

# Kashia School District

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

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## Agenda Governing School Board Board Meeting Wednesday, December 16, 2020 4:00 p.m. – District Office

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

Glenda Antone

Gene Parrish

Charlene Pinola

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Frances Johnson

Amy Ruegg

Patti Pomplin

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 2. Approval of Agenda

### 3. Organizational Meeting - Information and Action

3.1 Nomination for and Election of, School Board President

3.2 Nomination for and Election of, School Board Clerk

3.3 Nomination for and Election of, Voting Delegate and Alternative Voting Delegate to vote in elections of the Sonoma County Committee on School District Organization

3.4 Board Member signatures for the Sonoma County Superintendent of Schools

3.5 Approve Frances Johnson as Secretary of the Board

3.6 Determination and approval of the 2021 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 18, 2020

6.2 Approval of Warrants for November 2020

### 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 Review School Safety Plan

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**9. Items Scheduled for Discussion and Action**

- 9.1 Adopt Board Policies
  - AR 6116 Classroom Interruptions
  - BP 6120 Response to Instruction and Intervention
  - BP 6141 Curriculum Development and Evaluation
  - AR 6141 Curriculum Development and Evaluation
  - BP 6142.3 Civic Education
  - BP 6142.7 Physical Education
  - AR 6142.7 Physical Education
  - BP 6142.8 Comprehensive Health Education
  - AR 6142.8 Comprehensive Health Education
  - BP 6142.91 Reading/Language Arts Instruction
  - BP 6142.92 Mathematics Instruction
  - BP 6142.93 Science Instruction
- 9.2 Approval of 1<sup>st</sup> Interim Report
- 9.3 Adopt LCFF Budget Overview for Parents

**10. Items Scheduled for Future Board Meetings**

- 10.1 Board Policies
- 10.2 2019-20 Audit
- 10.3 Williams Quarterly Compliance Report
- 10.4

**11. Adjournment**

Next Board Meeting, January 2021 TBD

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**SIGNATURES OF MEMBERS  
OF THE  
GOVERNING BOARD  
KASHIA ELEMENTARY SCHOOL DISTRICT**

These signatures are required to be on file in the office of the County Superintendent of Schools.  
Education Code Section 42633.

(X)	Glenda Antone	Charlene Pinola
	Gene Parrish	Gene Parrish
(X)	Charlene Pinola	Glenda Antone

Signatures of any other person authorized to sign warrants in the name of this board:

Frances Johnson	Frances Johnson
Print Name	Signature
Patti Pomplin	Patti Pomplin
Print Name	Signature

Verification:

The above signatures were executed in my presence this 16th day of December 2020

Patti Pomplin	CBO
Signature	Title

## Certificate of Election of District Clerk and Board President 2020-21

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

at a meeting held on December 14, 2020

The following officers were elected:

⑧ Charlene Pinola  
(President)

Charlene Pinola P.O. Box Stewarts Point  
(address, including email address)

④④ Glenda Antone  
(Clerk)

Glenda Antone P.O. Box Stewarts Point  
(address, including email address)

Regular board meetings held Second Wednesday, once a month  
(Please indicate day of week and frequency)

Franses G. [Signature]  
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:

Charlene Pinola  
(Name)

P.O. Box Stewarts Point  
(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:

Glenda Antone  
(Name)

④④ Glenda Antone  
Signature of Clerk or Secretary of the Governing Board

December 16th, 2020

3. Organizational Meeting (Information and action)

3.6 Determination and approval of 2021 Board Regular meeting dates and times

**Kashia 2021 Regular Board Meeting Dates For Second Wednesday at 4:00 p.m.:**

January 13, 2021  
February 10, 2021  
March 10, 2021  
April 21, 2021 (3<sup>rd</sup> Wednesday due to spring break)  
May 12, 2021  
June 09, 2021 – Public Hearings  
June 16, 2021 – Regular Business – Adoptions  
July 2020 – NONE  
August 11, 2021  
September 08, 2021  
October 13, 2021  
November 10, 2021  
December 15, 2021 – 3<sup>rd</sup> Wednesday for Organizational Guidelines

**Kashia School Board Activities / Agenda Master Calendar**

**January**

1. Approve and certify Annual Audit Report
2. Presentation of Governor's proposed budget for following year
3. Begin development of next years budget
  - LCFF/LCAP alignment, January Engage Stake-Holders
4. Qtrly Uniform Complaints Report (Williams)
5. Approve SARC
6. Board policy review and update

**February**

1. Continue district budget development – LCFF/LCAP alignment
  - 1.1 Review historical data from previous budgets
  - 1.2 Review projected ADA / staffing and program proposals
  - 1.3 Begin Data Analysis of Programs & Achievement
2. Review school and district calendar for following year
3. Board policy review and update

**March**

1. Approve layoffs/ non-reelects (by March 15)
2. Continue district budget development– LCFF/LCAP alignment
  - i. Data Analysis of Programs & Achievement
  - ii. Site Council Development of Written Plan
3. Select / appoint auditor

4. Approve 2<sup>nd</sup> Interim Budget Report (due to county office mid March)
5. Approve Certification of Corrective Action
6. Review / Approve School/District Safety Plan
7. Board policy review and update

### **April**

1. Continue district budget development– LCFF/LCAP alignment
  - i. Final Data Analysis of Programs & Achievement
  - ii. Presentation of Proposed LCAP Plan & Solicit Public Comments
2. Review planning to date for graduation
3. Complete negotiations and ratification by board
4. Adopt district calendar for following year
5. Qtrly. Uniform Complaints Report (Williams)
6. Board policy review and update

### **May**

1. Complete budget and prepare for June adoption
2. Approval of Local Control Achievement Plan
  - i. Approval of Single School Plan for Student Achievement (SSPSA) *if different*
3. Finalize certificated lay-offs (by May 15)
4. Board policy review and update

### **June**

1. Approve budget transfers
2. Hold Public Hearing and Approve Final Budget and file with county office
3. Approval of Categorical Application (CARS)
4. Begin discussion of district goals for following year
5. Board policy review and update

### **July**

1. No regular Board meeting
2. Possible Board workshop

### **August**

1. Review district policies on Conflict of Interest and complete state/county form (to be conducted every even numbered year)
2. Approve the filing of a Declaration of Need for Fully Qualified Educators (if needed)
3. Qtrly. Uniform Complaints Report (Williams)
4. Possible approval of budget updates due to 45 day requirement upon approval of Governor's budget

### **September**

1. Report on opening of school enrollment, etc.
2. Develop strategic plan to achieve district goals

3. Approve employment of new employees
4. Approve unaudited actuals of previous year (due 9/15)
5. Gann Limit resolution (due 9/15)
6. Public hearing and Approval of Williams Resolution on Instructional Materials (within 8 weeks of 1<sup>st</sup> day of school)
7. Board policy review and update

### **October**

1. Qtrly. Uniform Complaints Report (Williams)
2. Annual RESIG report
3. Board policy review and update

### **November**

1. Facilities Annual Inspection Report
2. Board appointments
3. Discuss items to be placed on Board activity calendar for following year
4. Board policy review and update

### **December**

1. Annual organization meeting:
  - 1.1 Oath of Office
  - 1.2 Nominations for, and Election of, School Board President
  - 1.3 Nominations for, and Election of, School Board Clerk
  - 1.4 Nominations for, and Election of, voting delegate and alternative voting delegate to vote in elections of the Sonoma County Committee on School District Organization
  - 1.5 Board Member signatures for the Sonoma County Superintendent of Schools
  - 1.6 Completion of each members Statement of Economic Interest Form 700
  - 1.7 Approve Superintendent as Secretary of the Board
  - 1.8 Determination and approval of Board Regular meeting dates and times
  - 1.9 Approval of Board Activities Calendar
2. Adopt First Interim Budget report
3. Reminder to members – Conflict of interest forms due in March
4. Board policy review and update

Kashia School District  
Minutes  
Board Meeting, November 18, 2020

1. Meeting called to order at 4:25 by Board President Charlene Pinola  
Roll Call: Trustee Glenda Antone (phone) and Trustee Charlene Pinola  
Absent: Trustee Gene Parrish  
Staff: Frances Johnson, Patti Pomplin (phone)  
Community: None
2. Approval of Agenda: Moved by Trustee Pinola, seconded by Trustee Antone and passed unanimously by the Board to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communication - None
5. Consent Agenda  
Moved by Trustee Pinola, seconded by Trustee Antone and passed unanimously by the Board to approve the consent agenda as presented.
  - 5.1 Approved Minutes from October 14, 2020
  - 5.2 Approved Warrants from October 2020
  - 5.3 FIT (Facilities Inspection Tool)
6. Reports and Communications
  - 6.1 Governing Board – Trustee Pinola would like a class camera to use for cultural education
  - 6.2 Superintendent – Water Grant/Fountain installation is proceeding (Tom's Plumbing doing the installation; report cards are out.
  - 6.3 Teacher – none
  - 6.4 Business Manager – CARES grant reporting done, need to finish spending the funds prior to December 30; will be participating in a Federal EASIE grant forum representing small school districts.
  - 6.5 PTO – is asking for Tribal help in supporting the PTO activities for the Kashia School children which include holiday celebrations (Halloween, Thanksgiving, Christmas, Easter, birthdays), End of Year Field Trips and Graduation. Both Trustees fully approve the PTO's efforts and appreciate help from the Tribe.
7. Items Scheduled for Information and Discussion
  - 7.1 Second Reading Board Policies
    - AR 6116 Classroom Interruptions
    - BP 6120 Response to Instruction and Intervention
    - BP 6141 Curriculum Development and Evaluation
    - AR 6141 Curriculum Development and Evaluation
    - BP 6142.3 Civic Education
    - BP 6142.7 Physical Education
    - AR 6142.7 Physical Education



BP 6142.8 Comprehensive Health Education  
AR 6142.8 Comprehensive Health Education  
BP 6142.91 Reading/Language Arts Instruction  
BP 6142.92 Mathematics Instruction  
BP 6142.93 Science Instruction

8. Items Scheduled for Discussion and Action

8.1 Approve Budget Updates

Moved by Trustee Pinola, seconded by Trustee Antone and passed  
unanimously by the board to approve the budget updates as presented.

9. Items Scheduled for Future Board Meetings.

9.1 Board Policies

9.2 Organization Meeting

9.3 Multi Year Projects

9.4 1<sup>st</sup> Interim Report

9.5 2019-20 Audit

9.6 Parent LCFF Budget Overview for Parents

10. Meeting Adjourned at 4:39

Next Meeting  
Wednesday, December 16, 2020

Respectfully submitted: Patti Pomplin

Signed: \_\_\_\_\_

  
Glenda Antone, Clerk

## Checks Dated 11/01/2020 through 11/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1809301	11/05/2020	Bed Rock Products Inc	01-4380	Gravel		944.38
1809302	11/05/2020	Healdsburg Lumber Co	01-4370	covid cleaning supplies	115.37	
			01-4380	maintenance	85.09	200.46
1809303	11/05/2020	Coleen McCloud	01-5200	travel to pick up meals	106.95	
			01-5800	meals	84.00	190.95
1809304	11/05/2020	Sonoma County Office Of Ed	01-5838	superintendent		32,152.11
1810300	11/12/2020	Bed Rock Products Inc	01-4380	13.25 base		785.44
1810301	11/12/2020	Annan Paterson	01-5800	9.5 hours psychoeducational assessments		712.50
1811340	11/19/2020	Glenda Antone	01-9515	staledated warrant #5375937		27.70
1811341	11/19/2020	Fair Political Commission Galena West	01-5800	FPPC Case # 2020-00287 Charlene Pinola		200.00
1811342	11/19/2020	George Marrufo	01-5800	maint Oct 2 through Nov 3		250.00
1811343	11/19/2020	Gualala Supermarket	01-4350	funeral	115.76	
			01-4353	custodial	132.08	
			01-4390	PTO Halloween	276.74	524.58
1811344	11/19/2020	Houghton Mifflin Harcourt	01-4310	per Frances		1,031.26
1811345	11/19/2020	Frances Johnson	01-9515	staledated warrant #1778743		19.55
1811346	11/19/2020	Pacific Gas & Electric	01-5520	28343238771	173.63	
				93967066411	3.26	
				94383733055	114.14	291.03
1811347	11/19/2020	Charlene Pinola	01-9515	staledated warrant #5375939		27.70
1811348	11/19/2020	Patti Pomplin	01-4370	air purifier		702.54
1811349	11/19/2020	Wells Fargo Vendor Fin Serv	01-5632	3000927141		139.65
1812193	11/24/2020	Amerigas	01-5510	200821025		493.87
1812194	11/24/2020	Rural Community Assist Corp	01-5800	july to september		1,812.50
1812195	11/24/2020	Sonoma County Office Of Ed	01-5838	superintendent		10,717.37
Total Number of Checks					19	51,223.59

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	19	51,223.59
Total Number of Checks		19	51,223.59
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			51,223.59

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.

046 - Kashia

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ESCAPE

ONLINE

Page 1 of 1

Kashia Elementary  
School District

**Comprehensive School Safety Plan**  
**March 2017 – June, 2020**

Members of the Governing Board

Charlene Pinola, President  
Glenda Antone, Clerk  
Gene Parrish

Members of the Safety Committee

Amy Ruegg, Teacher  
Frances Johnson, Superintendent/ Principal  
Sea Ranch Fire Protection Department  
Sonoma County Sheriff  
Kashia Tribal Council

## Kashia Elementary School District

	Section/Page
<b>SECTION A: School Safety Plan</b>	
School Vision Statement	
Data Analysis, including Assessment of Current status of school crime	
Goals for Desired Change	
Strategies and Activities	
Action Plan: Component I, People and Programs	
Action Plan: Component II, Place / Physical Environment	
Communication & Evaluation of the Plan	
<b>SECTION B: Adopted Board Policies</b>	
Child Abuse Reporting	
Disaster Procedures	
Discipline, Suspensions and Expulsion Policies	
Notifying Teachers of Dangerous Pupils Policy	
Discrimination and Harassment Policies	
Dress Code Policy	
Hate Crime Policy and Procedures	
Safe Ingress and Egress & Visitors Policy	
Safe & Orderly Environment Conducive to Learning	
Weapons and Drug and Alcohol Policies	
Uniform Complaint Procedures	
Non-Discrimination Policy	
Tobacco Free Campus	
Mandated Teacher Training Resources	
<b>SECTION C: Disaster Preparedness and Emergency Procedures Plan</b>	
Emergency Contacts	
Schedule of Emergency Drills for Current Year	
General Emergency Procedures	
Emergency Operations Organizational Chart	
Incident Command Responsibilities	
Emergency Procedures:	
Emergency Report Forms	
Emergency Supply Locations and Lists	
Emergency Recovery Plan	
Adaptations for Students with Disabilities	
The Language of Emergencies	
Emergency Glossary Terms	
<b>SECTION D: Kashia Family Handbook</b>	
<b>Appendix A: Annual Report on Status of the Plan (SARC)</b>	

### Kashia Elementary School District

Kashia School is a kindergarten through eighth grade elementary school district. The rural, one school district is located in the northwest corner of Sonoma County. The district is one of the smallest, sitting in the middle of Horicon School District on Tribal land. Kashia has a population of 9 students. The original one room schoolhouse is still located on an adjacent property, and operates as a museum.

There are 1 equivalent full time teachers, with parent assistants. District personnel consists of a Principal/Superintendent hired from SCOE, a supplemental resource teacher, a supplemental Business Manager, and parent community workers for lunches, custodial, maintenance and yard duty.

### **District Safety Vision:**

A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence and fear. Kashia Elementary School district is dedicated to providing a safe environment for children so they can focus on learning and growing.

### **District Safety Mission**

Kashia Elementary School District is committed to the safety and security of students, staff, and visitors within Kashia School facilities. Professional development and collaborative partnerships are necessary to the success of the safety plan and emergency management efforts that include prevention, preparedness, response, and recovery procedures relevant to potential natural and human caused crisis.

### **Safe School Planning**

Safe School planning is a partnership that includes a working relationship with local emergency responders, community members, parents and students. A safe school plan is a dynamic process that is comprehensive, evaluative and constantly evolving. The Kashia Elementary School District Comprehensive School Safety Plan will be reviewed, evaluated, and amended as needed each school year by the Parent Teacher Organization and the Board of Trustees. If there are any significant changes, the revised plan will be placed on the February regular meeting of the Board of Trustees for public hearing to allow public input before it is readopted.

### **Our Goals**

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help our Kashia community create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.

To further these goals, this plan has been prepared in conformance with the provisions of California Education Code #32282 and all relevant Kashia Elementary School District Board and Administrative Policies.

### **Rights**

“All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful.”

*California Constitution, Article 1, and Section 28(c): Right to Safe Schools*

**Data Analysis**

<b>Data Source</b>	<b>2018-19</b>	<b>2019-20</b>
<b>California Health Kids Survey</b>		
<b>Suspensions</b>	<b>X</b>	<b>X</b>
<b>Office Discipline Records</b>	<b>X</b>	<b>X</b>
<b>Attendance Trends</b>	<b>X</b>	<b>X</b>
<b>Community data (parent survey)</b>		

**Conclusions from Data:**

- Healthy Kids Survey was not administered in 2019, percentage of parent permissions was not sufficient.
- Suspensions records in 2019-20 were for 0 students.
- Baseline office referral data kept from 2019-20, had no occurrences.
- Average daily attendance in 2019-20 of the 10 students
- 

<b>Grade</b>	<b>1<sup>st</sup> Trim</b>	<b>2nd trim</b>			<b>3rd trim</b>	<b>Average</b>
<b>Kinder</b>						
<b>1<sup>st</sup></b>						
<b>2<sup>nd</sup></b>						
<b>3<sup>rd</sup></b>						
<b>4<sup>th</sup></b>						
<b>5<sup>th</sup></b>						
<b>6<sup>th</sup></b>						
<b>7<sup>th</sup></b>						
<b>8<sup>th</sup></b>						

Attendance continues to be an issue for Kashia School District

**Conclusions from Parent, Teacher and Student Input:**

Parent surveys were not distributed in the 2019-20 school year.



## Goals, Strategies and Activities for Ensuring a Safe and Orderly Environment

### Component I – People and Programs - Supports and Engagement Violence, Victimization & Substance Use

<b>Goal #1</b> <b>Comprehensive implementation of Second Step Curriculum K-8.</b>
<b>Measurable Objective:</b> By June, 2019, 90% of students will be able to consistently use strategies for solving conflicts, supporting appropriate behavior of peers, calming themselves, taking risks or challenges, as measured by trimester surveys to be completed by yard supervisors or teacher.
<b>Action Steps</b> 1.0 Classroom will conduct Safety lessons each week.
2.0 Playground support with principal observation and coaching at recess.
3.0 Parent Communication and Education of strategies and similar language to be reinforce.

Responsible leads and participants	Frances Johnson, Principal/Superintendent Amy Ruegg, Teacher
Completion Date and Budget	By June 2020 Training, collaboration time, coaching (ongoing)
Resources Needed	Instructional funding for curriculum resources. Release time or scheduling for teacher to model lessons
How we will Monitor and evaluate	Monthly check-in at staff/collaboration meetings Observations of lessons Student observation Discipline records evaluated for decreases

### Component II – Place

<b>Goal #1: Playground Improvement</b>
<b>Objective:</b> To post playground hours and supervision guidelines. Monitor grounds maintenance. Paint playground as needed and inspect for damage.
<b>Action Steps</b> 1.0 Phase 1: a. Signs posted in a visible location. b. Custodian/maintenance contracted employees inspect playground and equipment on a weekly basis. c. Superintendent/teacher communicate with parent group about needs and concerns.

## Communication and Evaluation of the Plan

Responsible leads and participants	Frances Johnson, Superintendent/Principal Amy Ruegg, Teacher
Completion Date and Budget	June 2020 \$500 maintenance
Resources Needed	Volunteers, and time
How we will Monitor and evaluate	Monthly facility meetings Monthly board and parent group reporting

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	<b>Date of Public Hearing :</b> <u>June 2020</u>  <b>Site of Public Hearing:</b> <u>Kashia School District, Classroom</u> •	
	The School is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none"> <li>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i></li> </ul>	
Review of Progress for Last Year	Name: Frances Johnson	Date: December 16, 2020
Law Enforcement Review	Name:	Date: tbd
Parent Teacher Org	Name: TBD	Date: NA
School Board Approval	Name: Charlene Pinola	Date: December 16, 2020



Method of Evaluation: How was the previous plan monitored?

**What progress was made on Component 1 (People and Programs)?**

Resources provided for new teacher. Lessons are currently being taught weekly, as observed and reported by superintendent/principal.

Discipline School –Behavior expectations and discipline consequences reviewed in class at the beginning of the year, and mid year.

**What progress was made on Component 2 (Place / Physical Environment)**

For the 2016-17 school year, classroom and bathrooms were painted and reconfigured to make a more positive learning environment. 2017-18 weaving class was introduced to promote cultural pride and education.

Signs have been purchased for playground hours as well as drug and alcohol usage on campus and the consequences of each.

# **Kashia ESD**

## **Administrative Regulation**

### **Classroom Interruptions**

AR 6116  
**Instruction**

In order to allow students to take full advantage of learning opportunities while in the classroom, school staff shall ensure that interruptions are kept to a minimum. Strategies to reduce classroom interruptions include, but are not limited to, the following:

1. Keep announcements made through intercom or public address systems to a minimum, limit announcements to specific times during the day, and only use the intercom or public address systems for announcements that apply to all students or groups of students. Announcements that apply to individual students or staff members should be distributed in writing.
2. Establish a fixed time for the delivery of written messages to students and staff, except in cases of emergencies.
3. Schedule school maintenance operations involving noise or classroom disruption, as well as deliveries of equipment and supplies, to classrooms before or after school hours whenever possible.
4. Inform school visitors that, whenever possible, they should make appointments in advance, in accordance with district policy.

(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)  
(cf. 3515.4 - Disruptions)

5. Notify parents/guardians that they should go to the school office rather than the classroom when they are dropping off their child late, picking him/her up early, or bringing by any forgotten items from home.

6. Notify school staff that they should refrain from conducting personal business during instructional time.

(cf. 4040 - Employee Use of Technology)

7. Provide professional development in classroom management as needed to enable staff to more effectively reduce interruptions caused by inappropriate student conduct in the classroom.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)  
(cf. 5131 - Conduct)  
(cf. 5131.4 - Student Disturbances)  
(cf. 5137 - Positive School Climate)

Legal Reference:

EDUCATION CODE

32211 Restricting access to school grounds based on threatened disruption or interference

32212 Classroom interruptions

44810-44811 Disruptions; misdemeanor

48901.5 Authority to regulate use of electronic devices

51512 Prohibited use of electronic listening or recording device

Management Resources:

CSBA PUBLICATIONS

Instructional Time Task Force Report, 2007

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT  
approved: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Response To Instruction And Intervention**

BP 6120

#### **Instruction**

The Board of Trustees desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 6000 - Concepts and Roles)  
(cf. 6011- Academic Standards)

The Superintendent/Principal or designee shall convene a team of certificated personnel, other district staff, and parents/guardians, as appropriate, to assist in designing the district's Response to Instruction and Intervention (RtI2) system, based on an examination of indicators of schoolwide student achievement.

(cf. 0500 - Accountability)  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 0520.3 - Title I Program Improvement Districts)  
(cf. 4115 - Evaluation/Supervision)  
(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students)  
(cf. 6171 - Title I Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6179 - Supplemental Instruction)

The district's RtI2 system shall include instructional strategies and interventions with demonstrated effectiveness and shall be aligned with the district curriculum and assessments.

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6142.91 - Reading/Language Arts Instruction)  
(cf. 6142.93 - Mathematics Instruction)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

The district's RtI2 system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

When data from the RtI2 system indicate that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.5 - Student Success Teams)

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

The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI2 system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

#### Legal Reference:

##### EDUCATION CODE

56329 Assessment, written notice to parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

##### UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

6316 School improvement

6318 Parent involvement

6319 Highly qualified teachers

CODE OF FEDERAL REGULATIONS, TITLE 34

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

WEB SITES

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

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Curriculum Development And Evaluation**

BP 6141

#### **Instruction**

The Board of Trustees desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent/Principal or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in the school.

- (cf. 6000 - Concepts and Roles)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6142.5 - Environmental Education)
- (cf. 6142.6 - Visual and Performing Arts Education)
- (cf. 6142.7 - Physical Education)
- (cf. 6142.8 - Comprehensive Health Education)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6142.92 - Mathematics Instruction)
- (cf. 6142.93 - Science Instruction)
- (cf. 6143 - Courses of Study)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.2 - Regional Occupational Center/Program)
- (cf. 9000 - Role of the Board)

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 0520.4 - Quality Education Investment Schools)
- (cf. 6011 - Academic Standards)
- (cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6171 - Title I Programs)  
(cf. 9310 - Board Policies)

The Superintendent/Principal or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, Superintendent/Principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 1700 - Relations Between Private Industry and the Schools)

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

(cf. 1312.2 - Complaints Concerning Instructional Materials)  
(cf. 6161 - Equipment, Books and Materials)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)  
(cf. 6161.11 - Supplementary Instructional Materials)  
(cf. 6163.1 - Library Media Centers)

When presenting a recommended curriculum for adoption, the Superintendent/Principal or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 3100 - Budget)  
(cf. 4131 - Staff Development)  
(cf. 4143/4243 - Negotiations/Consultation)  
(cf. 5149 - At-Risk Students)  
(cf. 6141.5 - Advanced Placement)  
(cf. 6159 - Individualized Education Program)  
(cf. 6172 - Gifted and Talented Student Program)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6179 - Supplemental Instruction)

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new



law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

#### Legal Reference:

##### EDUCATION CODE

221.5 Equal opportunity

35160 Authority of governing boards

35160.1 Broad authority of school districts

51050-51057 Enforcement of courses of study

51200-51263 Required courses of study

51500-51540 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

60000-60424 Instructional materials

##### GOVERNMENT CODE

3543.2 Scope of representation

##### CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs

4400-4426 Improvement of elementary and secondary education

#### Management Resources:

##### CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Content Standards for California Public Schools: Kindergarten Through Grade 12

Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12

##### WEB SITES

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

Association for Supervision and Curriculum Development: <http://www.ascd.org>

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

California Association for Supervision and Curriculum Development: <http://www.cascd.org>

California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Administrative Regulation**

### **Curriculum Development And Evaluation**

AR 6141

#### **Instruction**

##### **Curriculum Review Committee**

The Superintendent/Principal or designee may establish a curriculum review committee to evaluate and recommend curriculum for Board of Trustees approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board policy and administrative regulation.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6143 - Courses of Study)

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

##### **Curriculum Development/Selection Process**

The Superintendent/Principal or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. He/she may select a limited number of programs to present to the curriculum review committee for evaluation.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6011 - Academic Standards)

3. Evidence of proven effectiveness of the proposed curriculum in raising student

achievement, including the research and learning theory upon which the curriculum is based

4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students

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

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 5149 - At-Risk Students)

(cf. 6159 - Individualized Education Program)

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

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6179 - Supplemental Instruction)

5. The estimated cost to purchase, adapt, and/or develop the curriculum

6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4131 - Staff Development)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 7110 - Facilities Master Plan)

7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district

8. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the Superintendent/Principal or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. Any modified or new curriculum shall be reviewed by the curriculum committee in accordance with the above criteria prior to being recommended to the Board.

Upon approval by the Board, a new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

# **Kashia ESD**

## **Board Policy**

### **Civic Education**

BP 6142.3

#### **Instruction**

The Board of Trustees recognizes that citizen involvement in civic and political institutions is essential to a democratic government and desires to provide a comprehensive civic education program to help students acquire the knowledge, skills, and principles essential for informed, responsible citizenship.

The Board shall approve, upon the recommendation of the Superintendent/Principal or designee, academic standards and curriculum in civics and government that are aligned with state academic standards and curriculum frameworks.

(cf. 6000 - Concepts and Roles)  
(cf. 6011 - Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 9000 - Role of the Board)

The Superintendent/Principal or designee shall determine specific courses within the school curriculum in which civic education and government may be explicitly and systematically taught. He/she also shall encourage the integration of civic education into other subjects as appropriate.

(cf. 6143 - Courses of Study)  
(cf. 6146.1 - High School Graduation Requirements)

The district's civic education program shall provide students with an understanding of the rights and responsibilities of citizens in American democracy and the workings of federal, state, and local governments. As appropriate, instruction should include an examination of fundamental American documents, including, but not limited to, the Declaration of Independence, the United States Constitution, the Federalist Papers, and other significant writings and speeches.

To develop a sense of political effectiveness, instruction should develop students' understanding of the importance of civic participation in a democratic society. Service learning, extracurricular and cocurricular activities, class and school elections, and observation of local government processes may be used to reinforce classroom instruction by linking civic knowledge to practical experience and encouraging civic involvement.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6145 - Extracurricular and Cocurricular Activities)

Instruction also should promote a student's understanding of shared democratic principles and values, such as personal responsibility, justice, equality, respect for others, civic-mindedness, and patriotism, and enable students to make their own commitment to these civic values.

#### Constitution/Citizenship Day

Each year on or near September 17, in commemoration of Constitution and Citizenship Day, the district shall hold an educational program for students pertaining to the United States Constitution which shall include exercises and instruction in the purpose, meaning, and importance of the Constitution, including the Bill of Rights. (Education Code 37221; P.L. 108-447, Sec. 111)

(cf. 6115 - Ceremonies and Observances)

#### Legal Reference:

##### EDUCATION CODE

233.5 Teaching of principles

33540 Standards for government and civics instruction

37221 Commemorative exercises including anniversary of U.S. Constitution

48205 Absence from school for jury duty or precinct board service

51210 Courses of study, grades 1-6

51220 Courses of study, grades 7-12

##### ELECTIONS CODE

12302 Precinct boards, appointment of students

##### UNITED STATES CODE, TITLE 20

6711-6716 Education for Democracy Act

##### UNITED STATES CODE, TITLE 36

101-144 Patriotic observances

#### Management Resources:

##### CSBA PUBLICATIONS

School Board Leadership: The Role and Function of California's School Boards, 1996

##### FEDERAL REGISTER

77 Fed. Reg. 29727 Constitution Day and Citizenship Day

##### AMERICAN BAR ASSOCIATION PUBLICATIONS

Essentials of Law-Related Education, rev. 2003

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Content Standards

##### CENTER FOR CIVIC EDUCATION PUBLICATIONS

Education for Democracy: California Civic Education Scope & Sequence, 2003

National Standards for Civics and Government, 1994

##### NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) PUBLICATIONS

1998 Civics Report Card for the Nation, November 18, 1999

## WEB SITES

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

American Bar Association, Law-Related Education Projects: <http://www.abanet.org/publiced/lre>

American Political Science Association: <http://www.apsanet.org>

Bill of Rights Institute: <http://www.billofrightsinstitute.org>

California Association of Student Leaders: <http://www.casl1.org>

California Council for the Social Studies: <http://www.ccss.org>

Center for California Studies: <http://www.csus.edu/calst>

Center for Civic Education: <http://www.civiced.org>

Center for Information and Research on Civic Learning and Engagement:  
<http://www.civicyouth.org>

Center for Youth Citizenship: <http://www.youthcitizenship.org>

Constitutional Rights Foundation: <http://www.crf-usa.org>

National Assessment of Educational Progress (NAEP), Civics Assessment:  
<http://nces.ed.gov/nationsreportcard/civics>

National Council for the Social Studies: <http://www.ncss.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Physical Education**

**BP 6142.7**

#### **Instruction**

The Board of Trustees recognizes the positive benefits of physical activity on student health and academic achievement. The Board desires to provide a physical education program that supports the district's coordinated student wellness program, provides an adequate amount of moderate to vigorous physical activity, builds interest and proficiency in movement skills, and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

(cf. 5030 - Student Wellness)  
(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)

The Board shall approve the components of the physical education program. The district's program shall be aligned with state model content standards and curriculum frameworks for physical education and shall provide a developmentally appropriate sequence of instruction including, at appropriate grade levels, the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives such as self-defense and fencing.

(cf. 6011 - Academic Standards)  
(cf. 6143 - Courses of Study)

The district's program shall provide equal opportunities for participation in physical education instruction regardless of gender.

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

An appropriate alternative activity or exemption from the physical education class shall be provided for a student with disabilities in accordance with his/her individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)  
(cf. 6164.6 - Identification and Education Under Section 504)

Physical education staff shall appropriately adjust the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions or as needed to accommodate individual student health needs.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The district's physical education program shall be provided by appropriately credentialed teachers. Continuing professional development shall be offered to physical education teachers and to classroom teachers serving as instructors of physical education in order to enhance the quality of instruction and the variety of activities offered.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The Superintendent/Principal or designee shall annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9. (Education Code 60800)

The Superintendent/Principal or designee shall report the aggregate results of the physical fitness testing in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

(cf. 0510 - School Accountability Report Card)

#### Temporary Exemptions

The Superintendent/Principal or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

#### Permanent Exemptions

The Superintendent/Principal or designee may grant a permanent exemption from physical education to a student under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with



scheduled recreation and exercise.

Legal Reference:

EDUCATION CODE

33126 School accountability report card  
33350-33354 CDE responsibilities re: physical education  
35256 School accountability report card  
49066 Grades; physical education class  
51210 Course of study, grades 1-6  
51220 Course of study, grades 7-12  
51222 Physical education  
51223 Physical education, elementary schools  
51241 Temporary or permanent exemption from physical education  
51242 Exemption from physical education for athletic program participants  
52316 Excuse from attending physical education classes  
60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

1040-1048 Physical performance test  
3051.5 Adapted physical education for individuals with exceptional needs  
10060 Criteria for high school physical education programs

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1751 Note Local wellness policy

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

Management Resources:

CSBA PUBLICATIONS

Physical Education and California Schools, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 1996

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

School Idea and Resource Mini Kit, 2000

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning

Guide for Elementary and Middle/High Schools, 2000  
NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS  
Fit, Healthy and Ready to Learn, 2000

WEB SITES

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

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

California Department of Health Services, School Health Connections:

<http://www.dhs.ca.gov/ps/cdic/shc/default.htm>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

Educational Data System, California physical fitness:

<http://www.eddata.com/projects/current/cpf>

FITNESSGRAM, Cooper Institute: <http://www.fitnessgram.net>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sports and Physical Education: <http://www.aahperd.org/naspe>

National Association of State Boards of Education (NASBE): <http://www.nasbe.org>

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

The California Endowment: <http://www.calendow.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Administrative Regulation**

### **Physical Education**

**AR 6142.7**  
**Instruction**

#### **Instructional Time**

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days. (Education Code 51210, 51223)

#### **Physical Fitness Testing**

During the month of February, March, April, or May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education. (Education Code 60800)

(cf. 6162.5 - Student Assessment)

The Superintendent/Principal or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent/Principal or designee may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and California Department of Education for all matters related to the physical fitness test. His/her duties shall be those specified in 5 CCR 1043.4, including, but not limited to, overseeing the administration of the test and the collection and return of all test data to the test contractor. (5 CCR 1043.4)

Students shall be provided with their individual results after completing the physical performance testing. The test results may be provided in writing or orally as the student completes the testing. (Education Code 60800; 5 CCR 1043.10)

Each student's scores on the physical performance test shall be included in his/her cumulative record. (5 CCR 1044)

(cf. 5125 - Student Records)

#### **Testing Variations**

All students may be administered the state's physical fitness test with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

(cf. 6159 - Individualized Education Program)

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

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

# **Kashia ESD**

## **Board Policy**

### **Comprehensive Health Education**

BP 6142.8

#### **Instruction**

The Board of Trustees believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors. The district's health education program shall be part of a coordinated school health system which supports the well-being of students and is linked to district and community services and resources.

(cf. 1020 - Youth Services)  
(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 3514 - Environmental Safety)  
(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3554 - Other Food Sales)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.63 - Steroids)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.23 - Asthma Management)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.32 - Health Screening for School Entry)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5141.6 - School Health Services)  
(cf. 5141.7 - Sun Safety)  
(cf. 5142 - Safety)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 6164.2 - Guidance/Counseling Services)

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition education and physical activity.

(cf. 0200 - Goals for the School District)  
(cf. 5030 - Student Wellness)  
(cf. 6142.7 - Physical Education)

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades K-8 which is aligned with the state's content standards and curriculum framework. The Superintendent/Principal or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

(cf. 6011 - Academic Standards)  
(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6143 - Courses of Study)

As appropriate, the Superintendent/Principal or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program.

Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 1240 - Volunteer Assistance)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 1700 - Relations Between Private Industry and the Schools)  
(cf. 6020 - Parent Involvement)  
(cf. 6145.8 - Assemblies and Special Events)  
(cf. 6162.8 - Research)

The Superintendent/Principal or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards and effective instructional methodologies.

(cf. 4131 - Staff Development)

#### Legal Reference:

#### EDUCATION CODE

8850.5 Family relationships and parenting education  
35183.5 Sun protection  
49413 First aid training  
49430-49436 Pupil Nutrition, Health and Achievement Act of 2001  
49490-49494 School breakfast and lunch programs  
49500-49505 School meals  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and dangerous drugs  
51210 Areas of study  
51210.8 State content standards for health education  
51220.5 Parenting skills; areas of instruction  
51260-51269 Drug education  
51513 Personal beliefs  
51880-51881.5 Health education, legislative findings and intent  
51890-51891 Comprehensive health education programs

51913 District health education plan  
51920 Inservice training, health education  
51930-51939 Comprehensive sexual health and HIV/AIDS prevention education  
CALIFORNIA CODE OF REGULATIONS, TITLE 5  
11800-11801 District health education plan

Management Resources:

CSBA PUBLICATIONS

Asthma Management in the Schools, Policy Brief, March 2008  
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007  
Physical Education and California Schools, Policy Brief, rev. October 2007  
Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, March 2007  
Sun Safety in Schools, Policy Brief, July 2006  
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006  
AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATIONS  
National Health Education Standards: Achieving Excellence, 2007  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008  
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

WEB SITES

CSBA: <http://www.csba.org>  
American Association for Health Education: <http://www.aahperd.org>  
American School Health Association: <http://www.ashaweb.org>  
California Association of School Health Educators: <http://www.cashe.org>  
California Department of Education, Health Education: <http://www.cde.ca.gov/ci/he>  
California Department of Public Health: <http://www.cdph.ca.gov>  
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>  
California Subject Matter Project, Physical Education-Health Project:  
<http://csmp.ucop.edu/cpehp>  
Center for Injury Prevention Policy and Practice: <http://www.cipp.org>  
Centers for Disease Control and Prevention: <http://www.cdc.gov>  
National Center for Health Education: <http://www.nche.org>  
National Hearing Conservation Association: <http://www.hearingconservation.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Administrative Regulation**

### **Comprehensive Health Education**

**AR 6142.8**  
**Instruction**

#### Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.63 - Steroids)

2. Human growth, development, and sexual health

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

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, prevention of brain and spinal cord injuries, violence prevention, topics related to bullying and harassment, and Internet safety.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3543 - Transportation Safety and Emergencies)  
(cf. 5131 - Conduct)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5142 - Safety)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 6163.4 - Student Use of Technology)

4. Mental, emotional, and social health

(cf. 5137 - Positive School Climate)  
(cf. 5141.52 - Suicide Prevention)  
(cf. 5149 - At-Risk Students)



5. Nutrition and physical activity

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

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education)

6. Personal and community health

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases such as asthma and diabetes, emergency procedures, and the effect of behavior on the environment.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.7 - Sun Safety)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.5 - Environmental Education)

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services

(cf. 5141.6 - School Health Services)

4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

Exemption from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with his/her religious training and beliefs, including personal moral convictions. (Education Code 51240)

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5022 - Student and Family Privacy Rights)  
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)  
(cf. 6145.8 - Assemblies and Special Events)

Students so excused shall be given an alternative educational activity.

#### Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs

(cf. 1325 - Advertising and Promotion)

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT  
approved: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Reading/Language Arts Instruction**

**BP 6142.91**

#### **Instruction**

The Board of Trustees recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develops students' appreciation for literature. The program shall integrate reading and oral and written language arts activities in order to build effective communication skills.

(cf. 6143 - Courses of Study)

For each grade level, the Board shall adopt academic standards that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

(cf. 6011 - Academic Standards)

The Superintendent/Principal or designee shall ensure that the district's reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Teachers are expected to use a variety of instructional strategies to accommodate the needs of

beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are experiencing difficulty learning to read.

(cf. 5148.2 - Before/After School Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6177 - Summer Learning Programs)  
(cf. 6179 - Supplemental Instruction)

The Superintendent/Principal or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)  
(cf. 4222 - Teacher Aides/Paraprofessionals)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Superintendent/Principal or designee shall provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

(cf. 0500 - Accountability)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - State Academic Achievement Tests)  
(cf. 6162.52 - High School Exit Examination)  
(cf. 6190 - Evaluation of the Instructional Program)

#### Legal Reference:

##### EDUCATION CODE

41505-41508 Pupil Retention Block Grant  
41530-41532 Professional Development Block Grant  
44735 Teaching as a Priority Block Grant  
44755-44757.5 Teacher Reading Instruction Development Program, K-3  
51210 Areas of study, grades 1-6  
51220 Areas of study, grades 7-12  
60119 Sufficiency of textbooks and instructional materials  
60200.4 Fundamental skills  
60207 Curriculum frameworks  
60350-60352 Core reading program instructional materials  
60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards  
99220-99221 California Reading Professional Development Institutes  
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)  
CODE OF REGULATIONS, TITLE 5  
9535 Purchase of nonadopted core reading program instructional materials  
11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)  
11991-11991.2 Reading First achievement index  
UNITED STATES CODE, TITLE 20  
6381-6381k Even Start Family Literacy Program  
6383 Improving literacy through school libraries

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, March 2013

Common Core State Standards for English Language Arts, August 2010

English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

WEB SITES

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

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/ci/rl>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **Mathematics Instruction**

BP 6142.92

#### **Instruction**

The Board of Trustees desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent/Principal or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations,

the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics, the district shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

The Superintendent/Principal or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent/Principal or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

(cf. 0440 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The Superintendent/Principal or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

#### Legal Reference:

#### EDUCATION CODE

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51224.5 Algebra in course of study for grades 7-12

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

## 60605.8 Common Core standards

### Management Resources:

#### CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, rev. January 2013

#### COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

#### WEB SITES

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

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

Common Core State Standards Initiative: <http://www.corestandards.org/math>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California



# **Kashia ESD**

## **Board Policy**

### **Science Instruction**

BP 6142.93

#### **Instruction**

The Board of Trustees believes that science education should focus on giving students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and the interrelation of science, mathematics and technology. As part of their science instruction, students should learn how to apply scientific knowledge and ways of thinking for individual and social purposes.

(cf. 0440 - District Technology Plan)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6143 - Courses of Study)

As a matter of principle, science teachers are professionally bound to limit their teaching to content that meets the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences. A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

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

(cf. 6142.91 - Reading/Language Arts Instruction)

#### **Legal Reference:**

##### **EDUCATION CODE**

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

#### **Management Resources:**

##### **CDE PUBLICATIONS**

Science Framework for California Public Schools, 1990

##### **SBE POLICIES**

Policy Statement on the Teaching of Natural Sciences, January 13, 1989

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020

Stewarts Point, California

# **Kashia ESD**

## **Board Policy**

### **History-Social Science Instruction**

BP 6142.94

#### **Instruction**

The Board of Trustees believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The district's history-social science education program shall be designed to develop students' knowledge of historical events within a chronological and geographic context and shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills that students shall be expected to achieve at each grade level.

(cf. 6011 - Academic Standards)

The Superintendent/Principal or designee shall develop a comprehensive, sequential curriculum that is aligned with the district standards and is consistent with the state's curriculum framework. At each grade level, the curriculum shall integrate age-appropriate instruction designed to develop student achievement in the following areas:

1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy
2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities
3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.3 - Civic Education)

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

The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different

points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.

(cf. 6115 - Ceremonies and Observances)

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

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum through the use of biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

(cf. 0400 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

The Superintendent/Principal or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

(cf. 4131 - Staff Development)

The Superintendent/Principal or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, test results from the Standardized Testing and Reporting Program at applicable grade levels, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)

(cf. 6162.51 - Standardized Testing and Reporting Program)

#### Legal Reference:

##### EDUCATION CODE

33540 History-social science curriculum framework

51204 Course of study designed for student's needs

51204.5 History of California; contributions of men, women, and ethnic groups

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51220.2 Instruction in legal system; teen or peer court programs  
51221 Social science course of study, inclusion of instruction in use of natural resources  
51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories  
51225.3 High school graduation requirements  
60040-60051 Criteria for instructional materials  
60119 Public hearing on the sufficiency of instructional materials  
60200-60206 Instructional materials, grades K-8  
60400-60411 Instructional materials, grades 9-12  
60420-60424 Instructional Materials Funding Realignment Program  
60640-60649 Standardized Testing and Reporting Program  
99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 2005

Model Curriculum for Human Rights and Genocide, 2000

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

WEB SITES

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

California Council for the Humanities: <http://www.calhum.org>

California Council for the Social Studies: <http://www.ccss.org>

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

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmj.ucop.edu>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020      Stewarts Point, California

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Kashia Elementary School
<b>CDS code:</b>	49-70888
<b>LEA contact information:</b>	Patti Pomplin
<b>Current School Year:</b>	2020-2021
<b>Prior School Year</b>	2019-2020

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

<b>Projected General Fund Revenue for the 2020-2021 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	201,789
LCFF supplemental & concentration grants	\$	34,626
All other state funds	\$	8,921
All local funds	\$	109,563
Total federal funds	\$	119,694
Federal CARES funds	\$	19,706
<b>Total Projected Revenue</b>	<b>\$</b>	<b>439,967</b>
<b>Total Budgeted Expenditures for the 2020-2021 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	425,005
Total Budgeted Expenditures in the Learning Continuity Plan	\$	34,866
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	34,866
<b>Expenditures not in the Learning Continuity Plan</b>	<b>\$</b>	<b>390,139</b>
<b>Expenditures for High Needs Students in the 2019-2020 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	41,886
<b>Actual Expenditures for High Needs Students in LCAP</b>	<b>\$</b>	<b>41,179</b>

## LCFF Budget Overview for Parents: Narrative Responses

### LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Learning Continuity Plan.	Classroom teacher, special education, superintendent, business services, board stipends and maintenance upkeep for school.
A prompt may display based on information provided in the Data Input tab.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2019-2020 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2019-2020.	Due to COVID many services and activities did not happen once school closed in March. Kashia is currently doing one on one teacher support with each child in order for our students to catch up and excel during these crazy times.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kashia Elementary School

CDS Code: 49-70888

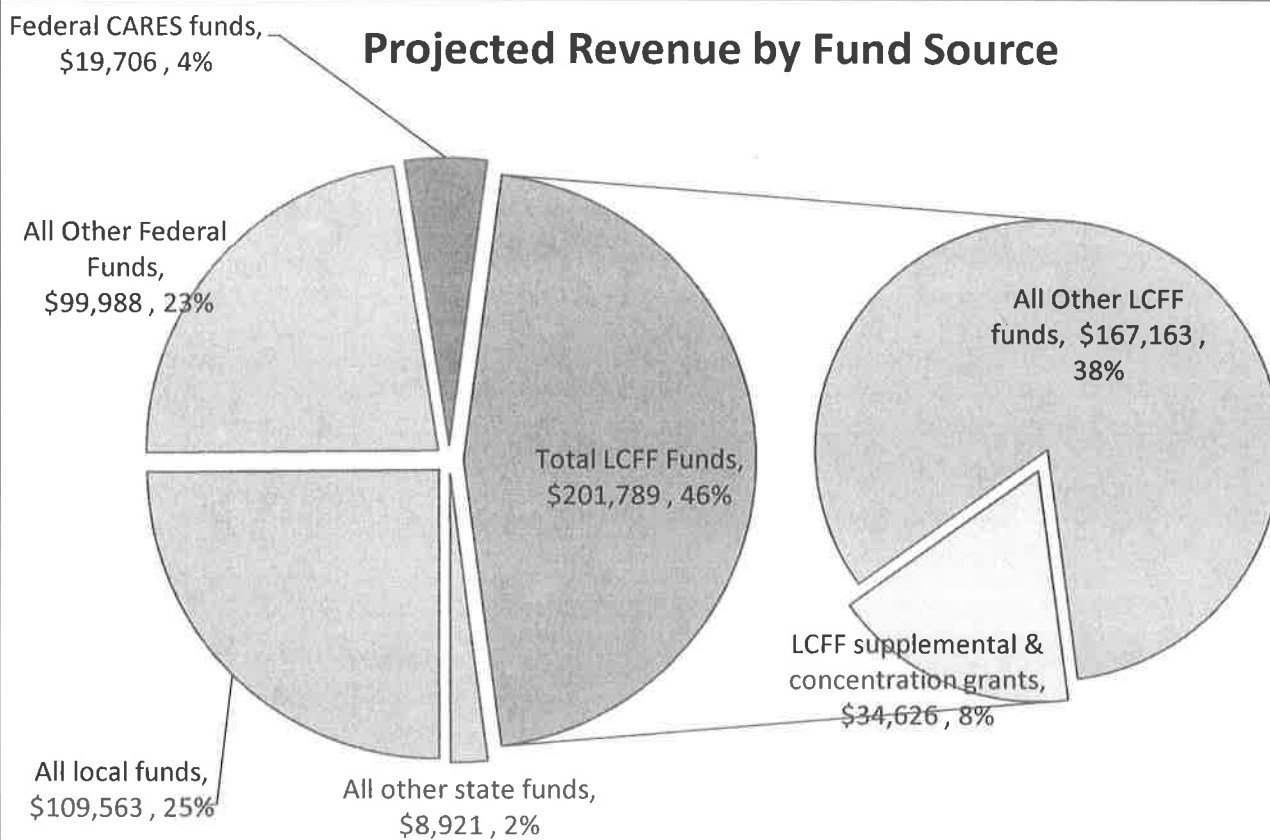
School Year: 2020-2021

LEA contact information: Patti Pomplin

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

## Budget Overview for the 2020-2021 School Year

### Projected Revenue by Fund Source

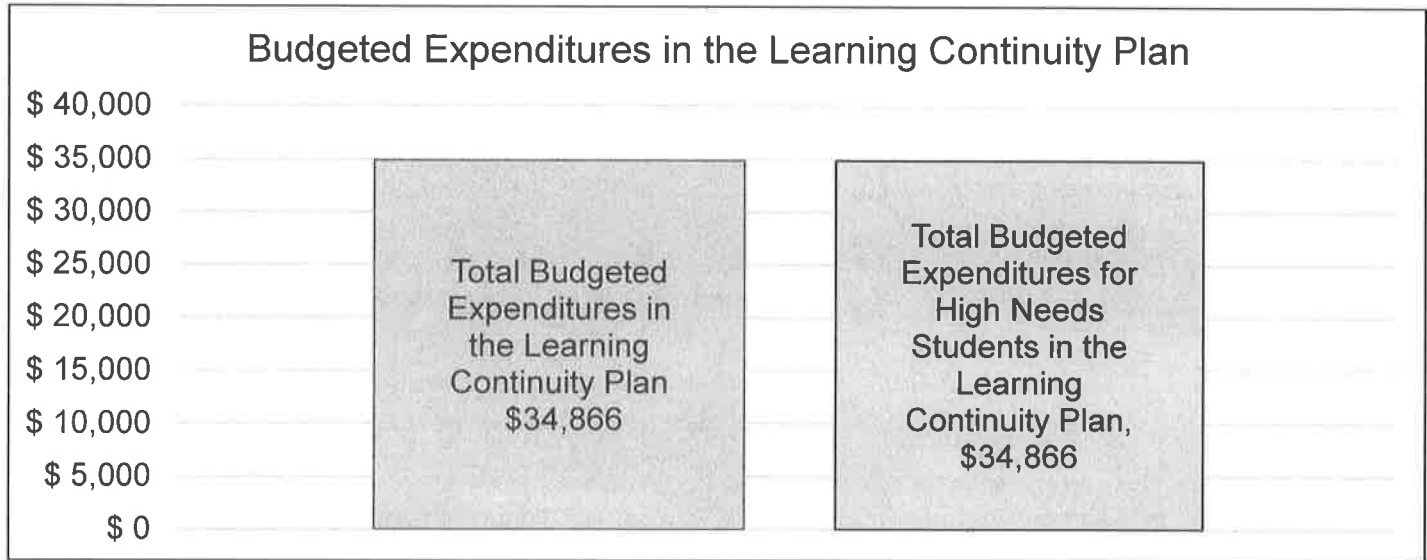


This chart shows the total general purpose revenue Kashia Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Kashia Elementary School is \$439,967.00, of which \$201,789.00 is Local Control Funding Formula (LCFF) funds, \$8,921.00 is other state funds, \$109,563.00 is local funds, and \$119,694.00 is federal funds. Of the \$119,694.00 in federal funds, \$19,706.00 are federal CARES Act funds. Of the \$201,789.00 in LCFF Funds, \$34,626.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Kashia Elementary School plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Kashia Elementary School plans to spend \$425,005.00 for the 2020-2021 school year. Of that amount, \$34,866.00 is tied to actions/services in the Learning Continuity Plan and \$390,139.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

Classroom teacher, special education, superintendent, business services, board stipends and maintenance upkeep for school.

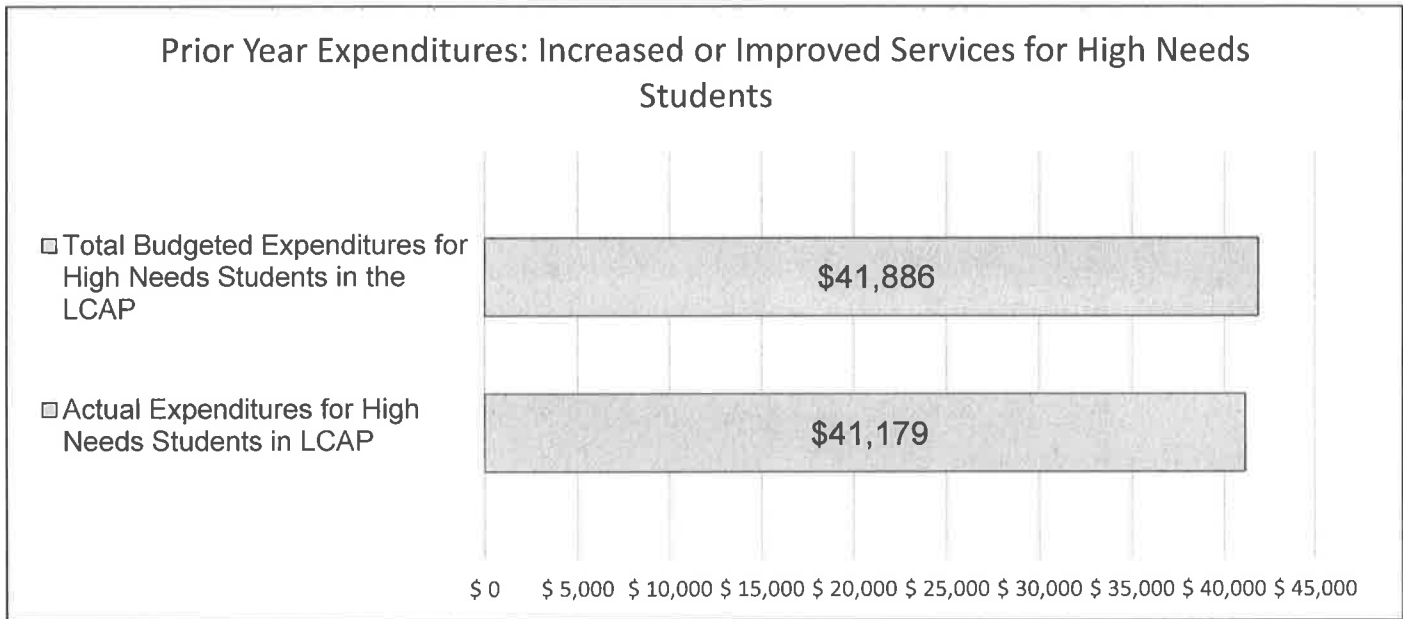
## Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Kashia Elementary School is projecting it will receive \$34,626.00 based on the enrollment of foster youth, English learner, and low-income students. Kashia Elementary School must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Kashia Elementary School plans to spend \$34,866.00 towards meeting this requirement, as described in the Learning Continuity Plan.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Kashia Elementary School budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Kashia Elementary School actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Kashia Elementary School's LCAP budgeted \$41,886.00 for planned actions to increase or improve services for high needs students. Kashia Elementary School actually spent \$41,179.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$707.00 had the following impact on Kashia Elementary School's ability to increase or improve services for high needs students:

Due to COVID many services and activities did not happen once school closed in March. Kashia is currently doing one on one teacher support with each child in order for our students to catch up and excel during these crazy times.

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 1st Interin				12/15/2020		
Summary of Funding						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Target Components:</b>						
COLA & Augmentation	3.26%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant	166,381	166,381	166,381	166,381	166,213	166,213
Grade Span Adjustment	-	-	-	-	-	-
Supplemental Grant	16,945	16,550	16,521	16,521	15,746	15,746
Concentration Grant	19,064	18,076	18,005	18,005	17,714	17,714
Add-ons	782	782	782	782	782	782
Total Target	203,172	201,789	201,689	201,689	200,455	200,455
<b>Transition Components:</b>						
Target	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
Funded Based on Target Formula (PY P-2)	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	197,672	197,672	197,672	197,672	194,171	194,171
<b>Remaining Need after Gap</b> (Informational only)						
Gap %	100%	100%	100%	100%	100%	100%
Current Year Gap Funding	-	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
<b>Components of LCFF By Object Code</b>						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8011 - State Aid	\$ 87,101	\$ 85,718	\$ 84,276	\$ 79,276	\$ 73,180	\$ 68,180
8011 - Fair Share						
8311 & 8590 - Categoricals						
EPA (for LCFF Calculation purposes)	10,846	5,696	2,038	2,038	1,900	1,900
<b>Local Revenue Sources:</b>						
8021 to 8089 - Property Taxes	105,225	110,375	115,375	120,375	125,375	130,375
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-
Property Taxes net of in-lieu	105,225	110,375	115,375	120,375	125,375	130,375
TOTAL FUNDING	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
<b>Phase-In Details</b>						
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	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
<b>EPA Details</b>						
% of Adjusted Revenue Limit - Annual	16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
% of Adjusted Revenue Limit - P-2	16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
EPA (for LCFF Calculation purposes)	\$ 10,846	\$ 5,696	\$ 2,038	\$ 2,038	\$ 1,900	\$ 1,900
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	10,846	5,696	2,038	2,038	1,900	1,900
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	(6,024)	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 1st Interin				12/15/2020		
Summary of Student Population						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Unduplicated Pupil Population						
Enrollment	12	16	12	12	12	12
COE Enrollment	-	-	-	-	-	-
Total Enrollment	12	16	12	12	12	12
Unduplicated Pupil Count	12	15	12	12	12	12
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	12	15	12	12	12	12
Rolling %, Supplemental Grant	100.0000%	97.6700%	97.5000%	97.5000%	100.0000%	100.0000%
Rolling %, Concentration Grant	100.0000%	97.6700%	97.5000%	97.5000%	100.0000%	100.0000%
FUNDED ADA						
Adjusted Base Grant ADA	Current Year	Current Year	Prior Year	Current Year	Current Year	Current Year
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Adjusted Base Grant ADA	-	-	-	-	-	-
Necessary Small School ADA	Current year	Current year	Current year	Prior year	Current year	Current year
Grades TK-3	7.12	7.12	7.12	7.12	6.00	6.00
Grades 4-6	2.28	2.28	2.28	2.28	2.00	2.00
Grades 7-8	0.79	0.79	0.79	0.79	1.50	1.50
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	10.19	10.19	10.19	10.19	9.50	9.50
Total Funded ADA	10.19	10.19	10.19	10.19	9.50	9.50
ACTUAL ADA (Current Year Only)						
Grades TK-3	7.12	7.12	6.00	6.00	6.00	6.00
Grades 4-6	2.28	2.28	2.00	2.00	2.00	2.00
Grades 7-8	0.79	0.79	1.50	1.50	1.50	1.50
Grades 9-12	-	-	-	-	-	-
Total Actual ADA	10.19	10.19	9.50	9.50	9.50	9.50
Funded Difference (Funded ADA less Actual ADA)	-	-	0.69	0.69	-	-
LCAP Percentage to Increase or Improve Services						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentr \$	36,009	\$ 34,626	\$ 34,526	\$ 34,526	\$ 33,460	\$ 33,460
Current year Percentage to Increase or Improve Se	21.64%	20.81%	20.75%	20.75%	20.13%	20.13%

# Kashia Elementary (70888) - 1st Interin

12/15/2020

## LCAP Percentage to Increase or Improve Services: Summary Supplemental & Concentration Grant

	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		36,009	34,626	34,526	34,526	33,460	33,460
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils							
3. Difference [1] less [2]							
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate							
GAP funding rate							
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] (unless [3]<0 then [1]) (for LCAP entry)		36,009	34,626	34,526	34,526	33,460	33,460
6. Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation  LCFF Phase-In Entitlement		166,381	166,381	166,381	166,381	166,213	166,213
		203,172	201,789	201,689	201,689	200,455	200,455
7/8. Percentage to Increase or Improve Services* [5] / [6] (for LCAP entry)		21.64%	20.81%	20.75%	20.75%	20.13%	20.13%
*percentage by which services for unduplicated students must be increased or improved over services provided for . If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration							
SUE SERVICES							
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	36,009	\$ 34,626	\$ 34,526	\$ 34,526	\$ 33,460	\$ 33,460
Current year Percentage to Increase or Improve Services		21.64%	20.81%	20.75%	20.75%	20.13%	20.13%

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: December 16, 2020

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: CBO

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.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?		X
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since budget adoption in OPEB liabilities?	n/a	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		• Certificated? (Section S8A, Line 1b)	X	
		• Classified? (Section S8B, Line 1b)	X	
S8	Labor Agreement Budget Revisions	• Management/supervisor/confidential? (Section S8C, Line 1b)	n/a	
		For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		• Certificated? (Section S8A, Line 3)	n/a	
S8	Labor Agreement Budget Revisions	• Classified? (Section S8B, Line 3)	n/a	
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

2020-21 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)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	187,071.00	198,131.00	27,368.58	201,789.00	3,658.00	1.8%
2) Federal Revenue		8100-8299	96,200.00	119,694.00	13,464.00	119,694.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,300.00	8,921.00	1,661.55	8,921.00	0.00	0.0%
4) Other Local Revenue		8600-8799	108,000.00	109,563.00	73,492.50	109,563.00	0.00	0.0%
5) TOTAL, REVENUES			393,571.00	436,309.00	115,986.63	439,967.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	70,972.00	68,537.00	17,819.98	68,537.00	0.00	0.0%
2) Classified Salaries		2000-2999	54,327.00	53,327.00	6,660.00	53,327.00	0.00	0.0%
3) Employee Benefits		3000-3999	45,800.00	37,172.00	4,648.70	37,172.00	0.00	0.0%
4) Books and Supplies		4000-4999	18,744.00	49,465.00	11,467.79	49,465.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	201,565.00	216,504.00	19,572.44	216,504.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	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			391,408.00	425,005.00	60,168.91	425,005.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			2,163.00	11,304.00	55,817.72	14,962.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
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		



2020-21 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)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			2,163.00	11,304.00	55,817.72	14,962.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	318,835.00	334,243.00		334,243.00	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)			318,835.00	334,243.00		334,243.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			318,835.00	334,243.00		334,243.00		
2) Ending Balance, June 30 (E + F1e)			320,998.00	345,547.00		349,205.00		
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	0.00	0.00		0.00		
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	70,000.00	70,000.00		70,000.00		
Unassigned/Unappropriated Amount		9790	250,998.00	275,547.00		279,205.00		

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 1st Interin				12/15/2020		
Summary of Funding						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Target Components:						
COLA & Augmentation	3.26%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant	166,381	166,381	166,381	166,381	166,213	166,213
Grade Span Adjustment	-	-	-	-	-	-
Supplemental Grant	16,945	16,550	16,521	16,521	15,746	15,746
Concentration Grant	19,064	18,076	18,005	18,005	17,714	17,714
Add-ons	782	782	782	782	782	782
Total Target	203,172	201,789	201,689	201,689	200,455	200,455
Transition Components:						
Target	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
Funded Based on Target Formula (PY P-2)	TRUE	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	197,672	197,672	197,672	197,672	194,171	194,171
Remaining Need after Gap (informational only)						
Gap %	100%	100%	100%	100%	100%	100%
Current Year Gap Funding	-	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
Components of LCFF By Object Code						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
8011 - State Aid	\$ 87,101	\$ 85,718	\$ 84,276	\$ 79,276	\$ 73,180	\$ 68,180
8011 - Fair Share						
8311 & 8590 - Categoricals						
EPA (for LCFF Calculation purposes)	3,565	5,696	2,038	2,038	1,900	1,900
Local Revenue Sources:						
8021 to 8089 - Property Taxes	112,506	110,375	115,375	120,375	125,375	130,375
8096 - In-Lieu of Property Taxes						
Property Taxes net of in-lieu	112,506	110,375	115,375	120,375	125,375	130,375
TOTAL FUNDING	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
Basic Aid Status						
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 203,172	\$ 201,789	\$ 201,689	\$ 201,689	\$ 200,455	\$ 200,455
EPA Details						
% of Adjusted Revenue Limit - Annual	16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
% of Adjusted Revenue Limit - P-2	16.08698870%	36.47280930%	19.00000000%	19.00000000%	19.00000000%	19.00000000%
EPA (for LCFF Calculation purposes)	\$ 3,565	\$ 5,696	\$ 2,038	\$ 2,038	\$ 1,900	\$ 1,900
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	3,565	5,696	2,038	2,038	1,900	1,900
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	(6,024)	(7,281)	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 1st Interin			12/15/2020			
Summary of Student Population						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Unduplicated Pupil Population						
Enrollment	12	16	12	12	12	12
COE Enrollment	-	-	-	-	-	-
Total Enrollment	12	16	12	12	12	12
Unduplicated Pupil Count	12	15	12	12	12	12
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	12	15	12	12	12	12
Rolling %, Supplemental Grant	100.0000%	97.6700%	97.5000%	97.5000%	100.0000%	100.0000%
Rolling %, Concentration Grant	100.0000%	97.6700%	97.5000%	97.5000%	100.0000%	100.0000%
FUNDED ADA						
Adjusted Base Grant ADA	Current Year	Current Year	Prior Year	Current Year	Current Year	Current Year
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Adjusted Base Grant ADA	-	-	-	-	-	-
Necessary Small School ADA	Current year	Current year	Current year	Prior year	Current year	Current year
Grades TK-3	7.12	7.12	7.12	7.12	6.00	6.00
Grades 4-6	2.28	2.28	2.28	2.28	2.00	2.00
Grades 7-8	0.79	0.79	0.79	0.79	1.50	1.50
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	10.19	10.19	10.19	10.19	9.50	9.50
Total Funded ADA	10.19	10.19	10.19	10.19	9.50	9.50
ACTUAL ADA (Current Year Only)						
Grades TK-3	7.12	7.12	6.00	6.00	6.00	6.00
Grades 4-6	2.28	2.28	2.00	2.00	2.00	2.00
Grades 7-8	0.79	0.79	1.50	1.50	1.50	1.50
Grades 9-12	-	-	-	-	-	-
Total Actual ADA	10.19	10.19	9.50	9.50	9.50	9.50
Funded Difference (Funded ADA less Actual ADA)	-	-	0.69	0.69	-	-

LCAP Percentage to Increase or Improve Services						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentr	36,009 \$	34,626 \$	34,526 \$	34,526 \$	33,460 \$	33,460
Current year Percentage to Increase or Improve Se	21.64%	20.81%	20.75%	20.75%	20.13%	20.13%

# Kashia Elementary (70888) - 1st Interin

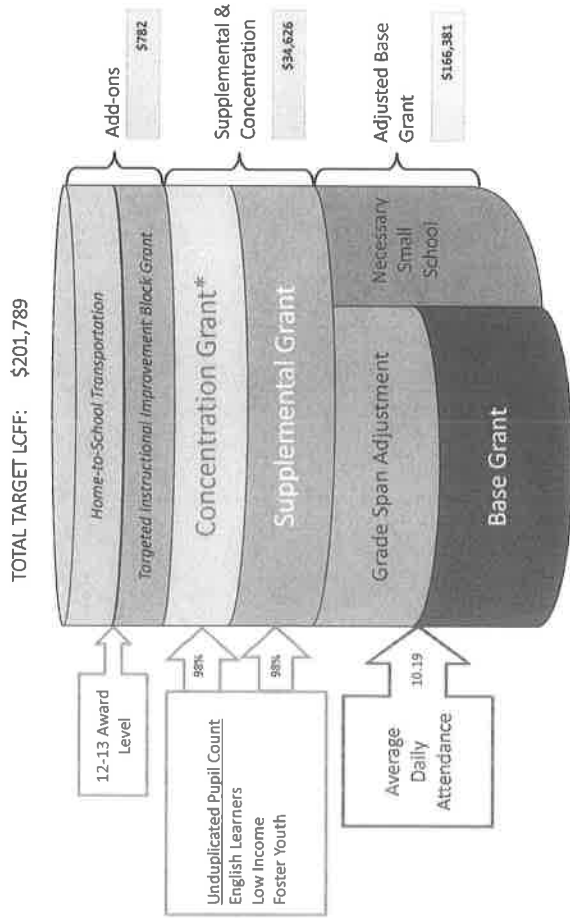
12/15/2020

## LCAP Percentage to Increase or Improve Services: Summary Supplemental & Concentration Grant

	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		36,009	34,626	34,526	34,526	33,460	33,460	
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils								
3. Difference [1] less [2]								
4. Estimated Additional Supplemental & Concentration Grant Funding <i>[3] * GAP funding rate</i>								
<i>GAP funding rate</i>								
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] <i>(unless [3]&lt;0 then [1]) (for LCAP entry)</i>		36,009	34,626	34,526	34,526	33,460	33,460	
6. Base Funding LCFF Phase-In Entitlement less [5], <i>excludes Targeted Instructional Improvement &amp; Transportation</i> LCFF Phase-In Entitlement		166,381	166,381	166,381	166,381	166,213	166,213	
		203,172	201,789	201,689	201,689	200,455	200,455	
7/8. Percentage to Increase or Improve Services* <i>[5] / [6] (for LCAP entry)</i>		21.64%	20.81%	20.75%	20.75%	20.13%	20.13%	
<i>*percentage by which services for unduplicated students must be increased or improved over services provided for. If Step 3a &lt;=0, then calculate the minimum proportionality percentage at Estimated Supplemental &amp; Concentration</i>								
SUE SERVICES								
		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	36,009	\$	34,626	\$	34,526	\$	33,460
Current year Percentage to Increase or Improve Services		21.64%	20.81%	20.75%	20.75%	20.13%	20.13%	20.13%

### Components of LCFF Target Entitlement

	2020-21	10.19 ADA
Base Grant / Necessary Small School	\$ 166,381	
Grade Span Adjustment	\$ -	
Supplemental Grant	\$ 16,550	98%
Concentration Grant	\$ 18,076	98%
Add-ons (TIEBG & Transportation)	\$ 782	
Total	\$ 201,789	



\*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Revenue Limit = LCFF	8011 \$ 56,015	\$ 66,724	\$ 64,973	\$ 78,643	\$ 79,820	\$ 85,718	\$ 84,276	\$ 79,276	\$ 73,180
EPA	8012 \$ 28,602	\$ 22,894	\$ 21,135	\$ 9,617	\$ 10,868	\$ 5,696	\$ 2,038	\$ 2,038	\$ 1,900
Taxes	8041 \$ 95,328	\$ 98,064	\$ 94,716	\$ 98,978	\$ 104,605	\$ 102,672	\$ 108,831	\$ 111,007	\$ 113,227
Misc	80xx \$ 571	\$ -	\$ -	\$ 7,422	\$ 7,901	\$ 7,703	\$ 6,544	\$ 8,368	\$ 12,148
<b>TOTAL REVENUE LIMIT</b>	<b>\$ 180,516</b>	<b>\$ 187,682</b>	<b>\$ 180,824</b>	<b>\$ 194,660</b>	<b>\$ 203,194</b>	<b>\$ 201,789</b>	<b>\$ 201,689</b>	<b>\$ 201,689</b>	<b>\$ 200,455</b>
M&O Impact Grant	8110 \$ 81,381	\$ 34,537	\$ 52,790	\$ 156,357	\$ 90,964	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000
Misc-spec ed - CARES	8181 \$ 6,764	\$ -	\$ 283	\$ -	\$ 4,373	\$ 19,706	\$ -	\$ -	\$ -
Title II	8290 \$ 700	\$ 479	\$ -	\$ 573	\$ 511	\$ 200	\$ 200	\$ 200	\$ 200
Indian Ed	8290 \$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
REAP	8290 \$ 30,715	\$ 19,416	\$ 16,788	\$ 16,546	\$ 18,625	\$ 20,788	\$ 20,000	\$ 20,000	\$ 20,000
<b>TOTAL FEDERAL</b>	<b>\$ 119,560</b>	<b>\$ 58,432</b>	<b>\$ 73,861</b>	<b>\$ 179,420</b>	<b>\$ 118,473</b>	<b>\$ 119,694</b>	<b>\$ 99,200</b>	<b>\$ 99,200</b>	<b>\$ 99,200</b>
Mandated Costs	8550 \$ 8,543	\$ 3,214	\$ 1,228	\$ 2,024	\$ 308	\$ 300	\$ 300	\$ 300	\$ 300
STRS/PERS - On- Behalf	8590 \$ 2,902	\$ 3,693	\$ 4,417	\$ 10,248	\$ 7,426	\$ 5,889	\$ 5,700	\$ 6,000	\$ 6,200
Lottery	8560 \$ 2,818	\$ 1,682	\$ 807	\$ 2,669	\$ 2,118	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Misc - CARES	85xx \$ 1,470	\$ 19,162	\$ -	\$ 2,071	\$ 275	\$ 1,732	\$ -	\$ -	\$ -
<b>TOTAL STATE</b>	<b>\$ 15,733</b>	<b>\$ 27,751</b>	<b>\$ 6,452</b>	<b>\$ 17,012</b>	<b>\$ 10,127</b>	<b>\$ 8,921</b>	<b>\$ 7,000</b>	<b>\$ 7,300</b>	<b>\$ 7,500</b>
Interest	8660 \$ 819	\$ 2,054	\$ 3,978	\$ 8,319	\$ 6,457	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Misc (pre-sch, bus, grant**)	8699 \$ 8,592	\$ 9,167	\$ 3,770	\$ 7,554	\$ 1,409	\$ 7,000	\$ 3,000	\$ 3,000	\$ 3,000
Van	8699 \$ 11,367	\$ 10,795	\$ 10,414	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RSP Pass Through	8792 \$ 59,267	\$ 90,659	\$ 31,709	\$ (38,045)	\$ 88,773	\$ 97,563	\$ 100,000	\$ 100,000	\$ 100,000
<b>TOTAL LOCAL</b>	<b>\$ 80,045</b>	<b>\$ 112,675</b>	<b>\$ 49,871</b>	<b>\$ (22,172)</b>	<b>\$ 96,639</b>	<b>\$ 109,563</b>	<b>\$ 108,000</b>	<b>\$ 108,000</b>	<b>\$ 108,000</b>
<b>TOTAL REVENUES</b>	<b>\$ 395,854</b>	<b>\$ 386,540</b>	<b>\$ 311,731</b>	<b>\$ 368,868</b>	<b>\$ 428,433</b>	<b>\$ 439,967</b>	<b>\$ 415,889</b>	<b>\$ 416,189</b>	<b>\$ 415,155</b>

ADA

2013-14 = 6.86

2014-15 = 13.37

2015-16 = 13.23

2016-17 = 7.32

2017-18 = 9.41

2018-19 = 9.59

2019-20 = 10.19

2020-21 = 10.19

2021-22 = 9

16-Dec-20

P1 ADA = 11.14 but enrollment dropped to 11 students from 12.

2020-21 = CBEDS = 15 - using prior year hold harmless ADA

\*Continue as necessary small school

\*Enrollment fluctuations due to families moving in and out of district we are keeping a watchful eye.

\*Federal grants and processes are being completed to ensure highest level of income in future years

\*REAP grants are now processed online and are now required annually, business manager working on process

PTO and Tribe continue to work together to provide a grant for student events  
\*Special education budgeted at SELPA estimates, currently using a substitute two days per week  
\*Van revenue discontinued and services reverted to high school  
\*\* 2018-19 Revenue for SELPA pass-through, recaptured for 2015/16 - 2017/18  
2020-21 - includes one time CARES funding grant

<u>Title</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<b>Certificated Payroll</b> 1xx									
RSP Sub	\$ 19,080	\$ -	\$ -	\$ 22,187	\$ 1,591	\$ 20,000	\$ 23,085	\$ 23,758	\$ 24,431
Sub/Cultural Ed	\$ -	\$ -	\$ 5,550	\$ 2,793	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1
Teacher BA+60	\$ -	\$ 53,394	\$ 52,696	\$ 51,511	\$ -	\$ 47,537	\$ 48,249	\$ 49,056	\$ 50,478
<b>TOTAL Certificated</b>	<b>\$ 19,080</b>	<b>\$ 53,394</b>	<b>\$ 58,246</b>	<b>\$ 76,491</b>	<b>\$ 1,591</b>	<b>\$ 68,537</b>	<b>\$ 72,334</b>	<b>\$ 73,814</b>	<b>\$ 75,909</b>
<b>Classified Payroll</b>									
Aides	\$ 53,774	\$ -	\$ -	\$ -	\$ 27,594	\$ 14,688	\$ 15,586	\$ 16,483	\$ 16,972
Van Driver/Stipend 21xx	\$ 10,186	\$ 6,648	\$ 3,630	\$ -	\$ 10,292	\$ -	\$ -	\$ -	\$ -
Maint/Custodian 22xx	\$ 2,073	\$ -	\$ -	\$ -	\$ 1,532	\$ 5,508	\$ 6,000	\$ 6,500	\$ 6,500
Business Manager 23xx	\$ 6,345	\$ 22,980	\$ 20,535	\$ 22,380	\$ 23,475	\$ 24,200	\$ 24,200	\$ 24,200	\$ 24,200
Cultural Ed/Intervent 29xx	\$ -	\$ -	\$ 77	\$ 5,175	\$ 1,926	\$ 4,800	\$ 4,800	\$ 4,800	\$ 4,800
Food Service 29xx	\$ -	\$ -	\$ 866	\$ -	\$ 891	\$ 3,131	\$ 4,500	\$ 4,800	\$ 4,800
Board Stipend 295x	\$ 720	\$ 709	\$ 930	\$ 960	\$ 900	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>TOTAL Classified</b>	<b>\$ 73,095</b>	<b>\$ 30,337</b>	<b>\$ 26,038</b>	<b>\$ 28,515</b>	<b>\$ 66,610</b>	<b>\$ 53,327</b>	<b>\$ 56,086</b>	<b>\$ 57,783</b>	<b>\$ 58,272</b>
<b>STRS/PERS On Behalf</b>									
Certificated Benefits 5.00%	\$ 2,902	\$ 3,670	\$ 4,369	\$ 10,248	\$ 7,426	\$ 5,889	\$ 5,700	\$ 6,000	\$ 6,200
STRS	\$ 2,330	\$ 4,291	\$ 2,424	\$ 9,345	\$ 319	\$ 2,360	\$ 3,616	\$ 3,690	\$ 3,795
Classified Benefits 10.50%	\$ -	\$ 6,522	\$ 7,604	\$ 10,002	\$ -	\$ 11,300	\$ 11,587	\$ 13,360	\$ 13,740
PERS	\$ 7,938	\$ 2,984	\$ 2,321	\$ 2,637	\$ 6,152	\$ 5,274	\$ 5,889	\$ 6,067	\$ 6,119
Medical	\$ 5,590	\$ 3,192	\$ 3,189	\$ 4,043	\$ (6,151)	\$ 3,349	\$ 3,740	\$ 3,940	\$ 4,040
<b>TOTAL Benefits</b>	<b>\$ 26,194</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 5,908</b>	<b>\$ 9,000</b>	<b>\$ 17,850</b>	<b>\$ 18,743</b>	<b>\$ 19,679</b>
	<b>\$ 44,954</b>	<b>\$ 20,659</b>	<b>\$ 19,907</b>	<b>\$ 29,830</b>	<b>\$ 13,654</b>	<b>\$ 37,172</b>	<b>\$ 48,382</b>	<b>\$ 51,800</b>	<b>\$ 53,573</b>
<b>Books</b>									
Classroom 421x	\$ -	\$ -	\$ -	\$ 2,861	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Misc-PE/Grad/Trip 431x	\$ 4,043	\$ 9,906	\$ 7,995	\$ 5,099	\$ 6,573	\$ 7,357	\$ 6,500	\$ 6,500	\$ 6,500
Computer Software 434x	\$ -	\$ 100	\$ -	\$ 994	\$ -	\$ 1,500	\$ 1,200	\$ 1,200	\$ 1,200
Office 435x	\$ 1,668	\$ 225	\$ 1,425	\$ 1,077	\$ 539	\$ 800	\$ 3,500	\$ 3,500	\$ 3,500
Janitorial 435x	\$ 400	\$ 686	\$ 187	\$ 404	\$ 1,291	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Van 436x	\$ 4,271	\$ 3,598	\$ 4,819	\$ 312	\$ 222	\$ 2,150	\$ 1,000	\$ 1,000	\$ 1,000
Maintenance 438x	\$ -	\$ 5,177	\$ 1,230	\$ 2,434	\$ 2,244	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Food Service 439x	\$ 278	\$ 925	\$ 637	\$ 1,226	\$ 878	\$ 6,220	\$ 4,000	\$ 4,000	\$ 4,000
MISC/PTO 439x	\$ (4,000)	\$ 543	\$ 1,447	\$ 3,975	\$ 853	\$ 600	\$ 2,500	\$ 2,500	\$ 2,500
Small Equip-CARES 44xx	\$ 650	\$ 491	\$ -	\$ -	\$ -	\$ 21,438	\$ -	\$ -	\$ -
<b>TOTAL Supplies</b>	<b>\$ 7,310</b>	<b>\$ 22,651</b>	<b>\$ 18,988</b>	<b>\$ 21,562</b>	<b>\$ 18,239</b>	<b>\$ 49,465</b>	<b>\$ 23,700</b>	<b>\$ 23,700</b>	<b>\$ 23,700</b>



<u>Title</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Travel 52xx	\$ 866	\$ 479	\$ 1,206	\$ 2,107	\$ 1,808	\$ 2,919	\$ 3,000	\$ 3,000	\$ 3,000
Dues 53xx	\$ -	\$ -	\$ -	\$ -	\$ 330	\$ 405	\$ 450	\$ 450	\$ 450
Insurance 545x	\$ 848	\$ 836	\$ 1,269	\$ 1,240	\$ 1,806	\$ 2,356	\$ 2,500	\$ 2,600	\$ 2,700
Utilities 55xx	\$ 12,748	\$ 12,810	\$ 11,237	\$ 11,275	\$ 8,757	\$ 14,300	\$ 14,300	\$ 14,300	\$ 14,300
Repairs 56xx	\$ 3,385	\$ 456	\$ 1,283	\$ 313	\$ 1,890	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Recess 5805	\$ -	\$ 1,832	\$ 864	\$ 1,673	\$ -	\$ -	\$ -	\$ -	\$ -
Rental 583x	\$ 1,216	\$ 120	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Copier 583x	\$ 1,038	\$ 1,866	\$ 2,586	\$ 1,870	\$ 3,669	\$ 3,300	\$ 3,400	\$ 3,600	\$ 3,600
Custodian 58xx	\$ -	\$ 2,051	\$ 1,781	\$ 394	\$ 1,526	\$ 1,500	\$ 2,000	\$ 2,000	\$ 2,000
MiscVan 58xx	\$ 172	\$ 2,859	\$ 2,919	\$ 1,248	\$ 324	\$ 500	\$ 500	\$ 500	\$ 500
MiscFood 58xx	\$ 695	\$ 1,230	\$ 1,835	\$ 1,779	\$ 1,303	\$ 1,500	\$ 500	\$ 500	\$ 500
Board 58xx	\$ 350	\$ -	\$ -	\$ 352	\$ 267	\$ 245	\$ 300	\$ 300	\$ 300
Maintenance 58xx	\$ 2,768	\$ 6,540	\$ 5,765	\$ 10,173	\$ 5,562	\$ 6,000	\$ 6,500	\$ 6,500	\$ 6,500
DP 5817	\$ 2,558	\$ 3,188	\$ 4,406	\$ 3,690	\$ 3,555	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
Legal 5823	\$ 3,313	\$ 2,401	\$ -	\$ 5,902	\$ 812	\$ 1,250	\$ 1,000	\$ 1,000	\$ 1,000
Advertisement 5825	\$ 172	\$ 96	\$ 226	\$ 348	\$ 1,552	\$ 500	\$ 500	\$ 500	\$ 500
Audit 582x	\$ 10,500	\$ 22,800	\$ 14,350	\$ 14,250	\$ 10,725	\$ 14,500	\$ 15,000	\$ 15,500	\$ 15,500
Fiscal Services 583x	\$ 12,457	\$ 470	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrator 5838	\$ 81,066	\$ 110,401	\$ 109,291	\$ 114,142	\$ 122,271	\$ 128,608	\$ 131,180	\$ 133,804	\$ 136,480
Tech 5840	\$ 2,867	\$ 9,859	\$ 1,842	\$ -	\$ -	\$ 2,000	\$ 2,500	\$ 2,500	\$ 2,500
Prof Serv/Lang/Nurse 583x	\$ 4,000	\$ 1,150	\$ -	\$ 850	\$ -	\$ 1,500	\$ 1,000	\$ 1,000	\$ 1,000
Alarm 58xx	\$ 1,669	\$ 1,350	\$ 1,312	\$ 990	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
RSP 58/52xx	\$ -	\$ 959	\$ 6,046	\$ 2,728	\$ 46,855	\$ 22,721	\$ 16,000	\$ 16,000	\$ 16,000
Class Assist 5806	\$ -	\$ 1,369	\$ 1,092	\$ 727	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone 5911	\$ -	\$ 2,588	\$ 2,626	\$ 2,182	\$ 2,625	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Intervention 58xx	\$ -	\$ -	\$ -	\$ 3,350	\$ -	\$ -	\$ -	\$ -	\$ -
Misc/Ed Effect 58&59	\$ -	\$ -	\$ 2,110	\$ 1,113	\$ 1,329	\$ 1,900	\$ 500	\$ 500	\$ 500
<b>Total Services</b>	<b>\$ 142,688</b>	<b>\$ 187,710</b>	<b>\$ 174,046</b>	<b>\$ 209,556</b>	<b>\$ 218,466</b>	<b>\$ 216,504</b>	<b>\$ 211,630</b>	<b>\$ 215,054</b>	<b>\$ 217,830</b>
<b>Capital Outlay</b> 6xxx	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 18,363</b>	<b>\$ 24,411</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other Outgo</b> 76xx	<b>\$ 1,420</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL EXPENSES</b>	<b>\$ 288,547</b>	<b>\$ 314,751</b>	<b>\$ 297,225</b>	<b>\$ 355,950</b>	<b>\$ 342,971</b>	<b>\$ 425,005</b>	<b>\$ 412,132</b>	<b>\$ 422,151</b>	<b>\$ 429,284</b>
Beginning Bal	\$ 42,260	\$ 149,567	\$ 221,357	\$ 235,863	\$ 248,780	\$ 334,242	\$ 349,205	\$ 352,962	\$ 347,000
Revenues	\$ 395,854	\$ 386,540	\$ 311,731	\$ 368,868	\$ 428,433	\$ 439,967	\$ 415,889	\$ 416,189	\$ 415,155
Expenditures	\$ 288,547	\$ 314,750	\$ 297,225	\$ 355,950	\$ 342,971	\$ 425,005	\$ 412,132	\$ 422,151	\$ 429,284
<b>Ending Balance</b>	<b>\$ 149,567</b>	<b>\$ 221,357</b>	<b>\$ 235,863</b>	<b>\$ 248,780</b>	<b>\$ 334,242</b>	<b>\$ 349,205</b>	<b>\$ 352,962</b>	<b>\$ 347,000</b>	<b>\$ 332,871</b>
	\$ 107,307	\$ 71,789	\$ 14,506	\$ 12,918	\$ 85,462	\$ 14,962	\$ 3,757	\$ (5,962)	\$ (14,129)

Note:

- 1xxx = Teacher at BA+45 step 7 based on new salary schedule
- 1xxx = RSP teacher paid as a substitute with an average of 2 days per week
- 2xxx = Cultural studies for Native American language may be a contracted service, still in planning due to COVID
- 2xxx = Classroom aide not hired yet
- 2xxx = Van driver moved to the high school
- 2xxx = Board stipends (added 1.5 hour per day cafeteria worker and 1.5 hour per day custodian - not hired yet)
- 2xxx = Business Manager contract expires June 2022, looking at renewing contract for another 3 years
- 3xxx = PERS/STRS at School Services dashboard, employee only prorated medical, cert misc payroll at 5%, class at 10.5%
- 3xxx=STRS = 19/20 = 16.15, 20/21 = 16.15, 21/22 = 15.92, 22/23 = 18.4%; PERS = 19/20 = 19.721, 20/21 = 20.7, 21/22 = 22.84, 22-23=25.9%
- 3xxx= PERS for business manager refunded and no longer charged for that position
- 4xxx = Only change due to fundraisers and one time CARES grant
- 5xxx = RSP adjusted as necessary to meet needs of student travel for services required
- 5xxx = Class assist - food service prep - recess all moved to in house payroll, maintenance services still contracted
- 5xxx = Tech services decreased due to actual needs and lack of vendor
- 5xxx = Administrator contracted through SCOE through 2021
- 5xxx = Audit costs should decline due to catching up on prior findings
- 5xxx = Contracted van services deleted (back to high school)
- 5xxx = Special Ed services budgeted high as needs are being developed with speech services etc.
- 6xxx= Prop 39 HVAC/Furnace in 2018/19; carpeting in classroom and teacherage 2019/20
- 7xxx = Eliminated transfer to Fund 40

\*\* Will adjust expenditures in out years to keep budget balanced should there be no increases in expected revenues

12/16/2020