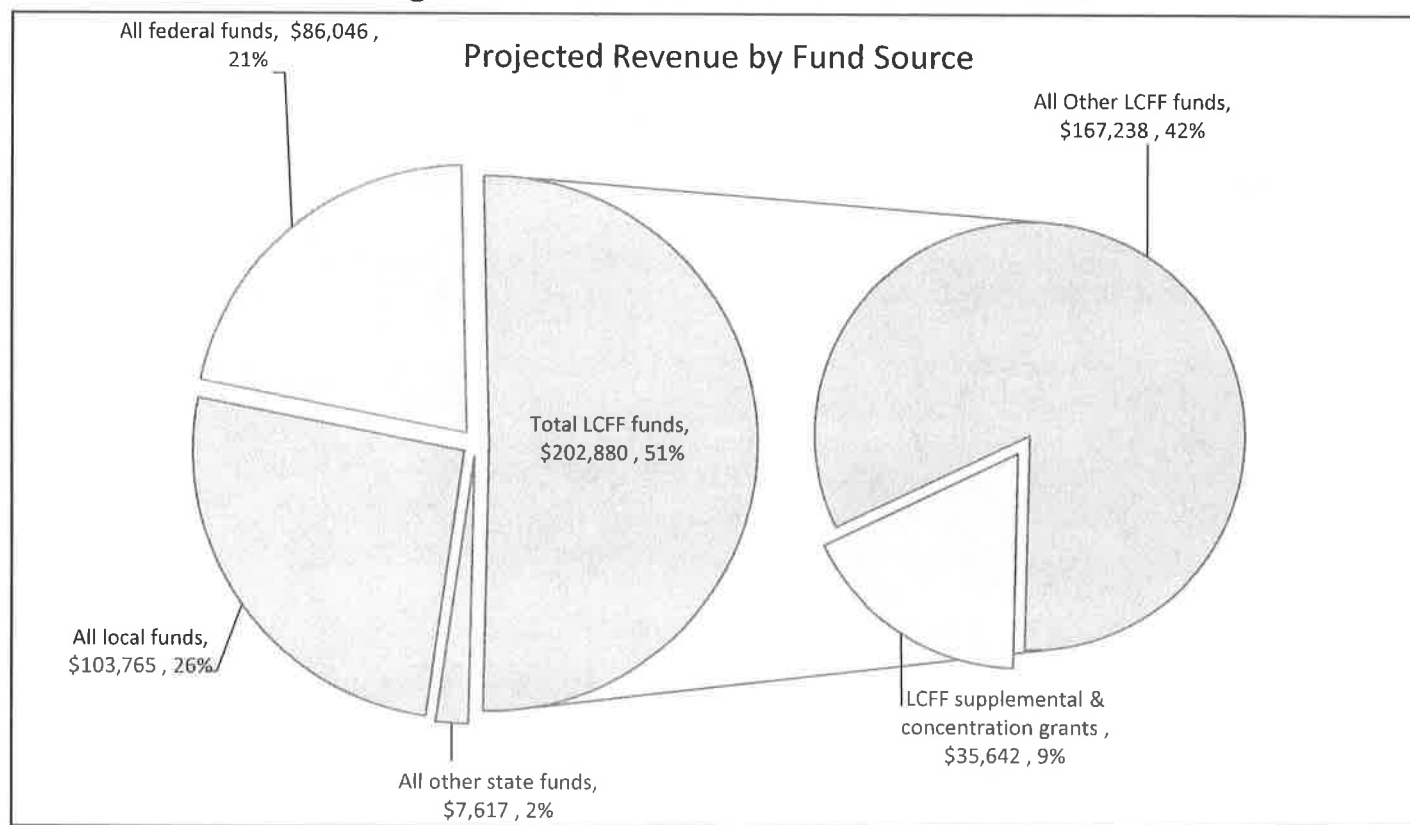
CDS Code: 49-70888

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Frances Johnson, fjohnson@scoe.org, 707-785-9682

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

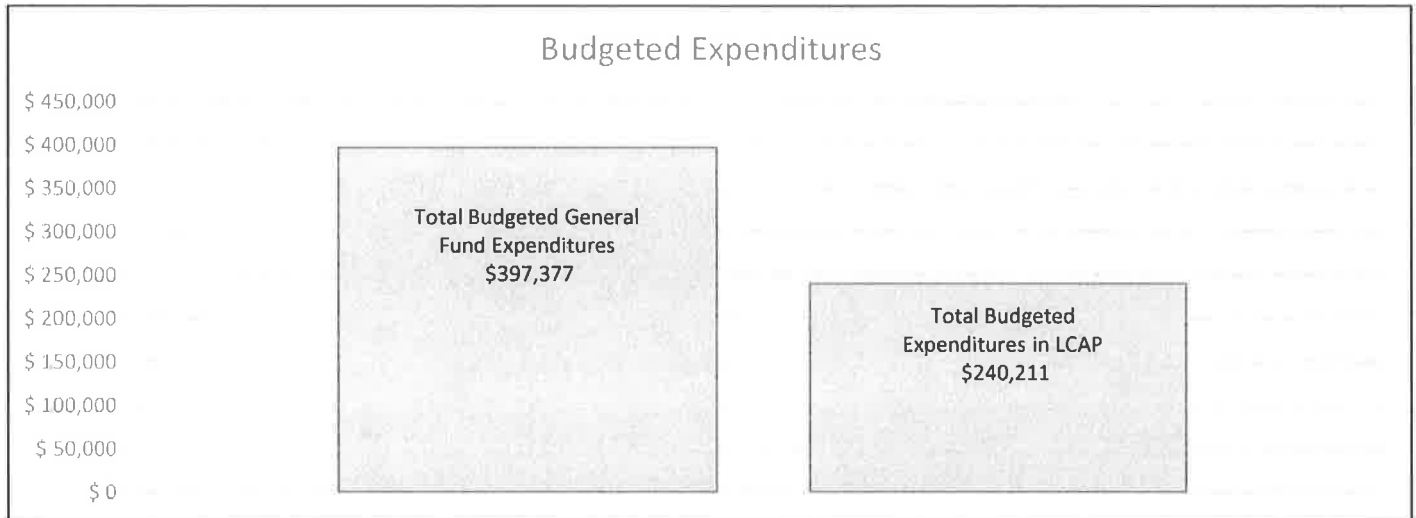


This chart shows the total general purpose revenue Kashia Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Kashia Elementary School is \$400,308.00, of which \$202,880.00 is Local Control Funding Formula (LCFF), \$7,617.00 is other state funds, \$103,765.00 is local funds, and \$86,046.00 is federal funds. Of the \$202,880.00 in LCFF Funds, \$35,642.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Kashia Elementary School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Kashia Elementary School plans to spend \$397,377.00 for the 2019-20 school year. Of that amount, \$240,211.00 is tied to actions/services in the LCAP and \$157,166.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

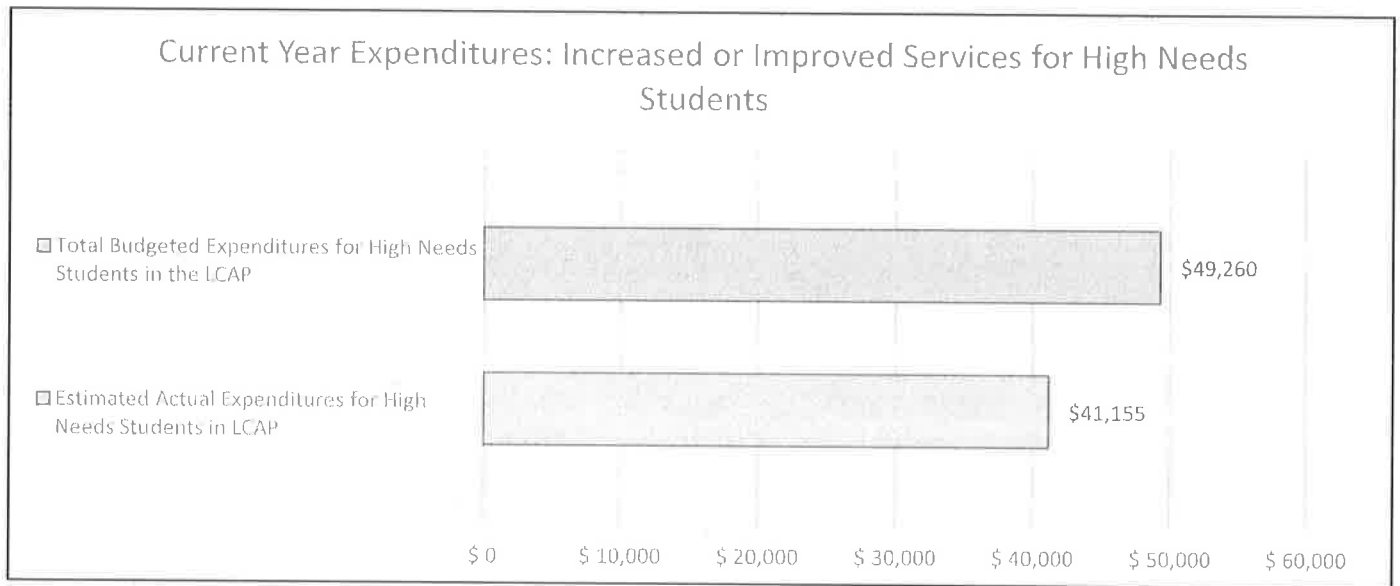
Not included are expenses for: board of trustees, business manager, PTO and transportation.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Kashia Elementary School is projecting it will receive \$35,642.00 based on the enrollment of foster youth, English learner, and low-income students. Kashia Elementary School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kashia Elementary School plans to spend \$42,386.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Kashia Elementary School's LCAP budgeted \$49,260.00 for planned actions to increase or improve services for high needs students. Kashia Elementary School estimates that it will actually spend \$41,155.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$8,105.00 had the following impact on Kashia Elementary School's ability to increase or improve services for high needs students:

The difference for planned actions and actual for year 2018-19 was due to the lack of parents and support staff available and willing to work for Kashia. In prior years parents, grandparents and family members were willing to provide instructional and recess support. We were also unable to find IT support willing to travel to the Kashia's remote location.