

Agenda
Governing School Board
Wednesday, December 12, 2018
4:00 p.m. – District Office

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

Paul Chappell	_____	Frances Johnson	_____
Maxine Barboza	_____	Peter Tufele	_____
Charlene Pinola	_____	Patti Pomplin	_____

2. Approval of Agenda

3. Organizational Meeting - Information and Action

- 3.1 Seat Two new Board Members – Oath of Office
- 3.2 Nomination for and Election of, School Board President
- 3.3 Nomination for and Election of, School Board Clerk
- 3.4 Nomination for and Election of, Voting Delegate and Alternative Voting Delegate to vote in elections of the Sonoma County Committee on School District Organization
- 3.5 Board Member signatures for the Sonoma County Superintendent of Schools
- 3.6 Approve Frances Johnson as Secretary of the Board
- 3.7 Determination and approval of the 2018 regular Board meeting dates and times

4. 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.

5. Communications
None

6. Consent Agenda

- 6.1 Approval of Minutes from November 14, 2018
- 6.2 Approval of Warrants for November 2018

7. Reports and Communications

- 7.1 Governing Board Members
- 7.2 Superintendent
- 7.3 Teacher
- 7.4 Business Manager
- 7.5 PTO

8. Items Scheduled for Information and Discussion

- 8.1 Security Cameras
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Agenda
Governing School Board
Wednesday, December 12, 2018
Continued . . .

9. Items Scheduled for Discussion and Action

- 9.1 Approval of 1st Interim Report
- 9.2 Approval of J13a Emergency Conditions for November 9, 2018
- 9.3 Final Reading Board Policies
 - BP0000 Vision
 - AR0000 Vision
 - BP0100 Philosophy
 - BP0200 Goals for the School District
 - BP0400 Comprehensive Plans
 - BP0410 Nondiscrimination in District Programs and Activities
 - BP0420 School Plans/Site Councils
 - AR0420 School Plans/Site Councils
 - BP0440 District Technology Plan
 - AR0440 District Technology Plan
 - BP0450 Comprehensive Safety Plan
 - AR0450 Comprehensive Safety Plan
 - BP0460 Local Control and Accountability Plan
 - AR0460 Local Control and Accountability Plan
 - BP0500 Accountability
 - BP0510 School Accountability Report Card

10. Items Scheduled for Future Board Meetings

- 10.1 Board Policies
- 10.2 2017-18 Audit
- 10.3 Williams Quarterly Compliance Report
- 10.4 SARC – School Accountability Report Card

11. Adjournment

Next Board Meeting, January 2019 TBD

November 6, 2018

To: District Superintendents and Administrative Assistant

From: Steven Herrington, Ph.D., County Superintendent of Schools

Re: Annual Organizational Meeting - Board of Education

Education Code 35143 requires each school district to hold an annual organizational meeting. Except in school districts governed by a city charter, each year the organizational meeting must be held on a day within the 15-day period commencing on the first Friday in December. Unless otherwise provided by rule of the governing board, the day and time of the meeting shall be selected by the governing board at its regular meeting held immediately prior to the first day of the 15-day period. The clerk of the board shall notify in writing all board members and board members-elect of the date and time selected for the organizational meeting.

This year the organizational meeting should be held between **December 7 and December 22, 2018.***

***Note: These dates will change from year-to-year.**

For school districts governed by a city charter, the organizational meeting may be held between December 15 and January 14, if so provided by board rules.

After your district's organizational meeting, please complete and return the attached form to Stefan Meholick at smeholick@scoe.org with "CERTIFICATE OF ELECTION" in the subject line. Please return the form no later than January 10, 2019.

Be sure to complete both portions of the form:

- 1) Certificate of Election of District Clerk and Board President - Include names of the board president and clerk and date(s) of regular board meeting(s).
- 2) Representative to Fill Vacancies - Indicate the name of your district's voting representative to fill vacancies on the Sonoma County Committee on School District Organization. Include the name of an alternate representative, if applicable.

Attachment: Certificate of Election form

Certificate of Election of District Clerk and Board President 2018-19

WE HEREBY CERTIFY that at a meeting of the Governing Board of the Kashia District of Sonoma County, California

at a meeting held on Wednesday, December 12, 2018

the following officers were elected:

(President)

(address, including email address)

(Clerk)

(address, including email address)

Regular board meetings held Wednesday, December 12, 2018

(Please indicate day of week and frequency)

Signature of Clerk or Secretary of the Governing Board

Instructions: Forward this to the County Superintendent without delay. Boards of Trustees failing to elect a clerk at the organizational meeting should notify the County Superintendent of Schools at once. If a clerk is not elected on this date, the County Superintendent of Schools shall appoint a clerk. (Education Code Sections 35022 {72402}, 35038 {724167}, 35143)

Voting Representative for Vacancies on the Sonoma County Committee on School District Organization

The county committee must have 11 members who are elected by a "voting representative" from each district. In Sonoma County, this election takes place by absentee ballot. Voting representatives do not have additional duties.

THIS CERTIFIES THAT:

(Name)

(address, including email address)

was selected as the representative of the above school District for the meeting of school board representatives to fill vacancies on the Sonoma County Committee on School District Organization. (Education Code 35023 {72403})

Selected Alternate Representative:

(Name)

Signature of Clerk or Secretary of the Governing Board

(Elections Code Section 15401)

(Signature of Person Administering Oath)

(Elections Code Section 15401)

No Longer In District

Kashia School District
Minutes
Board Meeting, November 14, 2018

1. Meeting called to order at 4:27 by Board Clerk Charlene Pinola
Roll Call: Trustee Maxine Barboza, Trustee Charlene Pinola
Absent: Paul Chappell
Staff: Frances Johnson, Patti Pomplin
Community: None
2. Approval of Agenda: Moved by Trustee Pinola, seconded by Trustee Barboza to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communication
Letter from PTO stating they are re-grouping organization
5. Consent Agenda
Moved by Trustee Barboza, seconded by Trustee Pinola to approve the consent agenda as presented.
 - 5.1 Approved Minutes from October 10, 2018
 - 5.2 Approved Warrants from October 2018
 - 5.3 Approved Final Resolution #111418 Drinking Fountain Under the Drinking Water for Schools Grant Program
 - 5.4 Approved MOU with SCOE – Nursing Services
6. Reports and Communications
 - 6.1 Governing Board – Trustee Barboza asked about pictures packets and stated that Carmen would no longer be able to help with custodial or cafeteria services, also asked about school vandalism; Trustee Pinola asked about cameras.
 - 6.2 Superintendent –Thanked Trustee Pinola for stepping in to fill Violet and Pauls spots; would like Trustee Pinola to continue with cultural education once or twice a month; Dave Torres coming the first week of December on the 7th at 9:00 to take school pictures; there is slow progress being made on the yearbooks; Ms. Irving resigned per position as special ed. teacher and Ms. Frances is looking for another teacher; board drug policy located.
 - 6.3 Teacher – None
 - 6.4 Business Manager – J13a will be prepared for the next meeting due to smoke day; SCOE business coming out for a site visit.
 - 6.5 PTO – None
7. Items Scheduled for Information and Discussion
 - 7.1 After Hours Playground Usage
Tabled until further notice.
 - 7.2 Second Reading Board Policies
BP0000 Vision

AR0000 Vision
BP0100 Philosophy
BP0200 Goals for the School District
BP0400 Comprehensive Plans
BP0410 Nondiscrimination in District Programs and Activities
BP0420 School Plans/Site Councils
AR0420 School Plans/Site Councils
BP0440 District Technology Plan
AR0440 District Technology Plan
BP0450 Comprehensive Safety Plan
AR0450 Comprehensive Safety Plan
BP0460 Local Control and Accountability Plan
AR0460 Local Control and Accountability Plan
BP0500 Accountability
BP0510 School Accountability Report Card

8. Items Scheduled for Discussion and Action

8.1 Approval of Facilities Inspection Tool

Moved by Trustee Pinola, seconded by Trustee Barboza to approve the facilities inspection tool as presented.

8.2 Approve Budget Updates

Moved by Trustee Pinola, seconded by Trustee Barboza to approve the budget updates as presented with a decrease to ending fund balance.

9. Items Scheduled for Future Board Meetings.

9.1 Annual Organization Meeting

9.2 Board Policies

9.3 First Interim Report

9.4 Staff Handbook

10. Meeting Adjourned at 5:01

Next Meeting

Regular Board Meeting, Wednesday, December 12, 2018 4:00 p.m.

Respectfully submitted: Patti Pomplin

Signed: _____
Charlene Pinola, Clerk

Checks Dated 11/01/2018 through 11/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1677112	11/02/2018	Frontier Communications	01-5911	707-785-9682-1013815		203.79
1677113	11/02/2018	Carmen Marrufo	01-5800	custodian lunch	52.00	
				recess	339.25	
				health fair	57.50	448.75
				pick up lunches	43.25	
				parent assist	68.67	
				MOU Supt	46.00	157.92
				van service		19,023.48
				200821025		203.03
				874599 through january 2019	90.00	345.88
				874600 through january	90.00	
				october		180.00
				speech & lanugage		349.21
				28343238771	226.44	922.50
				93967066411	20.03	
				94383733055	83.69	330.16
				supplies for k class		239.02
				1812654333		586.77
				kud67938		68.78
				security cameras		518.95
				90136774142		139.48
					15	23,717.72
				Total Number of Checks		

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	15	23,717.72
	Total Number of Checks	15	23,717.72
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		23,717.72

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.

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: _____ Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

☒ POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Patti Pomplin Telephone: 707-321-5849
Title: Business Manager E-mail: ppomplin@kashiaesd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		

2018-19 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	191,591.00	183,399.00	25,742.49	206,516.00	23,117.00	12.6%
2) Federal Revenue		8100-8299	80,733.00	118,240.00	97,183.87	118,240.00	0.00	0.0%
3) Other State Revenue		8300-8599	9,497.00	7,606.00	(255.80)	7,606.00	0.00	0.0%
4) Other Local Revenue		8600-8799	109,500.00	103,421.00	80,268.16	103,421.00	0.00	0.0%
5) TOTAL, REVENUES			391,321.00	412,666.00	202,938.72	435,783.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	79,561.00	81,864.00	22,302.64	81,864.00	0.00	0.0%
2) Classified Salaries		2000-2999	31,525.00	23,200.00	5,775.00	23,200.00	0.00	0.0%
3) Employee Benefits		3000-3999	24,789.00	26,962.00	5,499.06	26,962.00	0.00	0.0%
4) Books and Supplies		4000-4999	26,694.00	32,293.00	9,673.47	32,293.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	222,248.00	225,138.00	22,940.20	225,138.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	18,363.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			384,817.00	389,457.00	84,553.37	389,457.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			6,504.00	23,209.00	118,385.35	46,326.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,504.00	23,209.00	118,385.35	46,326.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	216,462.00	235,863.00		235,863.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			216,462.00	235,863.00		235,863.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			216,462.00	235,863.00		235,863.00		
2) Ending Balance, June 30 (E + F1e)			222,966.00	259,072.00		282,189.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	108,855.00	108,855.00		108,855.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	114,111.00	150,217.00		173,334.00		

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 1st Interim						
Summary of Funding						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Target Components:						
COLA & Augmentation	1.56%	3.70%	2.57%	2.67%	3.42%	3.26%
Base Grant	155,189	161,858	166,014	169,881	175,700	181,417
Grade Span Adjustment	(1)	(1)	-	-	-	-
Supplemental Grant	14,613	20,997	21,038	17,475	18,011	18,597
Concentration Grant	16,439	22,880	22,223	17,900	18,358	18,956
Add-ons	782	782	782	782	782	782
Total Target	187,022	206,516	210,057	206,038	212,851	219,752
Transition Components:						
Target	\$ 187,022	\$ 206,516	\$ 210,057	\$ 206,038	\$ 212,851	\$ 219,752
Funded Based on Target Formula (PP-2)	FALSE	FALSE	TRUE	TRUE	TRUE	TRUE
Floor	176,154	195,192	206,516	194,235	194,235	194,235
Remaining Need after Gap (informational only)	6,198	-	-	-	-	-
Gap %	42.96644273%	100%	100%	100%	100%	100%
Current Year Gap Funding	4,670	11,324	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	\$ 180,824	\$ 206,516	\$ 210,057	\$ 206,038	\$ 212,851	\$ 219,752
Components of LCFF By Object Code						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
8011 - State Aid	\$ 64,973	\$ 89,575	\$ 93,116	\$ 91,590	\$ 98,403	\$ 105,304
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	21,135	16,583	14,250	9,367	6,916	4,404
EPA (for LCFF Calculation purposes)	-	-	-	-	-	-
Local Revenue Sources:						
8021 to 8089 - Property Taxes	94,716	100,358	102,691	105,081	107,532	110,044
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-
Property Taxes net of in-lieu	94,716	100,358	102,691	105,081	107,532	110,044
TOTAL FUNDING	\$ 180,824	\$ 206,516	\$ 210,057	\$ 206,038	\$ 212,851	\$ 219,752
Basic Aid Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 180,824	\$ 206,516	\$ 210,057	\$ 206,038	\$ 212,851	\$ 219,752
EPA Details						
% of Adjusted Revenue Limit - Annual	25.89051467%	25.8900000000%	25.8900000000%	25.8900000000%	25.8900000000%	25.8900000000%
% of Adjusted Revenue Limit - P-2	25.89051467%	25.8900000000%	25.8900000000%	25.8900000000%	25.8900000000%	25.8900000000%
EPA (for LCFF Calculation purposes)	\$ 21,135	\$ 16,583	\$ 14,250	\$ 9,367	\$ 6,916	\$ 4,404
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	21,135	16,583	14,250	9,367	6,916	4,404
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	(4,034)	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-

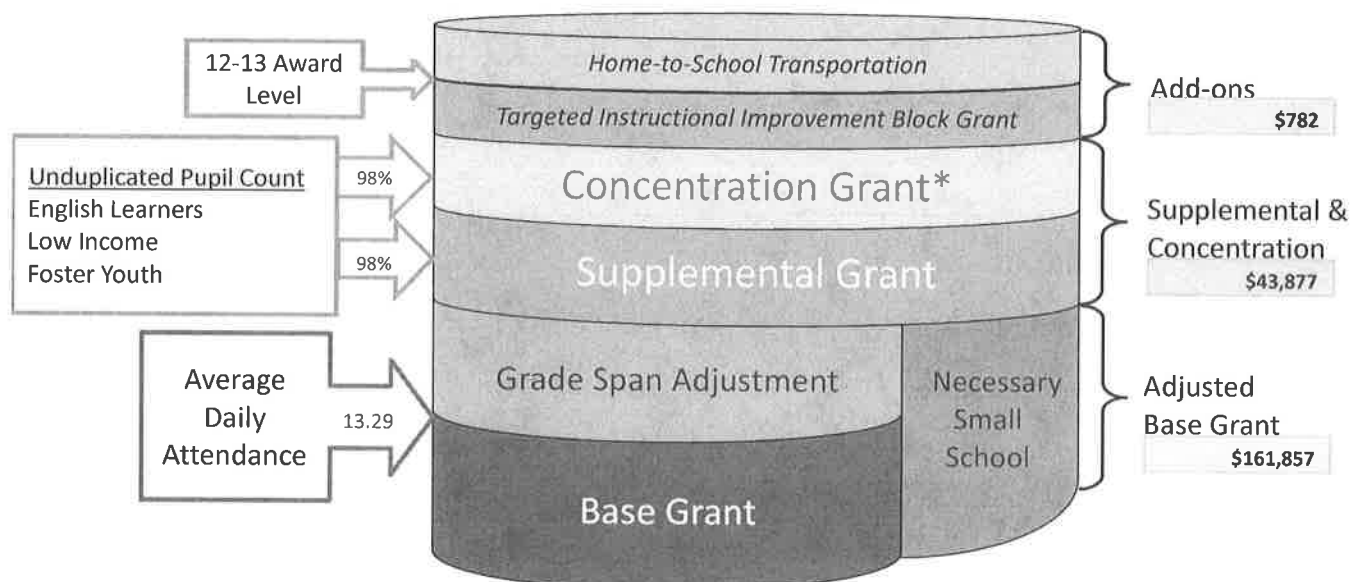
LCFF Calculator Universal Assumptions									
Kashia Elementary (70888) - 1st Interim									
Summary of Student Population									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23			
Unduplicated Pupil Population									
Enrollment	12	16	14	14	14	14			
COE Enrollment	-	-	-	-	-	-			
Total Enrollment	12	16	14	14	14	14			
Unduplicated Pupil Count	12	15	13	13	13	13			
COE Unduplicated Pupil Count	-	-	-	-	-	-			
Total Unduplicated Pupil Count	12	15	13	13	13	13			
Rolling %, Supplemental Grant	100.0000%	97.5000%	95.2400%	93.1800%	92.8600%	92.8600%			
Rolling %, Concentration Grant	100.0000%	97.5000%	95.2400%	93.1800%	92.8600%	92.8600%			
FUNDED ADA									
Adjusted Base Grant ADA									
Grades TK-3	-	-	-	-	-	-			
Grades 4-6	-	-	-	-	-	-			
Grades 7-8	-	-	-	-	-	-			
Grades 9-12	-	-	-	-	-	-			
Total Adjusted Base Grant ADA	-	-	-	-	-	-			
Necessary Small School ADA									
Grades TK-3	5.91	9.64	9.64	8.00	8.00	8.00			
Grades 4-6	0.82	0.73	0.73	1.00	1.00	1.00			
Grades 7-8	2.68	2.92	2.92	2.00	2.00	2.00			
Grades 9-12	-	-	-	-	-	-			
Total Necessary Small School ADA	9.41	13.29	13.29	11.00	11.00	11.00			
Total Funded ADA	9.41	13.29	13.29	11.00	11.00	11.00			
ACTUAL ADA (Current Year Only)									
Grades TK-3	5.91	9.64	8.00	8.00	8.00	8.00			
Grades 4-6	0.82	0.73	1.00	1.00	1.00	1.00			
Grades 7-8	2.68	2.92	2.00	2.00	2.00	2.00			
Grades 9-12	-	-	-	-	-	-			
Total Actual ADA	9.41	13.29	11.00	11.00	11.00	11.00			
Funded Difference (Funded ADA less Actual ADA)	-	-	2.29	-	-	-			
LCAP Percentage to Increase or Improve Services									
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23				
Current year estimated supplemental and concentr	\$ 31,052	\$ 43,877	\$ 43,261	\$ 35,375	\$ 36,369	\$ 37,553			
Current year Percentage to Increase or Improve S	20.84%	27.11%	26.06%	20.82%	20.70%	20.70%			

Components of LCFF Target Entitlement

Change the fiscal year here to update all of the charts and graphics on this page

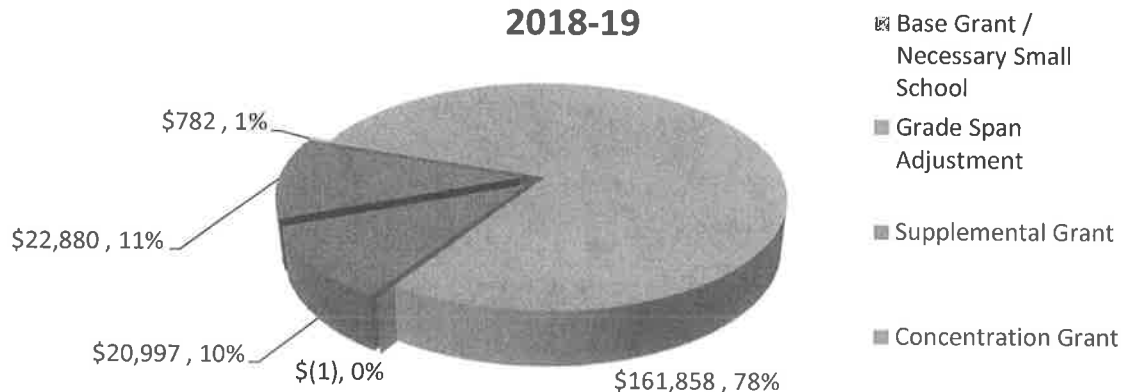
	2018-19	
Base Grant / Necessary Small School	\$ 161,858	13.29 ADA
Grade Span Adjustment	\$ (1)	
Supplemental Grant	\$ 20,997	98%
Concentration Grant	\$ 22,880	98%
Add-ons (TIIBG & Transportation)	\$ 782	
Total	\$ 206,516	

TOTAL TARGET LCFF: \$206,516



*Unduplicated Pupil Percentage must be above 55%

2018-19



2018-19 Funding Components

Component	Target	Floor	Funded
Base + Grade Span Adj.	\$ 161,857		
Supplemental & Concentration	\$ 43,877		
Revenue Limit / Necessary Small School		\$ 116,941	
Categoricals		\$ 31,987	
TIIG + Transp.	\$ 782	\$ 782	
PY Gap		\$ 45,482	
Floor			\$ 195,192
CY Gap			\$ 11,324

2018-19

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fsg/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Kashia Elementary School District		COUNTY CODE: 49	DISTRICT CODE: 70888	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Frances Johnson		FISCAL YEAR: 2018-19		
ADDRESS: PO Box 129 31510 Skaggs Spring Road		COUNTY NAME: Sonoma		
CITY: Stewarts Point	STATE: CA	ZIP CODE: 95480		
CONTACT NAME: Frances Johnson	TITLE: Superintendent/Principal	PHONE: 707-785-9682	E-MAIL: fjohnson@scoe.org	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input checked="" type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input checked="" type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<input checked="" type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in <i>EC</i> Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per <i>EC</i> Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to <i>EC</i> Section 46200, et seq. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to <i>EC</i> Section 46392 and <i>CCR</i> , Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of <i>EC</i> Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in <i>EC</i> Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to <i>EC</i> Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>

**CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017**

SECTION C: MATERIAL DECREASE

☒ **Not Applicable (Proceed to Section D)**

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ **Supplemental Page(s) Attached**

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
Total:		0.00			0		0.00

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
Total:		0.00			0.00		0.00

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☒ Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Kashia Elementary School District hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Glenda Antone

Maxine Barboza

Charlene Pinola

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 12th day of December, 2018

Witness: _____ Title: Board President of Sonoma County, California

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Title: _____ Authorizing LEA Name: _____

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): Steven Herrington

Subscribed and sworn (or affirmed) before me, this _____ day of _____

Witness: Shelley Stiles Title: _____ of Sonoma County, California

COE contact/individual responsible for completing this section:

Name: Shelley Stiles Title: Director, External Fiscal Services Phone: 707-524-2635

E-mail: sstiles@scoe.org



A HEALTHY BREATHING ENVIRONMENT FOR EVERY BAY AREA RESIDENT

[District \(/\)](#) / [About Air Quality \(/about-air-quality\)](#) / [Current Air Quality \(/about-air-quality/current-air-quality\)](#) / Air Monitoring Data

Air Monitoring Data

This page provides access to current and historical air quality and meteorological information based on measurements taken at stations in the Air District's air monitoring network. Some of the data on these pages is raw or unchecked data that may contain errors.

Measurement: PM2.5

PM2.5 (<http://www.sparetheair.org/Stay-Informed/Particulate-Matter.aspx>) is a term for fine particulate matter pollution. PM2.5 is primarily a problem in the wintertime in the Bay Area, when wood burning constitutes the major source.

Monthly AQI Summary

Each cell shows the AQI value for that day, based on the 24-hour average concentration. The far right column shows the highest daily AQI value for the month.

** At this time, PM2.5 measurements at the Napa Valley College location are for informational purposes only.*

Refresh this page to view the current day. ([/about-air-quality/current-air-quality/air-monitoring-data](#))

AQI Key	
Air Quality Index (AQI) Values	Levels of Health Concern
0-50	Good
51-100	Moderate
101-150	Unhealthy for Sensitive Groups
151-200	Unhealthy
201-300	Very Unhealthy
301-500	Hazardous

Northern Zone

Stations	November, 2018																							
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Napa - Napa Valley College	30	30	24	26	23	27	27	88	120	159	147	158	161	135	170	183	179	171	161	125	58	18	10	11
San Rafael	26	32	31	40	29	25	30	88	110	166	158	159	163	166	181	218	184	161	170	138	45	2	4	10
Sebastopol	6	13	2	5	12	4	22	163	226	209	156	168	172	131	153	168	160	149	152	133	52	4	5	11
Vallejo	37	45	51	38	27			155	72	160	165	171	165	157	186	247	186	166	169	158	103	19	17	23

Coast & Central Bay

Stations	November, 2018
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Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Berkeley Aquatic Park	37	34			57	54	53	87	162	178	163	165	158	164	198	216	176	153	166	154	50	23	22	28
Laney College	39	42	38	52	38	41	39	79	157	177	167	165	160	169	202	219	177	157	167	155	49	10	11	19
Oakland East	35	48	45	40	37	32	44	92	168	174	163	165	153	165	203	222	184	156	170	136	39	16	12	17
Oakland West	58	55			52	52	49	83	118	180	167	167	162	164	199	220	178	156	168	154	46	14	15	23
San Francisco - Arkansas St.	47	50	49	46	42	46	52	76	156	172	167	165	164	173	197	228	158	151	174	156	55	10	14	16
San Pablo - Rumrill	37	41	32	49	32	27	24	125	117	168	160	160	152	162	196	245	183	160	176	141	53	21	12	14

Eastern Zone

Stations	November, 2018																							
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Concord	20	25	22	21	11	18	22	73	76	167	159	159	133	152	184	230	210	176	173	157	89	9	4	8
Livermore - Rincon Ave.	18	32	24	21	23	14	18	56	161	160	154	162	138	186	193	223	191	176	156	153	76	7	3	11
Pleasanton - Owens Ct	32	40	30	38	37	26	30	63	158	165	157	160	151	165	193	215	191	173	162	156	83	7	5	9

South Central Bay

Stations	November, 2018																							
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Redwood City	32	48	30	40	31	31	44	61	165	169	152	159	142	157	185	183	159	153	154	125	37	14	8	13

Santa Clara Valley

Stations	November, 2018																							
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Gilroy	20	32	24	31	28	12	20	36	128	166	128	103	105	137	173	158	134	154	132	90	32	12	4	6
San Jose - Jackson St.	43	53	54	55	52	53	56	65	162	172	153	155	153	164	191	190	166	162	160	149	36	21	16	28
San Jose - Knox Av	27	42	40	45	39	42	46	57	161	172	153	154	146	160	186	194	169	162	159	150	26	12	8	21

Kashia ESD

Board Policy

Vision

BP 0000

Philosophy, Goals, Objectives and Comprehensive Plans

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its school to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives, and/or comprehensive plans.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 9000 - Role of the Board)

The Superintendent/Principal or designee shall recommend an appropriate process for establishing and/or reviewing the district's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Superintendent/Principal or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

(cf. 0500 - Accountability)

(cf. 1100 - Communication with the Public)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018

Stewarts Point, California

Kashia ESD

Administrative Regulation

Vision

AR 0000

Philosophy, Goals, Objectives and Comprehensive Plans

The Superintendent/Principal or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district
3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)

4. Board adoption of district vision statements at a public meeting

As part of this process, the Superintendent/Principal or designee shall provide the Board of Trustees with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
approved: December 12, 2018, Stewarts Point, California

Kashia ESD

Board Policy

Philosophy

BP 0100

Philosophy, Goals, Objectives and Comprehensive Plans

As part of its responsibility to establish a guiding vision for the district, the Board of Trustees shall develop and regularly review a set of fundamental principles which describes the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 9000 - Role of the Board)

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all

students.

11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the school.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Board Policy

Goals For The School District

BP 0200

Philosophy, Goals, Objectives and Comprehensive Plans

As part of the Board of Trustees's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent/Principal shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP). (Education Code 52060, 52062, 52063; 5 CCR 15497)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6159 - Individualized Education Program)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The LCAP shall include a clear description of each goal, one or more of the state or local priorities addressed by the goal, any student subgroup(s) or school site(s) to which the goal is applicable, and expected progress toward meeting the goal for the term of the LCAP and in each year. (5 CCR 15497)

Each year the district's update to the LCAP shall review progress toward the goals and describe any changes to the goals. (Education Code 52060-52061)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

In addition to the goals identified in the LCAP, and consistent with those goals, the district and the school site may establish goals for inclusion in another school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal integrity, facilities, community involvement and collaboration, student wellness and other conditions of children,

and/or any other areas of district or school operations. As appropriate, each goal shall include benchmarks or short-term objectives that can be used to determine progress toward meeting the goal.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0440 - District Technology Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
51002 Local development of programs based on stated philosophy and goals
51020 Definition of goal
51021 Definition of objective
51041 Evaluation of the educational program
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52050-52059 Public Schools Accountability Act, especially:
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
15497 Local control and accountability plan template
UNITED STATES CODE, TITLE 20
6311 Accountability, adequate yearly progress
6312 Local educational agency plan

Management Resources:

CSBA PUBLICATIONS

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

WEB SITES

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Board Policy

Comprehensive Plans

BP 0400

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent/Principal or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
(cf. 6171 - Title I Programs)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 7110 - Facilities Master Plan)

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Board Policy

Nondiscrimination In District Programs And Activities

BP 0410

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4033 - Lactation Accommodation)
- (cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
- (cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
- (cf. 5131.2 - Bullying)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education Under Section 504)
- (cf. 6178 - Career Technical Education)
- (cf. 6200 - Adult Education)

Annually, the Superintendent/Principal or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent/Principal or designee shall report his/her findings and recommendations to the Board after each review.

- (cf. 1330 - Use of Facilities)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent/Principal or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups.

- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 4031 - Complaints Concerning Discrimination in Employment)
- (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
- (cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The Superintendent/Principal or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent/Principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act
6311 State plans
6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

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

Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

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

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

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

WEB SITES

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

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

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

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

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:

<http://www.ada.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Board Policy

School Plans/Site Councils

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees believes that comprehensive planning is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent/Principal or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with district goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

When the school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 52055.755, 64001)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4131 - Staff Development)

(cf. 5147 - Dropout Prevention)

(cf. 6020 - Parent Involvement)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6151 - Class Size)

(cf. 6164.2 - Counseling/Guidance Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6190 - Evaluation of the Instructional Program)

As appropriate, the school may incorporate any other school plan into the SPSA. (Education Code 64001)

The Superintendent/Principal or designee shall ensure that the SPSA meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the

school and students. He/she shall submit to the Board his/her recommendations for plan approval or revision.

The Board shall review and approve the school's SPSA and any subsequent material revisions affecting the academic programs for students participating in the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code 64001)

Whenever the Board does not approve the school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval.

The Superintendent/Principal or designee shall ensure that school administrators and school site council members receive training on the roles and responsibilities of the site council.

Legal Reference:

EDUCATION CODE

52-53 Designation of schools
33133 Information guide for school site councils
35147 Open meeting laws exceptions
41500-41573 Categorical education block grants
52055.700-52055.770 Quality Education Investment Act
52176 Advisory committees
52500-52617 Adult education
52800-52887 School-Based Program Coordination Act
52890 Qualifications and duties of outreach consultants
54000-54028 Educationally Disadvantaged Youth Programs
54100-54145 Miller-Unruh Basic Reading Act
54425 Advisory committees (compensatory education)
54650-54659 Education Improvement Incentive Program
56000-56867 Special education
64000 Categorical programs included in consolidated application
64001 Single school plan for student achievement, consolidated application programs

HEALTH AND SAFETY CODE

104420 Tobacco use prevention

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress
6312-6319 Title I programs; plans
6421-6472 Programs for neglected, delinquent, and at-risk children and youth
6601-6651 Teacher and Principal Training and Recruitment program

6801-7014 Limited English proficient and immigrant students
7101-7165 Safe and Drug-Free Schools and Communities
7341-7355c Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide for Developing the Single Plan for Student Achievement: A Resource for the School Site Council, February 2013

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

California Department of Education, Single Plan for Student Achievement:

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

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

WestEd: <http://www.wested.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Administrative Regulation

School Plans/Site Councils

AR 0420

Philosophy, Goals, Objectives and Comprehensive Plans

School Site Councils

A school site council shall be established when required for participation in a categorical program. (Education Code 52852, 64001)

(cf. 0420.1 - School-Based Program Coordination)

The school site council shall be composed of the following: (Education Code 52852)

1. The Superintendent/Principal
2. Teachers selected by the school's teachers
3. Other school personnel selected by the school's other personnel
4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. The remaining half shall be parent/guardian representatives. (Education Code 52852)

The bylaws of the school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

The school site council may function on behalf of other committees in accordance with law. (Education Code 52176, 52870, 54425; 5 CCR 3932)

The school site council shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for the school to participate in any state or federal categorical program specified in Education Code 52055.700 or 64000 on an ongoing basis, the school site council shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the

school site council listed in the section "School Site Councils" above. (Education Code 52055.755, 64001)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 1431 - Waivers)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4131 - Staff Development)
(cf. 5147 - Dropout Prevention)
(cf. 6020 - Parent Involvement)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6151 - Class Size)
(cf. 6164.2 - Counseling/Guidance Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6184 - Continuation Education)

The SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

Such groups may include, but are not limited to, advisory committees established for categorical programs such as English learner, special education, gifted and talented education, and Economic Impact Aid programs; Western Association of Schools and Colleges leadership teams; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6190 - Evaluation of the Instructional Program)

The SPSA shall be aligned with school goals for improving student achievement. School goals shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test, and may consider any other data developed by the district to measure student achievement. (Education Code 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

The SPSA shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the means of evaluating the school's progress toward accomplishing those goals
3. Identify how state and federal law governing the categorical programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the SPSA shall

address any content required by law for each individual categorical program in which the school participates.

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.

(cf. 6011 - Academic Standards)

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.

3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.

4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Board of Trustees for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the school shall evaluate results of improvement efforts and report to the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
approved: December 12, 2018 Stewarts Point, California

Kashia ESD

Board Policy

District Technology Plan

BP 0440

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of the district's noninstructional operations and governance. The Board is committed to the development and maintenance of a districtwide infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6163.4 - Student Use of Technology)

The Superintendent/Principal or designee shall develop a three- to five-year technology plan which:

1. Focuses on the use of technology to improve student achievement and is aligned with the district's vision and goals for student learning

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 6000 - Concepts and Roles)

2. Contains clear goals for the use of technology based on an assessment of district needs

3. Addresses all components required for state or federal technology grant programs, administered by the California Department of Education, in which the district participates (Education Code 51871.5, 52295.35; 5 CCR 11974; 20 USC 6764; 47 CFR 54.508)

4. Addresses the use of technology to improve district governance, district and school site administration, support services, and communications

(cf. 0400 - Comprehensive Plans)
(cf. 1113 - District and School Web Sites)
(cf. 3580 - District Records)

Planning Team

The Superintendent/Principal or designee shall appoint a planning team to assist with the development of the technology plan. The recommendations of the committee shall be advisory only and shall not be binding on the Board. The plan shall be submitted to the Board for

approval.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

11800 K-12 High Speed Network grant program

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational technology

52270-52272 Education technology and professional development grants

52295.10-52295.55 Implementation of federal Enhancing Education Through Technology (EETT) grant program

60010 Instructional materials, definition

66940-66941 Distance learning

PENAL CODE

502 Computer crimes, remedies

CODE OF REGULATIONS, TITLE 5

11971-11979.5 Enhancing Education Through Technology grants

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.500-54.523 Universal service support for schools, especially:

54.508 Technology plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Education Technology Planning: A Guide for School Districts, 2001

WEB SITES

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

California Department of Education, Education Technology Office: <http://www.cde.ca.gov/ls/et>

California Learning Resource Network: <http://www.clrn.org>

California Technology Assistance Project: <http://www.ctap.k12.ca.us>

International Society for Technology in Education: <http://www.iste.org>

Technical Support for Education Technology in Schools: <http://www.techsets.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018

Stewarts Point, California

Kashia ESD

Administrative Regulation

District Technology Plan

AR 0440

Philosophy, Goals, Objectives and Comprehensive Plans

Development of Plan

The district's technology plan shall be developed by a planning team which may include, but is not limited to, the Superintendent, teachers, library media teachers, classified staff, parents/guardians, students, community members, including members of the business community.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The Superintendent/Principal or designee shall present the planning team with its specific duties and responsibilities and a timeline for completing its recommendations and for reporting to the Board of Trustees.

Plan Components

The district's technology plan shall address, at a minimum, all of the following components:

1. Curriculum
 - a. Teachers' and students' current access to technology tools both during the school day and outside of school hours
 - b. The current use of hardware and software to support teaching and learning
 - c. The district's curricular goals and academic content standards as presented in various district comprehensive planning documents

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 6011 - Academic Standards)

- d. A list of clear goals and a specific implementation plan to:
 - (1) Use technology to improve teaching and learning by supporting the district's curricular goals and academic content standards
 - (2) Delineate how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace

- (3) Ensure appropriate access for all students
- (4) Use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs
- (5) Use technology to make teachers and administrators more accessible to parents/guardians

(cf. 6020 - Parent Involvement)

(cf. 6143 - Courses of Study)

- e. Benchmarks and a timeline for implementing planned strategies and activities
- f. The process that will be used to monitor whether the strategies and methodologies using technology are being implemented according to the benchmarks and timeline

2. Professional development

- a. Teachers' and administrators' current technology skills and needs for professional development
- b. Clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and on the curriculum goals, benchmarks, and timeline described in item #1 above
- c. Benchmarks and a timeline for implementing planned strategies and activities
- d. The process that will be used to monitor whether the professional development goals are being met and the planned professional development activities are being implemented according to the benchmarks and timeline

(cf. 4040 - Employee Use of Technology)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4331 - Staff Development)

3. Infrastructure, hardware, technical support, and software

- a. The technology hardware, electronic learning resources, networking, and telecommunications infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in items #1 and 2 above
- b. The existing hardware, Internet access, electronic learning resources, infrastructure, and technical support currently in place in the district which could be used to support the components described in items #1 and 2 above
- c. Benchmarks and a timeline for obtaining the hardware, infrastructure, electronic learning resources, and technical support required to support the other components of the plan
- d. The process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame

4. Funding and budget

- a. All costs and the current budget associated with implementing each component of the plan
- b. Existing and potential funding sources
- c. Options for reducing costs
- d. Annual budgets for the term of the plan
- e. Provision of ongoing technical support
- f. The district's policy for replacing obsolete equipment
- g. A process for monitoring progress and updating funding and budget decisions

(cf. 3100 - Budget)

5. Appropriate and ethical use of technology (Education Code 51871.5)

- a. Appropriate and ethical use of information technology in the classroom
- b. Internet safety
- c. The manner in which to avoid committing plagiarism
- d. The concept, purpose, and significance of a copyright so that students are equipped with the skills necessary to distinguish lawful from unlawful online downloading
- e. The implications of illegal peer-to-peer network file sharing

(cf. 5131 - Conduct)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.4 - Student Use of Technology)

6. Monitoring and evaluation

- a. A process for evaluating the impact of technology on student learning using the goals and benchmarks for each component of the plan
- b. A schedule for evaluating the effect of plan implementation on student achievement
- c. How and when the results of the monitoring process and evaluation will be used

(cf. 0500 - Accountability)

Kashia ESD

Board Policy

Comprehensive Safety Plan

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

The Superintendent/Principal or designee shall oversee the development of a comprehensive school safety plan. (Education Code 32281)

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent/Principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

EDUCATION CODE (continued)

35291.5 School-adopted discipline rules

35294.10-35294.15 School Safety and Violence Prevention Act

41510-41514 School Safety Consolidated Competitive Grant Program

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion

67381 Violent crime

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5

11992-11993 Definition, persistently dangerous schools

11987-11987.7 School Community Violence Prevention Program requirements

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities, especially:

7114 Application for local educational agencies

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

Early Warning, Timely Response: A Guide to Safe Schools, August 1998

WEB SITES

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

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

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Center for Effective Collaboration and Practice: <http://cecp.air.org>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Alliance for Safe Schools: <http://www.safeschools.org>

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

U.S. Department of Education, Office of Safe and Drug Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018

Stewarts Point, California

Kashia ESD

Administrative Regulation

Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Content of the Safety Plan

The school safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. The plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

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

(cf. 6159 - Individualized Education Program)

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Hate crime reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)
(cf. 5131 - Conduct)
(cf. 5136 - Gangs)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning

(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the school that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

8. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism and Graffiti)

9. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.2 - Disruptions)

(cf. 3515.5 - Sex Offender Notification)

(cf. 5131.4 - Student Disturbances)

b. Assignment of staff members responsible for each identified task and procedure

c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

d. Coordination of communication to Board of Trustees members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

e. Development of a method for the reporting of violent incidents

f. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

10. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
approved: December 12, 2018 Stewarts Point, California

Kashia ESD

Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees desires to ensure the most effective use of available state funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

The Superintendent/Principal or designee shall review the single plan for student achievement

(SPSA) submitted by the school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP or the annual update are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent/Principal or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above
2. An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners

The Superintendent/Principal or designee shall present the LCAP or the annual update to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent/Principal or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided

using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written

notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the district budget in accordance with Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent/Principal or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County review of teacher assignment
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018 Stewarts Point, California

Kashia ESD

Administrative Regulation

Local Control And Accountability Plan

AR 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Content of the Plan

The district's local control and accountability plan (LCAP) shall include: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

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

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6159 - Individualized Education Program)
(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement
- (2) Academic Performance Index
- (3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
- (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (5) The English learner reclassification rate
- (6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher
- (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

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

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

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent/Principal or designee shall identify the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent/Principal or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 4113 - District and School Web Sites)

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
approved: December 12, 2018 Stewarts Point, California

Kashia ESD

Board Policy

Accountability

BP 0500

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees recognizes its responsibility to ensure accountability to the public for the performance of the district school. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3460 - Financial Accountability and Reports)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9400 - Board Self-Evaluation)

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

The district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

The Superintendent/Principal shall provide regular reports to the Board and the public regarding school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for revising school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 4141/4241 - Collective Bargaining Agreement)

Legal Reference:

EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability
33400-33407 California Department of Education evaluation of district programs
44660-44665 Evaluation of certificated employees
51041 Evaluation of the educational program
52052-52052.1 Academic Performance Index
52055.57-52055.59 Districts identified or at risk of identification for program improvement
52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments
15440-15463 Standards and criteria for fiscal accountability

UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress
6312 Local educational agency plan
6316 School and district improvement

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress
200.30-200.53 Program improvement

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>
U.S. Department of Education: <http://www.ed.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018 Stewarts Point, California

Kashia ESD

Board Policy

School Accountability Report Card

BP 0510

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at the district school and to provide data by which parents/guardians can make meaningful comparisons between the district school and other schools. The process of gathering and analyzing data also provides opportunities for district staff to review achievements and identify areas for improvement.

The Board shall annually issue a school accountability report card (SARC) for the school.
(Education Code 35256)

In preparing the school's report card, the Superintendent/Principal or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent/Principal or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the school's report card to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARC for the district school and shall evaluate the data contained in the SARC as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)

The Superintendent/Principal or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

(cf. 0420 - School Plans/Site Councils)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)

Notification and Dissemination of SARCs

The Superintendent/Principal or designee shall annually publicize the issuance of the SARC and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent/Principal or designee shall make the SARC available in paper copy and on the Internet. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties
17002 Definition, including good repair
17014 Plan for building maintenance
17032.5 Portable classroom maintenance
17070.15 School Facilities Act; definitions
17089 Portable classroom maintenance
33126 School Accountability Report Card
33126.1 School Accountability Report Card model template
33126.15 School Accountability Report Card template
33126.2 Secretary of Education school accountability report card study
35256 School Accountability Report Card
35256.1 Information required in the School Accountability Report Card
35258 Internet access to the School Accountability Report Card
41409 Calculation of statewide averages
41409.3 Salary information required in the School Accountability Report Card
46112 Minimum school day for grades 1 through 3
46113 Minimum school day for grades 4 through 8
46117 Minimum kindergarten school day
46141 Minimum school day (high school)
51225.3 Requirements for graduation
52052 Academic performance index
52053 Immediate intervention/underperforming schools program
52056 Meeting growth targets
60119 Textbook sufficiency
60600-60618 General provisions
60640-60648 Standardized testing and reporting program
60800 Physical fitness testing
60850 High school exit examination
60851 High school exit examination
CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund
UNITED STATES CODE, TITLE 20
6311 State plans, including local educational agency report cards

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Report Cards, September 12, 2003

WEB SITES

CSBA, SARC Select: <http://www.csba.org/Services/Services/DistrictServices/SARC.aspx>

California Department of Education, School Accountability Report Card:

<http://www.cde.ca.gov/ta/ac/sa>

U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018

Stewarts Point, California