

Agenda
Governing School Board
Wednesday, November 18, 2020
4:00 p.m.
Kashia School District

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

Glenda Antone	_____	Frances Johnson	_____
Gene Parrish	_____	Patti Pomplin	_____
Charlene Pinola	_____	Amy Ruegg	_____

2. Approval of Agenda

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

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

4. Communication

5. Consent Agenda

- 5.1 Approval of Minutes from October 14, 2020
- 5.2 Approval of Warrants for October 2020
- 5.3 Approve FIT (Facilities Inspection Tool)

6. Reports and Communications

- 6.1 Governing Board Members
- 6.2 Superintendent
- 6.3 Teacher
- 6.4 Business Manager
- 6.5 PTO

7. Items Scheduled for Information and Discussion

- 7.1 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
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8. Items Scheduled for Discussion and Action

8.1 Approve Budget Updates

9. Items Scheduled for Future Board Meetings

9.1 Board Policies

9.2 1st Interim Report

9.3 Audit

10. Adjournment

Next Regular Board Meeting, Wednesday, December 16, 2020

Kashia School District
Minutes
Board Meeting, October 14, 2020

1. Meeting called to order at 4:10 by Board President Charlene Pinola
Roll Call: Trustee Glenda Antone (phone), Trustee Gene Parrish, and Trustee Charlene Pinola
Staff: Frances Johnson, Patti Pomplin
Community: None
2. Approval of Agenda: Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the Board to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communication
 - 4.1 Approved Learning Continuity Plan
5. Consent Agenda
Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the Board to approve the consent agenda as presented.
 - 5.1 Approved Minutes from September 23, 2020
 - 5.2 Approved Warrants from September 2020
 - 5.3 Approved Williams Quarterly Report July 2020 to September 2020
6. Reports and Communications
 - 6.1 Governing Board – Trustee Parrish asked if desks were being wiped down and was informed that each student had an assigned desk which was wiped down at the end of every day; Trustee Antone asked about buying a sprayer to do overall sanitation – this will be researched as well as ingredients for health and safety reasons.
 - 6.2 Superintendent – Enrollment increased to 17; bouquet of flowers and a card was sent for Leslie's funeral from the school; resource teacher doing a good job.
 - 6.3 Teacher – none
 - 6.4 Business Manager – audit done, will be off for a vacation next week.
 - 6.5 PTO – None
7. Items Scheduled for Information and Discussion
 - 7.1 First 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

Information only.

8.2 Appoint Board Member to Fill Full Term Vacancy Ending December 2024

Moved by Trustee Antone, seconded by Trustee Pinola and passed unanimously by the Board to Appoint Gene Parrish for the Full Four Year Term as a Trustee for Kashia School District.

8.3 Appoint Board Member to Fill Short Term Vacancy Ending December 2022

Moved by Trustee Antone, seconded by Trustee Parrish and passed unanimously by the Board to Appoint Charlene Pinola for the Short Two Year Term as a Trustee for the Kashia School District

9. Items Scheduled for Future Board Meetings.

9.1 Board Policies

9.2 Facilities Inspection Tool (FIT)

9.3 Multi Year Projects

9.4 1st Interim Report

9.5 Audit

10. Meeting Adjourned at 4:37

Next Meeting

Wednesday, November 18, 2020

Respectfully submitted: Patti Pomplin

Signed:


Glenda Antone, Clerk

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1804287	10/01/2020	ESP & Alarms Inc	01-5832	#874-599 Oct Nov Dec	90.00	
1804288	10/01/2020	Frontier Communications	01-5911	#874-600 oct nov dec	90.00	180.00
1804289	10/01/2020	Kashia Utilities District	01-5530	70778596821013815 kud67938	73.48	207.22
1804290	10/01/2020	School Outfitters	01-9515	staledated warrant from Jan 2020	47.84	121.32
1804291	10/01/2020	Sonoma County Office Of Ed	01-4400	class		1,205.11
1806289	10/15/2020	Houghton Mifflin Harcourt	01-5823	August legal services		1,064.00
1806290	10/15/2020	Linda Mahoney	01-4310	student workbooks		669.03
1806291	10/15/2020	Patti Pomplin	01-5800	help with gravel		125.00
1806292	10/15/2020	Riverside Insights	01-4390	notebooks		67.53
1806293	10/15/2020	Amerigas	01-4310	rsp		1,080.56
1806294	10/15/2020	Employment Development Dept.	01-5510	200821025 trailer		103.11
1806295	10/15/2020	Frances Johnson	01-9555	94205275 3rd qtr		8.86
1807324	10/22/2020	George Marrufo	01-4350	flowers for Leslie funeral		120.00
1807325	10/22/2020	Frances Johnson	01-5800	custodial		270.00
1807326	10/22/2020	Linda Mahoney	01-5201	2 trips to Gualala for supplies		39.10
1807327	10/22/2020	Mcgraw-hill Companies	01-4310	project based science/health		621.12
1807328	10/22/2020	Pacific Gas & Electric	01-4310	key to gractions		175.58
			01-5520	28343238771	149.44	
				94383733055	115.24	
1807329	10/22/2020	Annan Paterson	01-5800	assessment review of records/consult		264.68
1807330	10/22/2020	Patti Pomplin	01-4370	sanitizer		300.00
1807331	10/22/2020	Ray Morgan Company	01-5632	ke02		343.11
1807332	10/22/2020	Stephen Roatch Accountancy	01-5821	2019-20 #3		46.70
1807333	10/22/2020	Wells Fargo Vendor Fin Serv	01-5632	3000927141		4,200.00
1808326	10/29/2020	ESP & Alarms Inc	01-5832	Nov Dec Jan #874-099		98.45
1808327	10/29/2020	Patti Pomplin	01-4310	projector & zoophonics - distance		90.00
Total Number of Checks					24	1,072.36
						<u>12,472.84</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	24	12,472.84
Total Number of Checks		24	12,472.84
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			<u>12,472.84</u>

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.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Kashia School District		Sonoma County	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Kashia School District		K-8	1
INSPECTOR'S NAME		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Frances Johnson		Patti Pomplin	
TIME OF INSPECTION		WEATHER CONDITION AT TIME OF INSPECTION	
3:00 p.m.		Cloudy	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER		OVERALL CLEANLINESS	PEST/TERMINI INFESTATION		RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOF'S	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
2	Number of "v"s	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2
	Number of "D"s	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Number of "X"s	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Percent of System in Good Repair Number of "v"s divided by (Total Areas - "N/A"s)*																
Total Percent per Category (average of above)*																
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%																

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF % CATEGORIES ABOVE

90-98%

SCHOOL RATING**

Good

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL Date of Inspection: **11/16/20** School Name: **Kashia School District**

CATEGORY AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
Classroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	D	✓
	COMMENTS:														
Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
Use additional Area Lines as necessary.

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)

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)

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

(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

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

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)

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.billofrightsinsitute.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

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

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

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

(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

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)

(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
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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

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,

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

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

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://csmp.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

Fund 01 - General Fund		Fiscal Year 2021 through 06/30/2021				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	201,789.00	27,368.58		174,420.42	86%
Federal Revenue	(8100-8299)	119,694.00	13,464.00		106,230.00	89%
Other State Revenue	(8300-8599)	8,921.00	1,661.55		7,259.45	81%
Other Local Revenue	(8600-8799)	109,563.00	74,581.66		34,981.34	32%
Total Revenues		439,967.00	117,075.79		322,891.21	73%
EXPENDITURES						
Certificated Salaries	(1000-1999)	68,537.00	19,981.23	42,802.24	5,753.53	8%
Classified Salaries	(2000-2999)	53,327.00	8,940.00	.00	44,387.00	83%
Employee Benefits	(3000-3999)	37,172.00	4,929.06	15,271.20	16,971.74	46%
Books and Supplies	(4000-4999)	49,465.00	13,398.07	1,026.17	35,040.76	71%
Services & Operating Expenses	(5000-5999)	216,504.00	52,628.00	96,455.89	67,420.11	31%
Total Expenditures		425,005.00	99,876.36	155,555.50	169,573.14	40%
Operating Surplus/(Deficit)		14,962.00	17,199.43	(138,356.07)		
Beginning Fund Balance		334,243.00	334,242.21	334,242.21		
Net Ending Fund Balance		349,205.00	351,441.64	195,886.14		
*** calculated ***						
Components of Ending Fund Balance						
Reserve economic Uncertainty - 9789		70,000.00	.00			
Undesignated/unappropriated - 9790		279,205.00	.00			
Ending Fund Balance		349,205.00	.00			

(X) 10/14/2020 \$ 21,325
 11/18/2020 14,962
 Dif < 6,363 >

< \$ 1383 > Decrease State Aid
 < \$ 3548 > Increase Supt. Services
 < \$ 5220 > Carry over Parent Group/Grants
 \$ 3788 Increase for REAP Revenue
 < \$ 6363 >

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 45 Day Budg				8/12/2020		
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	166,213	166,213	166,213
Grade Span Adjustment	-	-	-	-	-	-
Supplemental Grant	16,945	16,550	16,521	15,353	15,746	15,746
Concentration Grant	19,064	18,076	18,005	16,730	17,714	17,714
Add-ons	782	782	782	782	782	782
Total Target	203,172	201,789	201,689	199,078	200,455	200,455
Transition Components:						
Target	\$ 203,172	\$ 201,789	\$ 201,689	\$ 199,078	\$ 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	194,171	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	\$ 199,078	\$ 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	\$ 75,484	\$ 72,899	\$ 67,891	\$ 66,682	\$ 64,045
8011 - Fair Share						
8311 & 8590 - Categoricals						
EPA (for LCFF Calculation purposes)	3,564	2,038	2,038	1,900	1,900	1,900
Local Revenue Sources:						
8021 to 8089 - Property Taxes	112,507	124,267	126,752	129,287	131,873	134,510
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-
Property Taxes net of in-lieu	112,507	124,267	126,752	129,287	131,873	134,510
TOTAL FUNDING	\$ 203,172	\$ 201,789	\$ 201,689	\$ 199,078	\$ 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	\$ 199,078	\$ 200,455	\$ 200,455
EPA Details						
% of Adjusted Revenue Limit - Annual	16.08698870%	16.08698870%	16.08698870%	16.08698870%	16.08698870%	16.08698870%
% of Adjusted Revenue Limit - P-2	16.08698870%	16.08698870%	16.08698870%	16.08698870%	16.08698870%	16.08698870%
EPA (for LCFF Calculation purposes)	\$ 3,564	\$ 2,038	\$ 2,038	\$ 1,900	\$ 1,900	\$ 1,900
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	3,564	2,038	2,038	1,900	1,900	1,900
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	(6,024)	(7,282)	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - 45 Day Budg				8/12/2020		
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	Current 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	Prior year	Current year	Current year	Current year
Grades TK-3	7.12	7.12	7.12	6.00	6.00	6.00
Grades 4-6	2.28	2.28	2.28	2.00	2.00	2.00
Grades 7-8	0.79	0.79	0.79	1.50	1.50	1.50
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	10.19	10.19	10.19	9.50	9.50	9.50
Total Funded ADA	10.19	10.19	10.19	9.50	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	-	-	-
LCAP Percentage to Increase or Improve Services						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concent \$	36,009 \$	34,626 \$	34,526 \$	32,083 \$	33,460 \$	33,460
Current year Percentage to Increase or Improve Se	21.64%	20.81%	20.75%	19.30%	20.13%	20.13%