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

Special Agenda –
Governing School Board
Wednesday, September 8, 2021 4:00 p.m.
Office, Kashia School District

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

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

2. Approval of Agenda

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

4. Communications
   - 4.1 Approved J13A for October 26, 2020
   - 4.2 Approved AB130 Waiver Request for Independent Study
   - 4.3 Call for Nominations County Committee on School District Organization
   - 4.4 2021 Multi-Jurisdictional Hazard Mitigation Plan

5. Consent Agenda
   - 5.1 Approve August 11, 2021 Board Minutes
   - 5.2 Approve August Vendor Warrants

6. Reports and Communications
   - 6.1 Governing Board Members
   - 6.2 Superintendent
   - 6.3 Business Manager
   - 6.4 PTO

7. Items Scheduled for Information and Discussion
   - 7.1 2nd Reading Board Policies
     - BP 6143 Courses of Study
     - AR 6143 Courses of Study
     - BP 6144 Controversial Issues
     - AR 6144 Controversial Issues
     - BP 6146.5 Elementary/Middle School Graduation Requirements
     - BP 6152 Class Assignment
     - BP 6153 School Sponsored Trips
     - AR 6153 School Sponsored Trips
     - BP 6154 Homework/Makeup Work
     - AR 6154 Homework/Makeup Work

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8. Items Scheduled for Discussion and Action
   - 8.1 Approve Updated LCFF Budget Overview for Parents/Annual LCP Updates/Updated LCAP
   - 8.2 Public Hearing – Sufficiency of Instructional Materials
     Open:
     Closed:
   - 8.3 Approve Resolution 09082021 Declaring Instructional Method for 2021-22 School Year
   - 8.4 Approve 2020-21 Unaudited Actuals
   - 8.5 Approve 2020-21 Gann Limit

9. Items Scheduled for Future Board Meetings
   - 9.1 Board Policies
   - 9.2 Budget Updates
   - 9.3 1st Interim

10. Adjournment

Next Regular Meeting
Wednesday, October 13, 2021

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 6, 2021

Frances Johnson, Superintendent
Kashia Elementary School District
P.O. Box 129
Stewarts Point, CA 95480-0129

Dear Superintendent Johnson:

Subject: Request for Allowance of Attendance Due to Emergency Conditions (Fiscal Year 2020–2021), Form J-13A

The California Department of Education (CDE) has approved the request for one emergency day on October 26, 2020, at Kashia Elementary. This school closure day may be used to meet the instructional time requirements pursuant to California *Education Code* sections 43504 and 46208.

The attached CDE Summary of Form J-13A Modifications reflects substantive revisions to the Form J-13A submitted by the local educational agency to the CDE. This letter and copy of the original Form J-13A should be used to substantiate compliance with statutory instructional time requirements. A copy of this letter and Form J-13A have been emailed to all contact persons listed on the form. Additional information on Form J-13A requests for the 2020–21 school year is available in the Form J-13A section of the 2020–21 Funding and Instructional Time Frequently Asked Questions (FAQs) web page, located at https://www.cde.ca.gov/fg/aa/pa/pafaqs.asp. Any additional questions not addressed in the FAQs should be emailed to attendanceaccounting@cde.ca.gov.

Sincerely,

Wendi McCaskill

Wendi McCaskill, Associate Director
School Fiscal Services Division

WM:at
Attachment

cc: Steven Herrington, County Superintendent of Schools, Sonoma County Office of Education

RECEIVED

MAR 0 1 2021

SCHOOL FISCAL SERVICES

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

SECTION A: REQUEST INFORMATION

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

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Kashia Elementary School District	COUNTY CODE: 49	DISTRICT CODE: 70888	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Frances Johnson			FISCAL YEAR: 2020-21
ADDRESS: PO Box 129 31510 Skaggs Spring Road		COUNTY NAME: Sonoma	
CITY: Stewarts Point	STATE: CA		ZIP CODE: 95480
CONTACT NAME: Patti Pomplin	TITLE: CBO	PHONE: 707-321-5849	E-MAIL: ppomplin@kashiaesd.org

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

☒ SCHOOL DISTRICT Choose one of the following: ☒ All district school sites ☐ Select district school sites	☐ COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	☐ CHARTER SCHOOL

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

☒ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

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

SECTION B: SCHOOL CLOSURE

☐ Not Applicable (Proceed to Section C)
☐ Supplemental Page(s) Attached

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

On Monday, October 26, 2020, PG&E did a Public Safety Power Outage that affected the entire school area.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Kashia Elementary School	6052013	Traditional	180	2	2	October 26, 2020	1	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Kashia Elementary School	6052013	2020-21	August 19 to 26, 2020	Evacuation orders due to location of fires.	no
Kashia Elementary School	6052013	2019-20	October 2, 9, 10, 25, 28-31 & Nov 1	Power outages, smoke, PSPS, evacuation orders	no
Kashia Elementary School	6052013	2018-19	Nov 9, Jan 17 and Feb 27 & 28 2018-19	Power outages - mud slide/tree down - fires/smoke	no/yes
Kashia Elementary School	6052013	2017-18	October 10, 2017	Fires caused unsafe air quality	no
Kashia Elementary School	6052013	2016-17	January 9 & 10, 2017	No power at or near campus - downed tree/mud slide	yes
Kashia Elementary School	6052013	2014-15	Unavailable	No power at or near campus	yes

SECTION C: MATERIAL DECREASE

☒ **Not Applicable (Proceed to Section D)**
☐ **Supplemental Page(s) Attached**

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

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

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

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

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

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

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

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

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

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

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

SECTION E: AFFIDAVIT

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

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

Board Members Names	Board Members Signatures
Glenda Antone	Glenda Antone
Gene Parrish	Gene D. Parrish
Charlene Pinola	Charlene C. Pinola

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

Subscribed and sworn (or affirmed) before me, this 13th day of January, 2021.

Witness: Frances Johnson (Name) Frances Johnson (Signature) Title: Superintendent of Sonoma County, California

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable

Superintendent (or designee): ______ (Name) Authorizing LEA Name: ______

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

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

County Superintendent of Schools (or designee): StevenHerrington (Name) S Herrington (Signature)

Subscribed and sworn (or affirmed) before me, this 10 day of February 2021

Witness: ~~Shelley Stiles~~ Sarah Lampenfeld (Name) Sarah Lampenfeld (Signature) Title: Director EFS of Sonoma County, California

COE contact/individual responsible for completing this section:

Name: ~~Shelley Stiles~~ Sarah Lampenfeld Title: Director EFS Phone: 707-524-2635 E-mail: ~~sstiles~~ Slampenfeld @scoe.org

Sonoma County
Office of Education

Received
Sonoma County
AUG 12 2021
Superintendent of Schools

AB 130 District Request for a Waiver of the Requirement to Provide Independent Study Programs for the 2021-22 School Year

Name of District	Kashia School District
CDS Code	49-70888-6052013
Last Reported ADA	10.19
Projected Enrollment for the 2021-22 School Year (Grade or Grade Span)	12 to 15 students for K-8
Estimated Number of Students Who Would Enroll in Independent Study	0-2
Estimated District Cost Required to Offer Independent Study in 2021-22	$30,000
Date Countywide Inter-district Agreement MOU was signed, if applicable	NA
Date of District's Board Resolution Adoption	August 11, 2021
Date of Submission of this Waiver Request	August 12, 2021

The requirement to offer independent study for the 2021-22 school year may be waived for school districts by the county superintendent of schools in the county in which the school district is located if the school district or county office of education, as applicable, demonstrates both of the following:

(1) Offering independent study would create an unreasonable fiscal burden on the school district due to low numbers of pupils participating or other extenuating circumstances.
(2) The governing board of the school district does not have the option to enter into an interdistrict transfer agreement with another school district in your county or an adjacent county, or to contract with a county office of education in Sonoma or an adjacent county to provide an independent study option.

See Cal. Educ. Code § 51745(g)

To apply for a waiver, submit this form no later than five days prior to the first day of student instruction, or as soon as possible thereafter.

A. Describe how and when you conducted your parent independent study option survey. Specifically, please note how you conveyed this option to parents and provide examples of your communications efforts to engage parents.

When offered this option in the summer of 2020, students and parents could not comply with online work or paper packets.

B. Describe how offering independent study in 2021–22 would create an unreasonable fiscal burden due to low numbers of pupils participating or other extenuating circumstances. Include a description of the extenuating circumstances and how such circumstances create an unreasonable fiscal burden. Facts and documentation to support the waiver request should be submitted with the letter. You may supplement your narrative response by attaching additional pages to this Waiver Request.

Only 1 to 2 students at most would request this as recent experience (summer 2020) shows it does not meet basic educational needs.

C. Explain why your district does not have an option to enter into a contract or an interdistrict agreement as described in #2, above. Include a description of the efforts made and the outcome of those efforts, including any cost estimates for any potential agreements. Provide any supporting documentation and attach any additional pages necessary to supplement your narrative response.

No local schools are offering inter-district agreements due to low numbers of rural avenues and lack of home internet support.

D. Provide any other information or documentation that supports your request, and/or that reflects your district's due diligence efforts to exhaust all options prior to filing for this Waiver Request. Provide any additional pages necessary to supplement your narrative response.

Parents have requested in person learning. This is essential because of conditions on the reservation.

This Waiver Request must be signed and dated by the District Superintendent and sent, along with the district's adopted Board Resolution authorizing this Waiver Request, to Steven D. Herrington, Ph.D., County Superintendents of Schools (sherrington@scoe.org). It will be kept as an official record and available as a public record upon any Public Records Act request.

I swear the information provided herein is truthful; our district has exhausted efforts to determine how to provide independent study in accord with AB 130; and in our opinion, we meet the requirements for a waiver to provide independent study in the 2021-22 school year.

District Superintendent's Signature: Frances E. Johnson
Print Name: Frances Johnson
Date: August 11, 2021

SCOE Use Only:

Waiver Request is:
☑ Granted
☐ Denied because

Signature: S. Herrington
Steven D. Herrington, Ph.D.
County Superintendent of Schools

Date: 8-12-21

BEFORE THE BOARD OF TRUSTEES OF THE

KASHIA SCHOOL DISTRICT

SONOMA COUNTY, CALIFORNIA

In the Matter of Seeking a Waiver to	)	
An Independent Study Program in Accord	)	**RESOLUTION NO.** 08112021
With Assembly Bill 130 for the 2021-22	)	
School Year	)	

WHEREAS, Kashia School District ("District") is a local public agency subject to Assembly Bill 130, "the Education finance: education omnibus budget trailer bill (2021-2022)" passed by the California Legislature and signed by the Governor on July 9, 2021 ("AB 130"); and

WHEREAS, AB 130 requires, for the 2021-2022 school year only, all school districts to provide independent study programs in accord with Education Code section 51745 *et seq.*, as amended by AB 130; and

WHEREAS, AB 130 requires all school districts to adopt policies and implement them in accord with AB 130 and Education Code section 51747 in order to be eligible to receive apportionment for students in independent study; and

WHEREAS, AB 130 and California Education Code section 51745(f) provide for school districts to seek waivers from the County Superintendent of Schools under the following limited circumstances, where the school district demonstrates both of the following:

"(1) Offering independent study would create an unreasonable fiscal burden on the school district . . . due to low numbers of pupils participating or other extenuating circumstances.

(2) The governing board of the school district . . . does not have the option to enter into an interdistrict transfer agreement with another school district or to contract with a county office of education to provide an independent study option. . . ."

WHEREAS, the Governing Board of the District has determined that offering independent study in accord with AB 130 would create an unreasonable fiscal burden on the school district . . . due to low numbers of pupils participating; and lack of home internet as well as educational support.

WHEREAS, the Governing Board of the District has further determined that it does not have the option to enter into an interdistrict transfer agreement with another school district or to contract with a county office of education to provide an independent study option in accord with AB 130 because lack of home internet and educational support.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board directs the District Superintendent to, without delay, request a waiver of independent study for the 2021-2022 school year, in accord with AB 130, from the Sonoma County Superintendent of Schools, expressing the urgency of the need for both the waiver and a response as soon as possible, as the first date of instruction for District students is August 18, 2021and the laying of the foundation to meet the requirements of AB 130 requires significant District action, in the event the District is required to comply with AB 130's independent study laws.

BE IT FURTHER RESOLVED that the Governing Board authorizes the District Superintendent or their designee to take all necessary steps to effectuate the procurement of said waiver from the Sonoma County Superintendent of Schools.

The foregoing Resolution was passed and adopted by the Board of Trustees of the Kashia School District on August 11, 2021, by the following vote:

AYES: 2

NOES: Ø

ABSENT: 1

Charlene C. Pinola
President, Board of Trustees

I, Glenda Antone, Clerk of the Board of Trustees, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on August 11, 2021.

Glenda Antone
Glenda Antone, Clerk, Board of Trustees

Sonoma County
Office of Education

5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

August 25, 2021

To: Members of School District Governing Boards in the Fifth Supervisorial District:

Bellevue Union	Healdsburg Unified	Roseland
Cloverdale Unified	Horicon	Santa Rosa Elementary & High (partial)
Forestville Union	Kashia	Sebastopol Union
Fort Ross	Monte Rio Union	Shoreline Unified
Geyserville Unified	Montgomery	Twin Hills Union
Gravenstein Union	Oak Grove Union	West Side Union
Guerneville	Point Arena High School District	West Sonoma County UHSD
Harmony Union	Piner-Olivet	Wright

Fm: Mary Downey, Deputy Superintendent, Business Services and Secretary to the County Committee

Re: Call for Nominations for Representatives to the Sonoma County Committee on School District Organization Representing the Fifth Supervisorial District

Dear Governing Board Members:

The Sonoma County Committee on School District Organization consists of 11 members – two members from each of the five county supervisorial districts and one at-large member. Members of the Committee are elected to four-year terms by the voting representatives from each of the governing boards of all the Sonoma County school districts (one vote for each district). *For additional information on the County Committee please visit the SCOE website at www.scoe.org.*

Ms. Jeanne Bassett Fernandes, who is one of two representatives from the Fifth Supervisorial District to the County Committee, has expressed her intent to seek re-election for her term that is scheduled to expire on December 31, 2021. Mrs. Bassett Fernandes will be submitting her letter of interest for the upcoming election.

Any registered voter who meets the following criteria may nominate him/herself; or a school board may, but is not mandated to, nominate a candidate to serve on the County Committee to fill this four-year position. The term of this position will begin on January 1, 2022 and expire on December 31, 2025.

> *Any registered voter who is a resident of the Fifth Supervisorial District is eligible to serve on the County Committee on School District Organization, with the exception of the County Superintendent of Schools or his employees, or employees of any school or community college. The duties and responsibilities of the County Committee may be found in Part 3, Chapter 1, Article 1, of the Education Code.*

Nominations, which also require a filing of a Statement of Interest, may be sent by mail to the Sonoma County Office of Education to my attention, or by email to mdowney@scoe.org and must be received on or before **October 1, 2021.** If you have any questions, please contact me at 707-524-2631.

Pursuant to Education Code 4006, the County Committee has approved the use of absentee/mail-in ballots in this election, which will be sent to your Board of Trustees' elected County Committee voting representative during the week of October 18, 2021.

Sincerely,

Mary Downey

Mary Downey, Secretary
S.C.C.S.D.O.

Sonoma County
Office of Education

5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

Date: August 25, 2021

To: Superintendents of the following districts within the Fifth Supervisorial District:

Bellevue Union
Cloverdale Unified
Forestville Union
Fort Ross
Geyserville Unified
Gravenstein Union
Guerneville
Harmony Union
Healdsburg Unified
Horicon
Kashia
Monte Rio Union
Montgomery
Oak Grove Union
Point Arena High School District
Piner-Olivet
Roseland
Santa Rosa Elementary & High (partial)
Sebastopol Union
Shoreline Unified
Twin Hills Union
West Side Union
West Sonoma County UHSD
Wright

From: Mary Downey, Deputy Superintendent, Business Services and Secretary to the County Committee

Mary Downey

Re: Call for Nominations for Representatives to the Sonoma County Committee on School District Organization Representing the Fifth Supervisorial District

Please distribute the enclosed letter to your Board of Trustees in regards to submitting nominations for the upcoming Sonoma County Committee on School District Organization's election to fill the position for a representative for the Fifth Supervisorial District.

Pursuant to E.C. 4006, the County Committee has approved the use of absentee/mail-in ballots in this election. Each Board of Trustees has a voting representative who will vote for the nominees in early December

August 31, 2021

Subject: 2021 Multi-Jurisdictional Hazard Mitigation Plan

Hello,

The Sonoma County Office of Education (SCOE) is in the process of creating a Multi-Jurisdictional Hazard Mitigation Plan (Plan). The Plan identifies a range of natural hazards with the potential to significantly impact SCOE facilities as well as all of the facilities within each of the SCOE districts. The Plan provides a list of mitigation action items that will be used in the future to reduce impacts from the identified hazards.

Part of the FEMA-mandated approval process for the Plan requires sharing the document with the general public as well as external agencies (jurisdictions served, utilities, special districts) in order to solicit input during the plan writing phase.

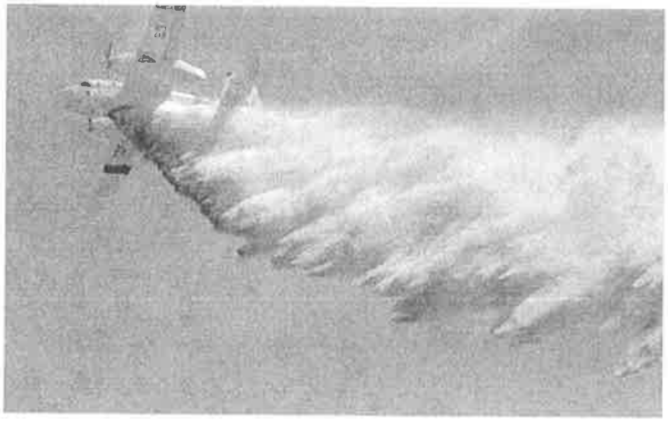
We are asking you to please review the draft version of the Plan and share your comments with us by September 17, 2021. The plan and survey for your comments can be found at www.scoe.org/hazardmitigation. You are not required to provide your personal information but it will be helpful if you are requesting a response to a question.

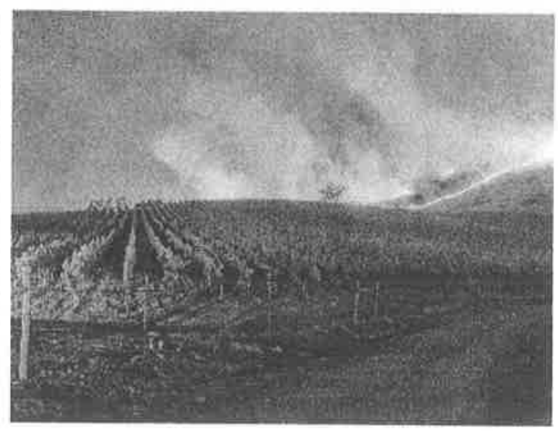
Thank you in advance for your time and assistance with this project. We look forward to receiving your comments.

Bonnie Brown
Administrative Operations Specialist
Business Services
Sonoma County Office of Education

707-524-2628
bbrown@scoe.org

August 4, 2021 | Multi-Jurisdictional Hazard Mitigation Plan





epc
emergency
planning
consultants

Sonoma County
Office of Education

Credits

Q&A | ELEMENT A: PLANNING PROCESS | A1c.
Q: Does the plan identify who represented each jurisdiction? (At a minimum, it must identify the jurisdiction represented and the person's position or title and agency within the jurisdiction.) (Requirement §201.6(c)(1))
A: See **Hazard Mitigation Planning Team** below.

Multi-Jurisdictional Hazard Mitigation Executive Planning Team:

Name	Title/Position	District
MJHMP Planning Team		
Matt Reno	Superintendent-Principal	Alexander Valley
Roger Ferrell	Director of Maintenance and Operations	Bellevue
Sue Field	Superintendent	Bennett Valley
Angel Judy	CBO	Cinnabar
Rick Scaramella	Director of MOT	Cloverdale Unified
Josh Savage	Executive Director of Facilities, Maintenance and Operations	Cotati-Rohnert Park Unified
Daniel Hoffman	Superintendent	Dunham
Renee Semik	Superintendent	Forestville
John Markatos	Superintendent (Former)	Fort Ross
Jennifer Dudley	Superintendent	Fort Ross
Deborah Bertolucci	Superintendent	Geyserville
Dana Pedersen	Superintendent	Guerneville
Wanda Holden	CBO	Gravenstein USD
Matthew Morgan	Superintendent-Principal	Harmony
Robert Smith	Maintenance and Operations Supervisor	Healdsburg Unified
Jeff McFarland	Superintendent-Principal	Horicon
Patti Pomplin	CBO	Kashia
Bob Bales	Superintendent-Principal	Kenwood
Christopher Rafanelli	Superintendent	Liberty
Regina Cuculich	Associate Superintendent of Business	Mark West
Nathan Myers	Superintendent	Monte Rio
Taryn Parmeter	District Secretary	Montgomery School District
Amber Stringfellow	Superintendent	Oak Grove
Lynda Williams	CBO	Old Adobe
Chris Thomas	Chief Business Official	Petaluma City Schools
Felicia Koha	Chief Business Official	Piner-Olivet USD
Christine Dektor	Loss Prevention	RESIG

Mike Moniot	M&O Supervisor	Rincon Valley Union
Amy Jones-Kerr	Superintendent (former)	Roseland
Gail Ahlas	Superintendent (former)	Roseland
Erik Oden	Director of Maintenance and Operations	Santa Rosa City Schools
Mark Silva	Director of Facilities	SCOE
Mary Downey	Deputy Superintendent, Business Services	SCOE
Bonnie Brown	Department Administrative Specialist	SCOE
Brent Ono	Facilities Supervisor	Sebastopol Union Schools
Doug Weidemann	Manager of Maintenance and Operations	Sonoma Valley
Barbara Bickford	Superintendent	Twin Hills
Betha MacClain	Superintendent	Two Rock
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Kris Menlove	Superintendent-Principal	West Side
Jennie Bruneman	Director of Facilities	West Sonoma County UHS
Sheila Garvey	Superintendent-Principal	Wilmar
Lois Standring	Chief Business Official (former)	Windsor Unified
Chris Canelake	Director of Human Resources	Windsor Unified
Bill Jereb	Director of Maintenance	Wright

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Point of Contact

To request information or provide comments regarding this mitigation plan, please contact:

Name & Position Title	Mary Downey, Deputy Superintendent
Email	mdowney@scoe.org
Mailing Address	5340 Skylane Boulevard, Santa Rosa, CA 95403
Telephone Number	(707) 524-2631

Consulting Services

Emergency Planning Consultants

- ✓ Principal Planner: Carolyn J. Harshman, CEM, President
- ✓ Local Planning Officer: Don Silverek
- ✓ HAZUS Mapping: Alex Fritzler
- ✓ Research Analyst and Technical Writer: Megan Fritzler

3665 Ethan Allen Avenue
San Diego, California 92117
Phone: 858-483-4626
epc@pacbell.net
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Mapping

The maps in this plan were provided by the Sonoma County Office of Education (SCOE), other participating school districts, County of Sonoma, Federal Emergency Management Agency (FEMA), or were acquired from public Internet sources. Care was taken in the creation of the maps contained in this plan, however they are provided "as is". The Project Area jurisdictions cannot accept any responsibility for any errors, omissions or positional accuracy, and therefore, there are no warranties that accompany these products (the maps). Although information from land surveys may have been used in the creation of these products, in no way does this product represent or constitute a land survey. Users are cautioned to field verify information on this product before making any decisions.

Mandated Content

In an effort to assist the readers and reviewers of this document, the jurisdiction has inserted "markers" emphasizing mandated content as identified in the Disaster Mitigation Act of 2000 (Public Law – 390). Following is a sample marker:

EXAMPLE

Q&A | ELEMENT A: PLANNING PROCESS | A1a.
Q Does the plan document the planning process, including how it was prepared (with a narrative description, meeting minutes, sign-in sheets, or another method)? (Requirement §201.6(c)(1)) **A:**

Table of Contents

Kashia School District
Minutes
Board Meeting, August 11, 2021

1. Meeting called to order at 4:49 by Board President Charlene Pinola
   Roll Call: Trustee Glenda Antone, Trustee Charlene Pinola
   Absent: Trustee Gene Parrish
   Staff: Frances Johnson, Patti Pomplin
   Community: None

2. Approval of Agenda: Moved by Trustee Antone, seconded by Trustee Pinola 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 June 14, 2021 & June 16, 2021
   5.2 Approved Warrants from June & July 2021
   5.3 Approve Williams Quarterly Report of April to June 2021

6. Reports and Communications
   6.1 Governing Board – Trustee Antone talked about children absences for family services/cultural activities (should be 4 days for a funeral and 1 day for travel); also asked about hiring parent assistant
   6.2 Superintendent – Took a call from the ICO about school opening; greenhouse shipping in October/plants; children who won art contest will have art part of a calendar; unfinished business for project from 1994-1997 being researched; Dr. Herrington met with the Tribal Administrator concerning location and use of the van he donated for transporting Kashia high school students .; staff members for 2021-22 are current Ms. Ruegg - teacher, Ms. Field – classroom assistant, Ms. VanWinkle – special education; Craig helping get school grounds ready; Purple Heart coming August 18th; new tech company will be contracted for 8 hours per month for IT support.
   6.3 Business Manager – working on LCAP, Gann, Closing, Audit and OIE meeting
   6.4 PTO – None

7. Items Scheduled for Information and Discussion
   7.1 1st Reading Board Policies
   BP 6143 Courses of Study
   AR 6143 Courses of Study
   BP 6144 Controversial Issues
   AR 6144 Controversial Issues
   BP 6146.5 Elementary/Middle School Graduation Requirements

BP 6152 Class Assignment
BP 6153 School Sponsored Trips
AR 6153 School Sponsored Trips
BP 6154 Homework/Makeup Work
AR 6154 Homework/Makeup Work

8. Items Scheduled for Discussion and Action
   8.1 Approve 45 Day Budget Updates
   Moved by Trustee Antone, seconded by Trustee Pinola and passed unanimously by the board to approve the budget updates as presented.
   8.2 Approve 2021-22 Consolidated Application 2020
   Moved by Trustee Antone, seconded by Trustee Pinola and passed unanimously by the board to approve the 2021-22 as presented as they were submitted for Title II funding.
   8.3 Approve 2021-22 Independent Study Waiver
   Moved by Trustee Antone, seconded by Trustee Pinola and passed unanimously by the board to approve the waiver which states that Kashia will not be mandated to provide Independent Study in the 2021-22 school year.

9 Items Scheduled for Future Board Meetings.
   9.2 Board Policies
   9.3 Budget Updates
   9.4 Unaudited Actuals

10 Meeting Adjourned at 5:49

Next Meeting
Wednesday, September 8, 2021

Respectfully submitted: Patti Pomplin

Signed: ______________________________
Glenda Antone, Clerk

Checks Dated 08/01/2021 through 08/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1848755	08/04/2021	Frontier Communications	01-5911	707-785-9682-101381-5		225.61
1848756	08/04/2021	Ray Morgan Company	01-5632	ke02		44.01
1848757	08/04/2021	Recology Sonoma Marin	01-5560	11812654333		131.73
1848758	08/04/2021	Sonoma County Office Of Ed	01-5838	2021-22		11,184.16
1851115	08/18/2021	California Internet DBA GeoLinks	01-4340	$17.75 x 12 months = full year		213.00
1851116	08/18/2021	County of Sonoma	01-5800	ar0002883		872.00
1851117	08/18/2021	Frances Johnson	01-5201	school yard supplies	19.04	
				supt conf	95.87	114.91
1851118	08/18/2021	Kyocera	01-5632	202190		70.01
1851119	08/18/2021	Pacific Gas & Electric	01-5520	28343238771	96.19	
				93967066411	16.38	
				94383733055	125.94	238.51
1851120	08/18/2021	Ray Morgan Company	01-5632	cn12373-.03		44.01
1851121	08/18/2021	Recology Sonoma Marin	01-5560	1812654333		131.73
1851122	08/18/2021	Wells Fargo Vendor Fin Serv	01-5632	3000927141		139.98
1852199	08/25/2021	Ally Technology Consulting	01-5840	monthly tech		1,000.00
1852200	08/25/2021	Frances Johnson	01-5201	gualala		19.04
				Total Number of Checks	**14**	**14,428.70**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	14	14,428.70
	Total Number of Checks	**14**	14,428.70
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**14,428.70**

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.

Kashia ESD

Board Policy

Courses Of Study

BP 6143
Instruction

The Board of Trustees recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent/Principal or designee shall establish processes for ensuring the articulation of courses across grade levels within the district school and, as necessary, shall work with representatives of appropriate area districts to ensure articulation of courses between elementary and secondary schools.

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Legal Reference:
EDUCATION CODE
33319.3 Driver education; CDE materials on road rage
33540 Government and civics instruction in interaction with government agencies
48980 Parental notifications
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and restricted dangerous drugs
51204 Course of study designed for student's needs
51204.5 History of California; contributions of men, women and ethnic groups
51210-51212 Areas of study for grades 1-6
51220-51229 Course of study for grades 7-12
51241 Exemption from physical education
51911-51921 Comprehensive health educational plans
51930-51939 California Comprehensive Sexual Health and HIV/AIDS Prevention Act
51940 Curriculum for brain and spinal cord injury prevention

53278-53280 Supplemental School Counseling Program
66204 Certification of high school courses as meeting university admission criteria
HEALTH AND SAFETY CODE
11032 Definition of dangerous drugs
CODE OF REGULATIONS, TITLE 5
10020-10049 Automobile driver education and training
10060 Physical education program
UNITED STATES CODE, TITLE 20
6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Career Resource Network: http://www.californiacareers.info
California Colleges.edu: http://www.californiacolleges.edu
California Department of Education: http:// www.cde.ca.gov
University of California, Certified Course Lists: http://doorways.ucop.edu/list
University of California, College Prep Online Courses and Services: http://www.uccp.org

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Administrative Regulation

Courses Of Study

AR 6143
Instruction

Grades 1-6

Courses of study for grades 1 through 6 shall include the following:

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Mathematics: concepts, operational skills and problem solving (Education Code 51210)

(cf. 6142.92 - Mathematics Instruction)

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5)

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

b. The development of the American economic system, including the role of the entrepreneur and labor

c. The relations of persons to their human and natural environments

d. Eastern and western cultures and civilizations

e. Contemporary issues

f. The wise use of natural resources

(cf. 6142.5 - Environmental Education)

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

(cf. 6142.93 - Science Instruction)

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Health: principles and practices of individual, family, and community health (Education Code 51210)

The adopted course of study shall provide instruction at the appropriate grade levels and subject areas in: (Education Code 51202)

a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of our environment

d. Venereal disease

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

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

f. Prenatal care

g. Violence as a public health issue

7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

(cf. 6142.7 - Physical Education)

8. Career awareness exploration

Grades 7-8

Courses of study for grades 7 through 8 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening, and speaking (Education Code 51220)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, with instruction in: (Education Code 51220)

a. The history, resources, development, and government of California and the United States, including:

(1) Early California history, and the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society (Education Code 51204.5)

(2) World War II and the American role in that war and the Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

(cf. 5138 - Conflict Resolution/Peer Mediation)

c. The development of the American economic system, including the role of the entrepreneur and labor

d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

(cf. 6142.5 - Environmental Education)

e. Eastern and western cultures and civilizations

f. Human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust

g. Contemporary issues

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

3. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

(cf. 6142.7 - Physical Education)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

(cf. 6142.93 - Science Instruction)

6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra (Education Code 51220, 51224.5)

(cf. 6142.92 - Mathematics Instruction)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

(cf. 6142.6 - Visual and Performing Arts Education)

8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

(cf. 6178 - Career Technical Education)

10. HIV/AIDS prevention (Education Code 51934)

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

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

b. Fire prevention

c. The protection and conservation of resources, including the necessity for the protection of our environment

d. Venereal disease

e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development

(cf. 5131.6 - Alcohol and Other Drugs)

f. Prenatal care

g. Violence as a public health issue

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education that address at least all of the following: (Education Code 51220.5)

1. Child growth and development

2. Parental responsibilities

3. Household budgeting

4. Child abuse and neglect issues

5. Personal hygiene

6. Maintenance of healthy relationships

7. Teen parenting issues

8. Self-esteem

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Board Policy

Controversial Issues

BP 6144
Instruction

The Board of Trustees recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.3 - Civic Education)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6143 - Courses of Study)

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent/Principal or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.

2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.

3. The teacher may express a personal opinion provided he/she identifies it as a personal opinion and clarifies that he/she is not speaking on behalf of the school or district. The teacher shall not express an opinion for the purpose of persuading students to his/her point of view.

4. No student's viewpoint shall be suppressed, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or school.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Board requires that he/she be notified of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. 6145.8 - Assemblies and Special Events)

When required by law or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction related to any controversial issue and parent/guardian consent shall be obtained for student participation. Students whose parents/guardians decline such instruction may be offered the option to participate in an alternative activity of similar value.

A student or parent/guardian with concerns regarding instruction about controversial issues shall be directed to appropriate district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:
EDUCATION CODE
220 Prohibition of discrimination
51500 Prohibited instruction or activity
51510 Prohibited study or supplemental materials
51511 Religious matters properly included in courses of study
51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate
51933 Sex education courses
51938 Right of parent/guardian to excuse child from sexual health instruction
60040 Portrayal of cultural and racial diversity
60044 Prohibited instructional materials
60045 Criteria for instructional materials

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD
Administrative Regulation
Controversial Issues

AR 6144
Instruction

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.

2. The issue has a meaningful relationship to matters of concern to the students.

3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.

4. All sides of the issue are given a proper hearing, using established facts as primary evidence.

5. The issue has points of view which can be understood and defined by the students.

6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.

7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the school.

8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.

9. The oral or written presentation does not violate state or federal law.

The Superintendent/Principal or designee shall have the authority to judge whether the above conditions are being met.

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Board Policy

Assemblies And Special Events

BP 6145.8
Instruction

The Board of Trustees believes that assemblies and special events should promote a positive school climate and be related to the district's educational program. Assemblies may provide information that supplements the district's curriculum or may showcase student achievement in academics, athletics, music, art, drama, or other extracurricular or cocurricular activities.

(cf. 5137 - Positive School Climate)
(cf. 6000 - Concepts and Roles)
(cf. 6115 - Ceremonies and Observances)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6143 - Courses of Study)

The Superintendent/Principal or designee shall ensure that speakers and community resources featured in school assemblies and special events are carefully selected and represent a balanced viewpoint. Prospective speakers shall agree to present material of educational relevance that is appropriate to the maturity of the audience, with no statements that are obscene, vulgar, or that incite violence.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6144 - Controversial Issues)

The Superintendent/Principal or designee shall schedule assemblies and special events so as to maximize the effectiveness of instructional time and to satisfy the requirements of law and negotiated agreements.

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

During the assembly, students shall show respect to all performers and speakers. Students who disrupt the program shall lose the privilege of attending the assembly and may be subject to disciplinary action.

(cf. 5131.4 - Student Disturbances)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:
EDUCATION CODE
37200-37202 School calendar
37220-37223 Holidays
46010 Total days of attendance
46100 Length of schoolday
48980 Notice at beginning of term
51202 Instruction in personal and public health and safety
51240 Excuse from instruction due to religious beliefs
51513 Materials containing questions about beliefs or practices
51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Board Policy

Elementary/Middle School Graduation Requirements

BP 6146.5
Instruction

In order to recognize successful completion of elementary and middle school education, the Board of Trustees shall confer diplomas of graduation from the district school and from special day and evening classes of elementary and middle grades.

(cf. 5127 - Graduation Ceremonies and Activities)

Diplomas shall be awarded only to students who have completed the course of study prescribed by law and the district. (Education Code 51402)

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

In addition, students shall meet district requirements for promotion based on grades, assessments or other indicators as specified in Board policy and administrative regulation.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.5 - Student Assessment)

Legal Reference:
EDUCATION CODE
48070-48070.5 Promotion and retention
51400-51403 Elementary school diplomas
52507-52510 Requirements for eighth grade graduation (adult school)
60641-60647 Standardized Testing and Reporting Program
60648 Minimum performance levels

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD
Board Policy
Class Size

BP 6151
Instruction

The Board of Trustees recognizes that smaller classes may contribute to student learning by allowing teachers to better identify and respond to individual student needs. In accordance with negotiated employee agreements and state law, the Board shall establish class size limits appropriate for each grade level or subject taught and conducive to the effective use of teaching staff.

(cf. 4141/4241 - Collective Bargaining Agreement)

The highest priority for maintaining small class sizes shall be in the primary grades in order to support young students as they acquire the basic skills that serve as the foundation for subsequent learning. Other priorities shall be established in accordance with the goals and strategies identified in the district's local control and accountability plan (LCAP).

(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)

For grades K-3, the district shall annually make progress toward maintaining an average class of not more than 24 students, unless an alternative annual average class size for each school site is collectively bargained. (Education Code 42238.02; 5 CCR 15498-15498.3)

Transitional kindergarten classes established pursuant to Education Code 48000 shall be included in the calculation of average class enrollment for kindergarten.

(cf. 6170.1 - Transitional Kindergarten)

At the secondary level, district priorities for class size reduction shall focus on English language arts, mathematics, science, social studies, and other courses that are necessary for completion of graduation requirements and shall be aligned with student needs as identified in the district's LCAP.

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

The Superintendent/Principal or designee shall provide the Board with an analysis of staffing and school facilities needs and other costs related to class size reduction proposals.

(cf. 3100 - Budget)

(cf. 6117 - Year-Round Schedules)
(cf. 7111 - Evaluating Existing Buildings)

The Superintendent/Principal or designee shall annually report to the Board regarding the impact of the class size reduction program on student achievement and other outcomes such as changes in school climate and student engagement.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)

Legal Reference:
EDUCATION CODE
17042 Rules for determining area of adequate school construction; exceptions
17042.7 Formula for calculation
33050 Nonwaivable provisions
35160 Authority of the board
42238.02 Local control funding formula, including adjustment for class size reduction
42280 Necessary small schools
46205 Computation for early-late programs
51225.3 Graduation requirements
52060-52077 Local control and accountability plan
GOVERNMENT CODE
3543.2 Scope of representation

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Board Policy

Class Assignment

BP 6152
Instruction

The Board of Trustees believes students should be assigned to classes and/or grouped in a manner that provides the most effective learning environment for all students.

When assigning students to specific classes, the Superintendent/Principal or designee may consider the following criteria:

1. Staff recommendation, including, but not limited to, the recommendations of teachers and counselors

2. Skills and classroom management style of individual teachers

3. Student skill level as indicated by achievement and testing data

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.51 - Standardized Testing and Reporting Program)

4. Balance of high, medium, and low academic achievers

5. Student interests, readiness, behavior, and motivation

6. Student/teacher ratios and, if relevant, class size reduction considerations

(cf. 6151 - Class Size)

The Superintendent/Principal or designee may accept from parents/guardians any information which would be helpful in making placement decisions. However, a parent/guardian who provides such information shall be informed that a request for a specific teacher shall be one of many factors which may be taken into account when determining his/her child's placement.

During the school year, the Superintendent/Principal or designee may make any adjustments in class placement which he/she considers beneficial to the student or the educational program.

Legal Reference:
EDUCATION CODE
35020 Duties of employees fixed by governing board

35160 Authority of the board

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Elementary Makes the Grade!, 2000
WEB SITES
California Department of Education, Curriculum and Instruction: http://www.cde.ca.gov/ci
National Association for the Education of Young Children: http://www.naeyc.org

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD
Board Policy
School-Sponsored Trips

BP 6153
Instruction

The Board of Trustees recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study.

(cf. 6143 - Courses of Study)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Requests for school-sponsored trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent/Principal or designee. The Superintendent/Principal or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored trips shall be approved in advance by the Superintendent/Principal or designee.

(cf. 3312.2 - Educational Travel Program Contracts)

The Superintendent/Principal or designee shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. The Superintendent/Principal or designee may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

(cf. 3530 - Risk Management/Insurance)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5142 - Safety)
(cf. 5143 - Insurance)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent/Principal or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1700 - Relations Between Private Industry and the Schools)

District funds shall not be used to pay student expenses for out-of-state or out-of-country field trips or excursions. However, expenses of instructors, chaperones, and other personnel

participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

Legal Reference:
EDUCATION CODE
8760 Authorization of outdoor science and conservation programs
32040-32044 First aid equipment: field trips
35330 Excursions and field trips
35331 Provision for medical or hospital service for pupils (on field trips)
35332 Transportation by chartered airline
35350 Transportation of students
44808 Liability when pupils not on school property
48908 Duties of pupils; authority of teachers
BUSINESS AND PROFESSIONS CODE
17540 Travel promoters
17550-17550.9 Sellers of travel
17552-17556.5 Educational travel organizations

Management Resources:
WEB SITES
American Red Cross: http://www.redcross.org
California Association of Directors of Activities: http://www.cada1.org
U.S. Department of Homeland Security: http://www.dhs.gov

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD
Administrative Regulation
School-Sponsored Trips

AR 6153
Instruction

Supervision

Students on school-sponsored trips are under the jurisdiction of the district and shall be subject to district and school rules and regulations.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent/Principal or designee shall ensure that adequate supervision is provided on all school-sponsored trips and that there is an appropriate ratio of adults to students present on the trip. If the trip involves water activities, this ratio shall be revised as necessary.

Parent/Guardian Permission

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims. (Education Code 35330)

Safety Issues

1. While conducting a trip, the teacher, employee, or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32041)

Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip. (Education Code 32043)

2. The district shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion or field trip. (Education Code 35331)

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5143 - Insurance)

3. If the Superintendent/Principal or designee receives threat level warnings from the Homeland Security Advisory System pertaining to the destination of a school-sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

4. Lifeguards are required for all swimming activities. If the activity is at a private pool, the owner of the pool shall provide a certificate of insurance, designating the district as an additional insured, for not less than $500,000 in liability coverage. Staff shall determine supervisory responsibilities for all chaperones.

(cf. 3530 - Risk Management/Insurance)
(cf. 5141.7 - Sun Safety)

5. Before trips of more than one day, the Superintendent/Principal or designee may hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip.

(cf. 5142 - Safety)

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Board Policy

Homework/Makeup Work

BP 6154
Instruction

The Board of Trustees recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

(cf. 6011 - Academic Standards)

The Superintendent/Principal or designee shall ensure that teachers develop and implement an effective homework plan. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

(cf. 4115 - Evaluation/Supervision)
(cf. 4131 - Staff Development)

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

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

To further support students' homework efforts, the Superintendent/Principal or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent/Principal or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 3541 - Transportation Routes and Services)
(cf. 5148 - Child Care and Development)
(cf. 6112 - School Day)
(cf. 6142.4 - Service Learning/Community Service Classes)

Makeup Work

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily

identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Legal Reference:
EDUCATION CODE
48205 Absences for personal reasons
48913 Completion of work missed by suspended student
48980 Parental notifications
58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:
SBE POLICIES
Parent Involvement in the Education of Their Children, 1994
Policy Statement on Homework, 1995

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

Kashia ESD

Administrative Regulation

Homework/Makeup Work

AR 6154
Instruction

Homework Plan

The Superintendent/Principal or designee and staff shall develop and regularly review a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall identify all of the following:

1. For each grade level, the amount of time that students shall be expected to spend on homework

2. For each grade level, the extent to which homework assignments shall systematically involve participation by parents/guardians

3. The means by which parents/guardians shall be informed about:

a. Homework expectations

b. How homework relates to the student's grades

c. How best to help their children

4. Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits

5. The access that students shall have to obtain:

a. Resource materials from the library media center

b. Assistance and/or tutoring through telephone help lines and/or after-school centers

6. The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next

7. For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities

Makeup Work

The Superintendent/Principal or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Parental Notifications)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: October 13, 2021 Stewarts Point, California

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Kashia Elementary School District
CDS Code:	49 70888 6052013
LEA Contact Information:	Name: Frances Johnson Position: Superintendent/Principal Email: fjohnson@scoe.org Phone: (707) 785-9682
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$213,422
LCFF Supplemental & Concentration Grants	$37,833
All Other State Funds	$8,000
All Local Funds	$105,941
All federal funds	$106,797
Total Projected Revenue	$434,160

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$407,465
Total Budgeted Expenditures in the LCAP	$181,102
Total Budgeted Expenditures for High Needs Students in the LCAP	$50,854
Expenditures not in the LCAP	$226,363

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$34,866
Actual Expenditures for High Needs Students in Learning Continuity Plan	$30,710

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$13,021
2020-21 Difference in Budgeted and Actual Expenditures	$-4,156

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	70% administration; business services; special education
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Due to COVID closure not all planned expenditures were able to happen as students weren't present on campus and travel was severely restricted.

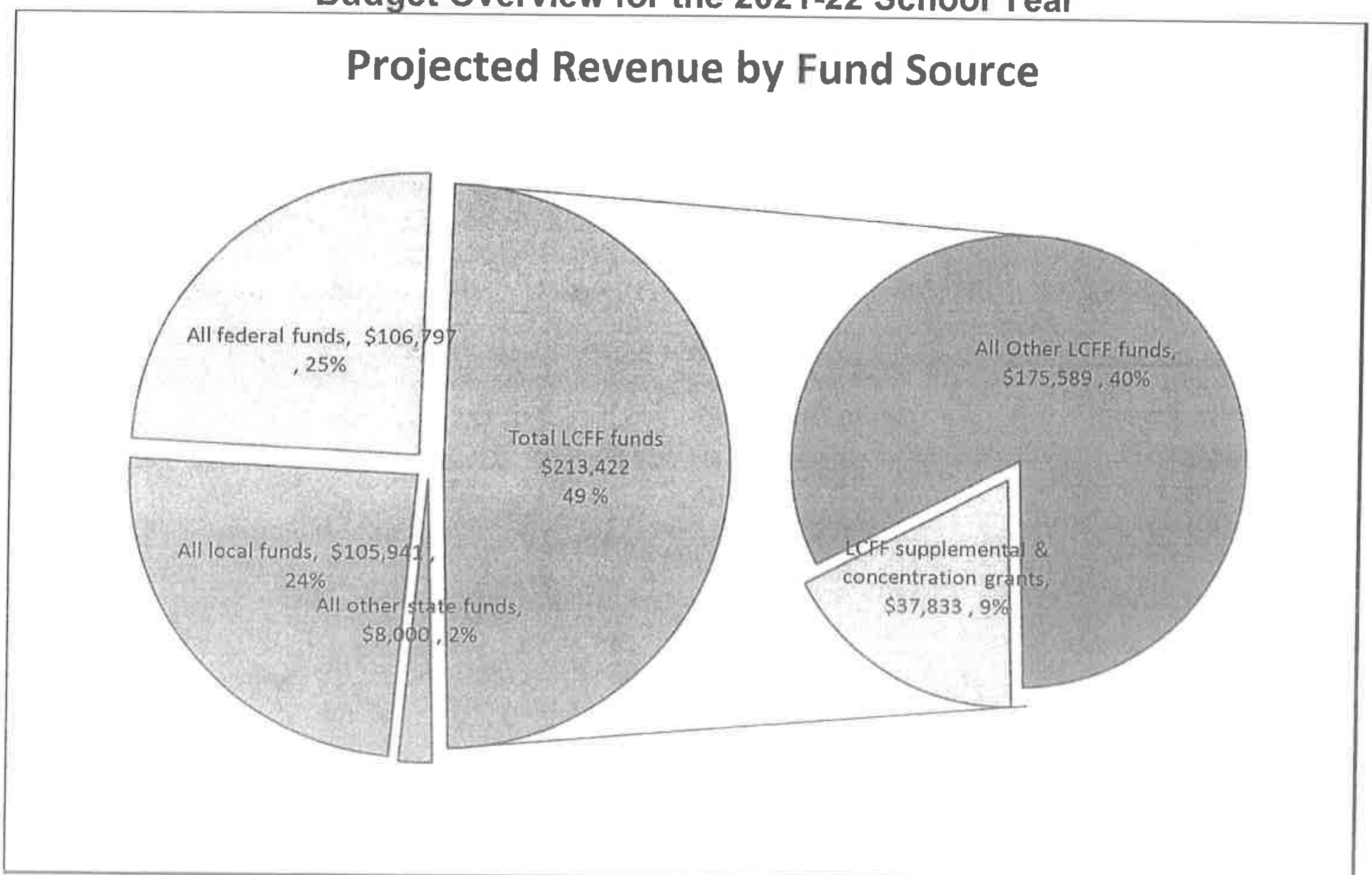
expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kashia Elementary School District
CDS Code: 49 70888 6052013
School Year: 2021-22
LEA contact information: Frances Johnson Superintendent/Principal fjohnson@scoe.org (707) 785-9682

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

Budget Overview for the 2021-22 School Year

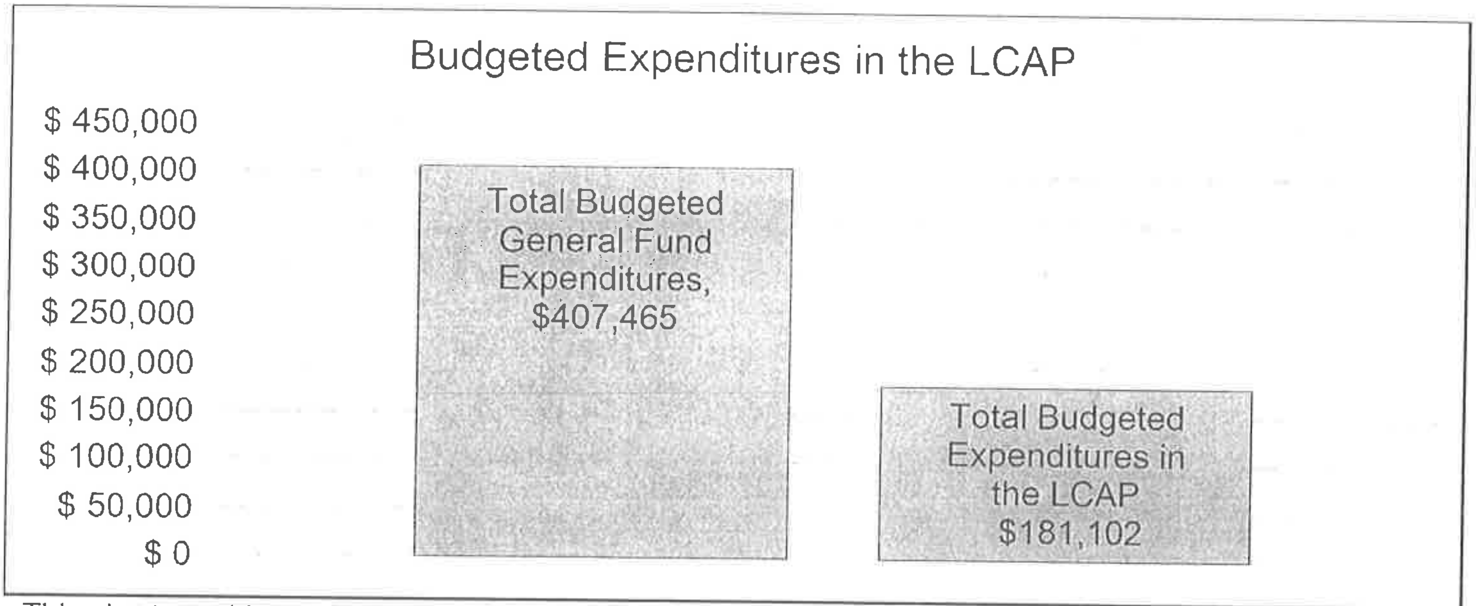


This chart shows the total general purpose revenue Kashia Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Kashia Elementary School District is $434,160, of which $213,422 is Local Control Funding Formula (LCFF), $8,000 is other state funds, $105,941 is local funds, and $106,797 is federal funds. Of the $213,422 in LCFF Funds, $37,833 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kashia Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kashia Elementary School District plans to spend $407,465 for the 2021-22 school year. Of that amount, $181,102 is tied to actions/services in the LCAP and $226,363 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

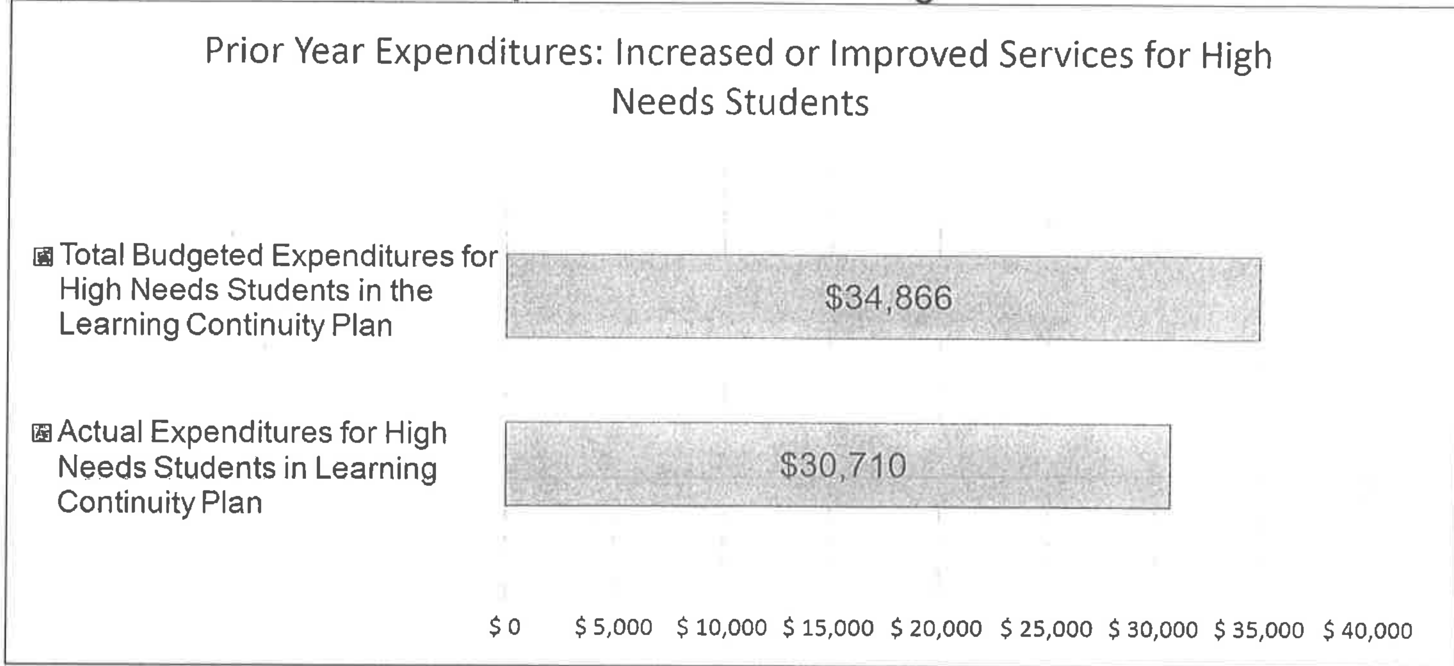
70% administration; business services; special education

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Kashia Elementary School District is projecting it will receive $37,833 based on the enrollment of foster youth, English learner, and low-income students. Kashia Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kashia Elementary School District plans to spend $50,854 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Kashia Elementary School District's Learning Continuity Plan budgeted $34,866 for planned actions to increase or improve services for high needs students. Kashia Elementary School District actually spent $30,710 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID closure not all planned expenditures were able to happen as students weren't present on campus and travel was severely restricted.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Kashia Elementary School District	Frances Johnson Superintendent/Principal	fjohnson@scoe.org (707) 785-9682

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of teachers and credential information as reported to HR **19-20** Maintain 100% **Baseline** 100% of teachers will be appropriately assigned and fully credentialed.	No teachers were able to be hired, Superintendent/Principal performed that service with the help of two part time classroom aides.
Metric/Indicator % of Materials CCSS aligned per observation by administration **19-20** All students will have access to standards aligned curriculum (Common core and ELD standards) **Baseline** All students will have access to standards aligned curriculum (Common core and ELD standards	All students had access to curriculum and work packets were sent home during COVID.
Metric/Indicator % of implementation per observation by administration	Superintendent/Principal was acting teacher and was present for observation every day.

Expected	Actual
19-20 100% implementation of state board adopted academic content and performance standards will occur **Baseline** 100% implementation of state board adopted academic content and performance standards will occur	
Metric/Indicator Courses offered for a broad course of study as observed through lesson plans/report cards **19-20** All students, including unduplicated students and students with exceptional needs, will have access to a broad course of study as applicable. **Baseline** All students, including unduplicated students, will have access to a broad course of study as applicable.	Project based learning is used as well as all required curriculum including Houghton Mifflin.
Metric/Indicator Local and State PE assessments **19-20** 90% of students will test proficient on the state mandate PE assessment. **Baseline** 80% of students will test proficient on the state mandate PE assessment.	PE assessment was not performed due to COVID closure.
Metric/Indicator AR scores record by teacher **19-20** There will be a 5% increase in students reading at grade level in AR. **Baseline** Students are one AR level below grade level.	Year end testing did not occur due to school closure due to COVID

Expected	Actual
Metric/Indicator Math scores record by teacher **19-20** There will be an additional 2% increase in students math scores towards the goal of being at grade level in Math. **Baseline** 100% of students are below grade level.	Year end testing did not occur due to school closure due to COVID

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.	MGMT 0100-Elem Ed/1400-EPA/5810-REAP 1000-1999: Certificated Personnel Salaries LCFF Base $76,523	1000-1999: Certificated Personnel Salaries LCFF Base 0
	OBJ 5838 Services (contracted through SCOE) MGMT 2700-School Admin/7150-District Admin/6500-RSP 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $35,186	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 36681
	OBJ 5838 Services (contracted through SCOE) MGMT 2700-School Admin/7150-District Admin/6500-RSP 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $82,102	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 85590
Curriculum will continue to be updated to reflect integration and implementation of CCSS.	OBJ 4310 supplies MGMT 1100 Lottery/0100 Elem Ed 4000-4999:	4000-4999: Books And Supplies LCFF Base 6573

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Books And Supplies LCFF Base $4600	
Replace broken and worn sports equipment and students were taken on structured walking/hiking activities to increase awareness of surroundings while concurrently increasing cardiovascular fitness. Additionally, aerobics videos were utilized due to requests by students, which increased student engagement.	OBJ 4315 PE Supplies MGMT 0100 Elem Ed 4000-4999: Books And Supplies LCFF Base $200	4000-4999: Books And Supplies LCFF Base 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenses were reduced due to COVID school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Attendance continues to be an issue and Kashia continues to work on community support to get the children to come to school.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement **19-20** 85% Participation **Baseline** 50%	All parents express their needs, concerns and successes when dropping off/picking up their children.
Metric/Indicator Parents will attend school events as measured through observation and sign-in sheets **19-20** 100% Attendance **Baseline** 100%	Parents do come to school during events, sign in sheets have not been used.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Website will be maintained as a site for updated legal and community services	OBJ 5840 services/ MGMT 1000 Supp&Conc 5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration $1500	
Superintendent will publish a monthly newsletter that will be distributed in hard copy and will reach out personally to recruit parents to participate in school functions. Parents will also be encourages to participate in classrooms as assistants.	N/A	0000: Unrestricted Locally Defined 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Kashia funds are used to support students and parents. Any item not spent in full was due to COVID school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Lack of qualified personnel to perform services continues to be a challenge but the Superintendent/Principal is able to engage volunteers to perform many tasks.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator FIT Inspection **19-20** Maintain Good rating **Baseline** Good" rating	FIT inspection was performed and school continues to maintain a Good rating only due to the need to replace materials under playground equipment.
Metric/Indicator Number of Suspensions as reported by teacher **19-20** Maintain at 0 **Baseline** 0	There were zero suspensions.
Metric/Indicator Number of Expulsions as reported by teacher **19-20** Maintain at 0 **Baseline** 0	There were zero expulsions.
Metric/Indicator CHKS or Local Survey on alternating years	Students continue to feel safe at school. CHKS not administered due to COVID-19.

Expected	Actual
19-20 Maintenance of 100% of students report feeling safe. **Baseline** 100% of students report feeling safe	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	N/A	0000: Unrestricted Locally Defined 0
Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	N/A	0000: Unrestricted Locally Defined 0
Maintain current facilities with janitorial services and maintenance repairs and supplies.	OBJ 4xxx-5xxx /MGMT 8110 maintenance & 8200 custodial 4000-4999: Books And Supplies LCFF Base $30,400	5000-5999: Services And Other Operating Expenditures LCFF Base 25118

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were not spent due to COVID school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Kashia actually had the support to complete these tasks. Reduced amounts spent were due to COVID school closure.

Goal 4

Students will be engaged in their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rate as reported in CALPADs **19-20** 91% **Baseline** 83%	Attendance was hold harmless as of February 2020
Metric/Indicator Chronic Absenteeism rate as reported in CALPADs **19-20** 0% of total number of students **Baseline** 9% of total number of students	The attendance was 64.38% at the end of month 7.
Metric/Indicator Student participation rate in Pomo Language Instruction measured through observation **19-20** 100% participation **Baseline** 0% - instruction has not occurred	Native language studies was done occasionally due to tribal member availability.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.	OBJ 1xxx-4xxx/MGMT 4510 Title 7 1000-1999: Certificated Personnel Salaries Title VII $4000	2000-2999: Classified Personnel Salaries Title VII 4000
Used technology to publish a school-wide yearbook and integrated technology into the Make Space of classroom	OBJ 4397/ MGMT 0100 Elem Ed 4000-4999: Books And Supplies LCFF Supplemental and Concentration $200	4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Provide lunch at no cost to students	OBJ 4xxx-5xxx/MGMT 3700 food services 4000-4999: Books And Supplies LCFF Supplemental and Concentration $4000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3277
Provide Instructional Assistants	Hiring RSP Aide to cover classroom assistance LCFF Supplemental and Concentration 0	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 40676
Provide Integrated Technology to improve equitable access to the curriculum	OBJ 5840 services MGMT 1000 Supp & Conc 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $1,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Kashia was able to hire classroom support and the classroom aide was able to supply technology and website support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Having one knowledgeable classroom aide and another part time assistant was invaluable to not only the student education but the nutritional support and cleanliness of the school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will be given individualized standards based workbooks in the area of ELA and Math. This sequence instruction will provide some continuity of learning. We are using Learning Loss Mitigation Funds to order these instructional booklets. In addition, the staff will receive up to date laptops, for better access. We have reached out to Education Apple Support who promised to give teachers opportunities for learning the latest strategies for online instruction. Our partners at Houghton Mifflin, have also offered support to the teachers. We will purchase the additional educational materials from them and they, in turn, will offer ongoing support. In addition the school will provide students with necessary desks and chairs, so they can create a work place in their homes. We will give the students white board pens for working at home. The school will provide all PPE to everyone entering the school site. The school will send out frequent updates on COVID and provide educational support concerning the virus. The school will pay for COVID tests and the cost of transportation for teachers. Teachers will be provided additional materials which will make their individualized instruction more viable under these extremely trying times. The school will pay for a resource teacher to communicate with the regular classroom teacher on the best teaching methods for reaching students with special needs. The school will assist our family, who has a deaf child, with particular needs regarding the education of this child.	17,866	21,438	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Kashia was able to hire a very qualified teacher for the 2020-21 school year. The hybrid learning was approached by having individual students/families attend outdoor learning for a set time each day. The one on one education meant students didn't have to deal with the frustrations of the lack of connectivity at home plus the daily accountability and support from a qualified teacher meant the students actually looked forward to coming to school so attendance was very good. Most items - desks/computers etc. were donated. The tower for internet service did not go in so working from home did not work for most of Kashia's students.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The one on one instruction seemed to work extremely well during the 2020-21 school year. Classroom attendance has fallen off during the actual back to school portion of the school year in part due to several deaths in the local families and the native cultural activities which occurred after each of these instances.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Testing materials will be purchased in support of our special needs students to test for grade level preparedness as well as support for emotional needs. Also materials will be purchased to provide comfort in dealing with the ever changing circumstances the students are dealing with in their daily lives. These materials include Woodcock Johnson Academic Testing as well stress reduction supplies.	3000	6173	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The original plan was to provide internet courses for the students to use and desks/chairs/computer etc. were provided to each student. Hotspots did not work and internet at Kashia is spotty at best. Having a qualified teacher to due outdoor one-on-one instruction was invaluable for each student.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Lack of internet continues to be an issue. Having a qualified teacher has been invaluable.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will receive instruction al materials for take home in areas of science and PE. The materials will be used for science experiments. New PE methods will be introduced such as yoga with yoga mats and batons for Waldorf fitness lessons As soon as small cohorts are allowed, extended day lessons will be offered and stress relief support	4000	included	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The original plan was to provide internet courses for the students to use and desks/chairs/computer etc. were provided to each student. Hotspots did not work and internet at Kashia is spotty at best. Having a qualified teacher to due outdoor one-on-one instruction was invaluable for each student.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Lack of internet continues to be an issue. Having a qualified teacher has been invaluable.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Kashia support services were offered by a part time resource teacher.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Parents at Kashia are never shy in expressing their needs or challenges. Kashia is always looking for successful ways to support both the students and their families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Santa Rosa City Schools provided meals to all students as well as child family members. The biggest challenge is usually delivery due to the schools isolated, remote location . The school was able to make arrangements for weekly delivery throughout the COVID closure as well as hybrid leaning that moved into open school. Students will continue to receive weekly meals which require tribal members to drive to pick up prepared meals and deliver them directly to student homes.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Student desks have been provided to each student for home use. Hot Spots and Chromebooks will be available for each student once internet service is established, which will support good work habits and provide supplemental supplies for instruction.	8000	1331	Yes
School Nutrition	Students will continue to receive weekly meals which require tribal members to drive to pick up prepared meals and deliver them directly to student homes.	2000	1768	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Everything was different in 2020-21 due to COVID school closure.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Distance learning does not work for Kashia's student population due to lack of internet and at home support. The one on one instruction seemed to work the best for student education.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Maintaining a qualified teacher is Kashia's greatest goal. Our second goal is providing fun classroom activities and rewards in order to entice student attendance.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Kashia's plan was to provide one on one instruction as often as possible and to that end was successful.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Kashia will continue to hire highly qualified individuals to support student education. Classroom support, meals, and a well kept school are mandatory to making Kashia a safe, successful learning environment. Kashia will continue to solicit tribal members to support Pomo language as well as crafts and traditions. A high adult to student ratio supports actual student success and preparation for continued education.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	240,211.00	203,315.00
LCFF Base	193,825.00	117,281.00
LCFF Supplemental and Concentration	42,386.00	82,034.00
Locally Defined	0.00	0.00
Title VII	4,000.00	4,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	240,211.00	203,315.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	80,523.00	0.00
2000-2999: Classified Personnel Salaries	0.00	44,676.00
4000-4999: Books And Supplies	39,400.00	7,973.00
5000-5999: Services And Other Operating Expenditures	0.00	28,395.00
5800: Professional/Consulting Services And Operating Expenditures	120,288.00	122,271.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	240,211.00	203,315.00
	LCFF Supplemental and Concentration	0.00	0.00
0000: Unrestricted	Locally Defined	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	76,523.00	0.00
1000-1999: Certificated Personnel Salaries	Title VII	4,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	40,676.00
2000-2999: Classified Personnel Salaries	Title VII	0.00	4,000.00
4000-4999: Books And Supplies	LCFF Base	35,200.00	6,573.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	4,200.00	1,400.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	25,118.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	3,277.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	82,102.00	85,590.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	38,186.00	36,681.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	198,611.00	128,844.00
Goal 2	1,500.00	1,400.00
Goal 3	30,400.00	25,118.00
Goal 4	9,700.00	47,953.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$17,866.00	$21,438.00
Distance Learning Program	$3,000.00	$6,173.00
Pupil Learning Loss	$4,000.00	$6,173.00
Additional Actions and Plan Requirements	$10,000.00	$3,099.00
All Expenditures in Learning Continuity and Attendance Plan	$34,866.00	$30,710.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$17,866.00	$21,438.00
Distance Learning Program	$3,000.00	$6,173.00
Pupil Learning Loss	$4,000.00	$6,173.00
Additional Actions and Plan Requirements	$10,000.00	$3,099.00
All Expenditures in Learning Continuity and Attendance Plan	$34,866.00	$30,710.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kashia Elementary School District	Frances Johnson Superintendent/Principal	fjohnson@scoe.org (707) 785-9682

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

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

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

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

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

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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

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

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

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

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student attendance is still an area that needs quite a bit of focus. The school did offer attendance incentives and reward ceremonies. Kashia is working with EduAct to make a broader coastal effort to approve attendance in all coastal schools.
Due to the small school/class sizes, there are no Red or Orange areas of performance on the Dashboard.

Of the 5 students tested in ELA:
Claim 1 = 4 students below standard, 1 student near standard Claim 2 = 3 students below standard, 2 students near standard Claim 3 = 2 students below standard, 3 students near standard Claim 4 = 2 students below standard, 3 students near standard
Achievement Levels = 3 students standard not met, 2 students standard nearly met

Of the 5 students tested in Math:
Claim 1 = 5 students below standard Claim 2 = 5 students below standard Claim 3 = 5 students below standard
Achievement Levels = 5 students with standard not met

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Kashia School District is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Kashia School District is not eligible for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Kashia School District is not eligible for CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Board Meetings - April 21 and June 9th.

Research and input has been through the parent, teacher group, and the EduAct volunteers as well as open board meetings.

Students provided input through one-on-one consultation meetings with teacher.

Collective Bargaining Unit - We do not have a union or CBU. The one classroom teacher meets and collaborates daily with the superintendent/principal to discuss student needs and strategies to address those needs.

Kashia does not have an ELPAC as there are no English learners.

Classroom aide works collaboratively with the classroom teacher on a daily basis to discuss students needs and strategies to address those needs.

A summary of the feedback provided by specific stakeholder groups.

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

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

Teachers: Will include more art projects in the instructional day with a big focus on holidays and cultural events. Students: Expressed a need for jump ropes, and sports activities which were purchased.

Students: Requested more time working with technology, more field trip opportunities, and increased opportunities for physical education.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Purchasing of new educational materials to support increased proficiency in grade level standards (Goal 1) and student engagement (Goal 4) was directly influenced by input from teacher, aide, parents, students, and Board members.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Given current proficiency levels on the CAASPP test, increasing proficiency in grade level standards is a top school priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers and credential information as reported to HR	100% of teachers are appropriately assigned and fully credentialed.				100% of teachers will be appropriately assigned and fully credentialed.
% of Materials CCSS aligned per observation by administration	All students will have access to standards aligned curriculum (Common Core and ELD standards)				All students will have access to standards aligned curriculum (Common Core and ELD standards)
% of implementation per observation by administration	100% implementation of state board adopted academic content and performance standards				100% implementation of state board adopted academic content and performance standards will occur
Courses offered for a broad course of study as observed through lesson plans/report cards	All students, including unduplicated students, have access to a broad course of study.				All students, including unduplicated students, will have access to a broad course of study.
Local and State PE assessments	100% of students tested proficient on				80% of students will test proficient on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the state mandated PE assessment				state mandated PE assessment
CAASPP ELA scores	0% of students have met standard (Level 3 or above)				80% of students will advance one level from where they are currently
CAASPP Math scores	0% of students have met standard (Level 3 or above)				80% of students will advance one level from where they are currently
Percentage of EL pupils who have made progress toward English proficiency on the ELPAC	Kashia does not have any EL students				N/A
English learner Reclassification Rate	Kashia does not have any EL students				N/A
EL access to CA Standards including ELD standards	Kashia does not have any EL students				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher	A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.	$87,131.00	No
2	Textbooks, supplies, programs	Curriculum will continue to be updated to reflect integration and implementation of CCSS.	$5,100.00	No

Action #	Title	Description	Total Funds	Contributing
3	Physical Education	Replace broken and worn sports equipment; students taken on structured walking/hiking activities to increase awareness of surroundings while concurrently increasing cardiovascular fitness; aerobics videos will be utilized due to requests by students, which increase student engagement.	$100.00	No
4	Zoo-phonics Multisensory Language Arts Program	Purchase Zoo-phonics program to support the development of language arts skills for young learners.	$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Parents will gain a greater understanding and appreciation for the value of education.

An explanation of why the LEA has developed this goal.

Historically in the Kashia community, parent engagement in their child's education has been limited. Knowing the important role parents play in a child's learning and development, motivating parents to become more involved in the school is a high priority.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement	50% parent participation in the survey				100% parent participation in the survey
Parents in attendance at school events as measured through observation and sign-in sheets	100% parent participation in school events				100% parent participation in school events
Number of parents without a high school diploma who earn a GED	0 parents have earned a GED				2 or more parents earn a GED

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Participation	Website will be maintained as a site for updated legal and community services	$0.00	No
2	Newsletter	Superintendent will publish a monthly newsletter that will be distributed in hard copy and will reach out personally to recruit parents to participate in school functions. Parents will also be encouraged to participate in classrooms as assistants.	$0.00	No
3	GED incentive plan	Work with the Kashia Tribal Council to develop an incentive plan encouraging parents without high school diplomas to earn a GED.	$0.00	No
4	Superintendent/Principal	Superintendent/Principal provides targeted outreach to families to increase participation and engagement in the school and their students' learning.	$39,354.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Students will feel safe and secure at school in order to be successful.

An explanation of why the LEA has developed this goal.

Students who are experience stress, anxiety, and/or insecurity will not be able to achieve to their fullest potential academically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Inspection	"Good" rating				"Excellent" rating
Number of Suspensions as reported by teacher	0				0
Number of Expulsions as reported by teacher	0				0
CHKS or Local Survey on alternating years	100% of students report feeling safe				100% of students will report feeling safe

Actions

Action #	Title	Description	Total Funds	Contributing
1	Suspension/Expulsions	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	$0.00	No
2	Student responsibility	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Facilities	Maintain current facilities with janitorial services and maintenance repairs and supplies.	$9,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Students will be engaged in their learning.

An explanation of why the LEA has developed this goal.

Students cannot progress in their learning unless they are attending school regularly.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate as reported in CALPADs	83%				90%
Chronic Absenteeism rate as reported in CALPADs	9% of total number of students				5% or less
Student participation rate in Pomo Language Instruction measured through observation	0% - instruction has not occurred				100% participation
Middle school dropout rate	0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance incentives	Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Technology	Use technology to publish a school-wide yearbook and integrate technology into the Maker Space of classroom. Local internet service is being provided - hope to have educational opportunities for parents to assist students with homework and off-campus learning.	$4,000.00	Yes
3	Meals	Provide lunch at no cost to students.	$3,500.00	Yes
4	Instructional Assistants	Provide Instructional Assistants	$27,917.00	No
5	Tech Support	Hire part-time Instructional Technology support person (one-day per week)	$500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.64%	37,833

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Kashia has a 100% unduplicated pupil population as all students qualify for Free and Reduced Price lunch and live on the neighboring reservation. Given the small enrollment of the school, the needs of each individual student are assessed through daily interaction with the classroom teacher, the superintendent/principal, and support staff. The superintendent/principal also does targeted outreach with students' families to further identify specific student needs. Formative assessments are used to assess student needs on an ongoing basis, and CAASPP scores provide a baseline for how well individual students are mastering academic standards. The actions being taken include increased support from an Instructional Aide, strategies to increase student interest and engagement, attendance incentives, connecting students to their native culture, providing free meals, and targeted family outreach to increase parent engagement and involvement in their students' learning. Research shows that all of these actions improve student achievement.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Contributing actions include targeted outreach to families by the superintendent/principal to increase parent engagement and involvement in their students' learning. Research shows that students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Funds are also being spent on providing engaging curriculum on the Pomo culture and language. Research shows that students who receive a culturally relevant education have much higher levels of academic achievement. Funding is also being used to integrate technology and maker education into the curriculum to increase student interest, motivation, and engagement. Research indicates that students who attend school due to increased engagement learn more. Attendance is also being addressed through the development of an attendance incentive program and support for parents in getting students to school. Lunch is also being provided free of charge to all students. Research shows that students who are properly nourished are more ready to learn.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$129,185.00		$27,917.00	$24,000.00	$181,102.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$117,820.00	$63,282.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher	$67,131.00			$20,000.00	$87,131.00
1	2	All	Textbooks, supplies, programs	$5,100.00				$5,100.00
1	3	All	Physical Education	$100.00				$100.00
1	4	All	Zoo-phonics Multisensory Language Arts Program					$0.00
2	1	All	Parent Participation					$0.00
2	2	All	Newsletter					$0.00
2	3	All	GED incentive plan					$0.00
2	4	Low Income	Superintendent/Principal	$39,354.00				$39,354.00
3	1	All	Suspension/Expulsions					$0.00
3	2	All	Student responsibility					$0.00
3	3	All	Facilities	$9,500.00				$9,500.00
4	1	Low Income	Attendance incentives				$4,000.00	$4,000.00
4	2	Low Income	Technology	$4,000.00				$4,000.00
4	3	Low Income	Meals	$3,500.00				$3,500.00
4	4	Students with Disabilities	Instructional Assistants			$27,917.00		$27,917.00
4	5	All	Tech Support	$500.00				$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$46,854.00	$50,854.00
LEA-wide Total:	$46,854.00	$50,854.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Superintendent/Principal	LEA-wide	Low Income	All Schools	$39,354.00	$39,354.00
4	1	Attendance incentives	LEA-wide	Low Income	All Schools		$4,000.00
4	2	Technology	LEA-wide	Low Income	All Schools	$4,000.00	$4,000.00
4	3	Meals	LEA-wide	Low Income	All Schools	$3,500.00	$3,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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

NOTICE OF PUBLIC HEARING

Sufficiency of Instructional Materials

Notice is hereby given that the Kashia Elementary School District Board of Trustees will conduct a public hearing:

Date: Wednesday, September 8, 2021

Time: 4:00 p.m.

Place: Kashia School District
31510 Skaggs Spring Road
Stewarts Point, CA 95480

Purpose: To obtain input from the community as to whether each pupil in the Kashia Elementary School District, including English learners, has sufficient textbooks and instructional materials that are aligned to the content standards and are consistent with the cycles and content of the curriculum frameworks in the following subject areas: mathematics, science, history-social science, English/language arts, including the English language development component of an adopted program.

Posted: Tuesday, August 24, 2021

Posted At: Kashia Elementary School District
Kashia Community Center
Stewarts Point Post Office

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

Instructional Materials 2021-22

K-8

ELA – No EL Students

Math – Go Math

Reading – Houghton Mifflin

Reading Intervention – Lexia

Science – Foss Kits and Support Resources

Social Studies – No Textbook – Cultural and Native American Studies

Resolution 09092021

Compliance with EC (Sufficiency of Instructional Materials)

Before the Kashia Board of Trustees, September 08, 2021

WHEREAS, the Governing Board of the Kashia Elementary School District, pursuant to Education Code Section 60119, held a public hearing on September 08, 2021 to provide the public and Board of Education detailed information regarding the sufficiency of textbooks and instructional materials for all students; and,

WHEREAS, the public hearing was held within eight weeks of the opening of school and did not take place during or immediately after school hours; and,

WHEREAS, the governing board provided 10 days notice to the public of the hearing posted in at least three (3) public places within the district that stated the time place and purpose of the hearing; and,

WHEREAS, the Board encouraged participation by parents, teachers, members of the community and bargaining unit leaders in the public hearing; and,

WHEREAS, the information provided at the public hearing and to the local governing board at the public meeting detailed that sufficient textbooks and instructional material in all subjects and core areas consistent with the cycles and content of the curriculum frameworks were provided to all students, including English learners, in the classrooms operated by the Kashia Elementary School District; and,

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and,

WHEREAS, sufficient textbooks and instructional materials as listed on the attached Adopted Textbook Matrix were provided to each student, including English learners, in mathematics, science, history social science, and English/Language arts, including the English language development component of an adopted program, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks;

NOW, THEREFORE, BE IT RESOLVED, that this Board does provide public notice that there exists a sufficiency of textbooks and instructional materials and that no pupils lack sufficient standards aligned textbooks and instructional materials;

AND BE IT FURTHER RESOLVED, that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this District.

The foregoing resolution approved and adopted upon the motion of _______________ seconded by _______________ at a regular meeting of the Kashia Elementary School District Board of Trustees on the 8th day of September 2021, by the following vote:

Trustee Glenda Antone: _____

Trustee Gene Parrish: _____

Trustee Charlene Pinola: _____

I hereby certify the foregoing to be a full, true, correct and duly adopted resolution.

_______________________________ _______________________________

Frances Johnson, Superintendent, Board Secretary Charlene Pinola, Board President

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2020-21 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: ______________________ Date of Meeting: Sep 08, 2021

Clerk/Secretary of the Governing Board
(Original signature required)

To the Superintendent of Public Instruction:

2020-21 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: ______________________ Date: ____________

County Superintendent/Designee
(Original signature required)

For additional information on the unaudited actual reports, please contact:

For County Office of Education:	For School District:
Cindy Gordon	Patti Pomplin
Name	Name
District Fiscal Management Advisor	CBO
Title	Title
707-5524-2632	707-321-5849
Telephone	Telephone
cgordon@scoe.org	ppomplin@kashiaesd.org
E-mail Address	E-mail Address

Kashia Elementary
Sonoma County

Unaudited Actuals
FINANCIAL REPORTS
2020-21 Unaudited Actuals
Summary of Unaudited Actual Data Submission

49 70888 0000000
Form CA

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	28.16%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	exempt
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2022-23 apportionment may be reduced by the lesser of the following two percentages:	MOE Met
	MOE Deficiency Percentage - Based on Total Expenditures	
	MOE Deficiency Percentage - Based on Expenditures Per ADA	
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	$0.00
	Adjusted Appropriations Limit	$212,972.89
	Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	$202,963.67
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2022-23, subject to CDE approval.	3.23%

1/15/2021

SONOMA COUNTY OFFICE OF EDUCATION

2020-21 Unaudited Actuals – SCOELIST For DISTRICTS

District Name Kashia

Check the appropriate reports completed by your district:

	Fund	Required	Description
✓	01/02/03/04/05/06	X	General Fund
	~~09~~	X	Charter School Special Revenue
	~~11~~	X	Adult Education
	~~12~~	X	Child Development
	~~13~~	X	Cafeteria
	~~14~~	X	Deferred Maintenance
	~~15~~	X	Pupil Transportation Equipment
	~~17~~	X	Special Reserve for Other Than Capital Outlay
	~~18~~	X	School Bus Emissions Reduction
	~~19~~	X	Foundation Special Revenue
	~~20~~	X	Special Reserve for Postemployment Benefits
	~~21~~	X	Building
	~~25~~	X	Capital Facilities
	~~30~~	X	State School Building Lease-Purchase
	~~35~~	X	County School Facilities
✓	40	X	Special Reserve Fund for Capital Outlay Projects
	~~49~~	X	Capital Project Fund for Blended Component Units
	~~51~~	X	Bond Interest and Redemption
	~~52~~	X	Debt Service Fund for Blended Component Units
	~~53~~	X	Tax Override
	~~56~~	X	Debt Service
	~~57~~	X	Foundation Permanent
	~~61~~	X	Cafeteria (Enterprise)
	~~62~~	X	Charter Schools Enterprise
	~~63~~	X	Other Enterprise
	~~66~~	X	Warehouse Revolving
	~~67~~	X	Self-Insurance
	~~71~~	X	Retiree Benefit
	~~73~~	X	Foundation Private-Purpose Trust
	~~76~~	Optional	Warrant/Pass-Through Fund
	~~95~~	Optional	Student Body
✓	A	X	Average Daily Attendance
✓	ASSET	X	Schedule of Capital Assets
✓	CA	X	Unaudited Actuals Certification
	~~CAT~~	Optional	Schedule for Categorical Programs
✓	CEA	X	Current Exp. Formula/Minimum Classroom Compensation
✓	DEBT	X	Schedule of Long-Term Liabilities
✓	GANN	X	Gann Limit – Appropriations Limit Calculations
✓	ICR	X	Indirect Cost Rate Worksheet
✓	L	X	Lottery
✓	ESMOE	X	Every Student Succeeds Act Maintenance of Effort
✓	PCR	X	Program Cost Report
✓	PCRAF	X	Program Cost Report—Allocation Factors
	~~76A~~	X	Change in Assets/Liabilities (Warrant/Pass Through)
✓	~~95A~~	X	Changes in Assets & Liabilities (Student Body)
✓	TRC	X	Technical Review Checklist Unaudited Actuals

Signature Patti Pompl   Date 8/25/2021

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	203,171.92	0.00	203,171.92	213,422.00	0.00	213,422.00	5.0%
2) Federal Revenue		8100-8299	93,848.00	50,346.00	147,194.00	80,000.00	26,797.00	106,797.00	-27.4%
3) Other State Revenue		8300-8599	2,023.44	19,674.70	21,698.14	1,800.00	6,200.00	8,000.00	-63.1%
4) Other Local Revenue		8600-8799	29,100.29	95,131.00	124,231.29	8,000.00	97,941.00	105,941.00	-14.7%
5) TOTAL, REVENUES			331,143.65	165,151.70	496,295.35	303,222.00	130,938.00	434,160.00	-12.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	38,590.08	51,925.44	90,515.52	42,917.00	43,659.00	86,576.00	-4.4%
2) Classified Salaries		2000-2999	26,335.00	486.00	26,821.00	26,700.00	18,086.00	44,786.00	67.0%
3) Employee Benefits		3000-3999	21,943.24	1,089.08	23,032.32	27,048.00	19,379.00	46,427.00	101.6%
4) Books and Supplies		4000-4999	6,831.74	42,607.63	49,439.37	17,800.00	1,775.00	19,575.00	-60.4%
5) Services and Other Operating Expenditures		5000-5999	154,725.00	55,040.55	209,765.55	162,062.00	48,039.00	210,101.00	0.2%
6) Capital Outlay		6000-6999	0.00	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	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			248,425.06	151,148.70	399,573.76	276,527.00	130,938.00	407,465.00	2.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			82,718.59	14,003.00	96,721.59	26,695.00	0.00	26,695.00	-72.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers a) Transfers In		8900-8929	0.00	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	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	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	0.00	0.0%
3) Contributions		8980-8999	0.00	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	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals Unrestricted (A)	2020-21 Unaudited Actuals Restricted (B)	2020-21 Unaudited Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82,718.59	14,003.00	96,721.59	26,695.00	0.00	26,695.00	-72.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	334,242.21	0.00	334,242.21	416,960.80	14,003.00	430,963.80	28.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			334,242.21	0.00	334,242.21	416,960.80	14,003.00	430,963.80	28.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			334,242.21	0.00	334,242.21	416,960.80	14,003.00	430,963.80	28.9%
2) Ending Balance, June 30 (E + F1e)			416,960.80	14,003.00	430,963.80	443,655.80	14,003.00	457,658.80	6.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	14,003.00	14,003.00	0.00	14,003.00	14,003.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	71,000.00	0.00	71,000.00	New
Unassigned/Unappropriated Amount		9790	416,960.80	0.00	416,960.80	372,655.80	0.00	372,655.80	-10.6%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7.30	0.00	-100.0%
5) TOTAL, REVENUES			7.30	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7.30	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Unaudited Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7.30	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	940.96	948.26	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			940.96	948.26	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			940.96	948.26	0.8%
2) Ending Balance, June 30 (E + F1e)			948.26	948.26	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	948.26	948.26	0.0%

Description	2020-21 Unaudited Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	10.19	10.19	10.19	10.19	10.19	10.19
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	10.19	10.19	10.19	10.19	10.19	10.19
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	10.19	10.19	10.19	10.19	10.19	10.19
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Unaudited Actuals
2020-21 Unaudited Actuals
Schedule of Capital Assets

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings	70,000.00		70,000.00			70,000.00
Equipment	54,250.00		54,250.00			54,250.00
Total capital assets being depreciated	124,250.00	0.00	124,250.00	0.00	0.00	124,250.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings	(25,988.55)		(25,988.55)			(25,988.55)
Equipment	(27,831.00)		(27,831.00)			(27,831.00)
Total accumulated depreciation	(53,819.55)	0.00	(53,819.55)	0.00	0.00	(53,819.55)
Total capital assets being depreciated, net	70,430.45	0.00	70,430.45	0.00	0.00	70,430.45
Governmental activity capital assets, net	70,430.45	0.00	70,430.45	0.00	0.00	70,430.45
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	90,515.52	301	0.00	303	90,515.52	305	0.00		307	90,515.52	309
2000 - Classified Salaries	26,821.00	311	0.00	313	26,821.00	315	0.00		317	26,821.00	319
3000 - Employee Benefits	23,032.32	321	0.00	323	23,032.32	325	0.00		327	23,032.32	329
4000 - Books, Supplies Equip Replace. (6500)	49,439.37	331	0.00	333	49,439.37	335	2,381.14		337	47,058.23	339
5000 - Services. . . & 7300 - Indirect Costs	209,765.55	341	1,768.25	343	207,997.30	345	426.00		347	207,571.30	349
			TOTAL		397,805.51	365			TOTAL	394,998.37	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	90,515.52	375
2. Salaries of Instructional Aides Per EC 41011	2100	126.00	380
3. STRS	3101 & 3102	9,504.77	382
4. PERS	3201 & 3202	67.28	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	1,407.08	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	7,992.00	385
7. Unemployment Insurance	3501 & 3502	115.65	390
8. Workers' Compensation Insurance	3601 & 3602	1,489.30	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		111,217.60	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		111,217.60	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		28.16%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		x	

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	exempt
2. Percentage spent by this district (Part II, Line 15)	28.16%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	394,998.37
5. Deficiency Amount (Part III, Line 3 times Line 4)	exempt

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	137,790.00		137,790.00		4,111.00	133,679.00	1,533.00
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	137,790.00	0.00	137,790.00	0.00	4,111.00	133,679.00	1,533.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2020-21 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	399,573.76
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	50,346.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				0.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				349,227.76

Section II - Expenditures Per ADA	2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	10.19
B. Expenditures per ADA (Line I.E divided by Line II.A)	34,271.62

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	290,800.70	28,537.85
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	290,800.70	28,537.85
B. Required effort (Line A.2 times 90%)	261,720.63	25,684.07
C. Current year expenditures (Line I.E and Line II.B)	349,227.76	34,271.62
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2019-20 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2019-20 Actual			2020-21 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	310,670.78	(105,356.13)	205,314.65			212,972.89
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	10.19		10.19			10.19
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2019-20			Adjustments to 2020-21		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2020-21 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2020-21 P2 Report			2021-22 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	10.19		10.19	10.19		10.19
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			10.19			10.19
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2020-21 Actual			2021-22 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	630.57		630.57	626.00		626.00
2. Timber Yield Tax (Object 8022)	340.29		340.29	450.00		450.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	108,588.46		108,588.46	103,331.00		103,331.00
5. Unsecured Roll Taxes (Object 8042)	3,367.98		3,367.98	3,468.00		3,468.00
6. Prior Years' Taxes (Object 8043)	51.61		51.61	0.00		0.00
7. Supplemental Taxes (Object 8044)	1,068.01		1,068.01	1,000.00		1,000.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	2,325.00		2,325.00	1,500.00		1,500.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	116,371.92	0.00	116,371.92	110,375.00	0.00	110,375.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	116,371.92	0.00	116,371.92	110,375.00	0.00	110,375.00

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			1,701.56			1,904.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			1,701.56			1,904.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	86,800.00		86,800.00	103,047.00		103,047.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	86,800.00	0.00	86,800.00	103,047.00	0.00	103,047.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	496,295.35		496,295.35	434,160.00		434,160.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	3,621.15		3,621.15	5,000.00		5,000.00

	2020-21 Actual	2021-22 Budget
D. APPROPRIATIONS LIMIT CALCULATIONS **PRELIMINARY APPROPRIATIONS LIMIT**		
1. Revised Prior Year Program Limit (Lines A1 plus A6)	205,314.65	212,972.89
2. Inflation Adjustment	1.0373	1.0573
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)	1.0000	1.0000
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)	212,972.89	225,176.24
APPROPRIATIONS SUBJECT TO THE LIMIT		
5. Local Revenues Excluding Interest (Line C18)	116,371.92	110,375.00
6. Preliminary State Aid Calculation		
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)	2,400.00	2,400.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)	86,800.00	103,047.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)	86,800.00	103,047.00
7. Local Revenues in Proceeds of Taxes		
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])	1,493.31	2,486.51
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)	117,865.23	112,861.51
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)	86,800.00	103,047.00
9. Total Appropriations Subject to the Limit		
a. Local Revenues (Line D7b)	117,865.23	
b. State Subventions (Line D8)	86,800.00	
c. Less: Excluded Appropriations (Line C23)	1,701.56	
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)	202,963.67	

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero)			0.00			
If not zero report amount to: Keely Bosler, Director, State Department of Finance, Attention: School Gann Limits, State Capitol, Room 1145, Sacramento, CA 95814						
SUMMARY	**2020-21 Actual**			**2021-22 Budget**		
11. Adjusted Appropriations Limit (Lines D4 plus D10)			212,972.89			225,176.24
12. Appropriations Subject to the Limit (Line D9d)			202,963.67			

* Please provide below an explanation for each entry in the adjustments column.

Per email dated August 5, 2021 from Gann - Government Code 7902.2 which was added by Assembly Bill (AB) 130 (Committee on Budget, Ch. 44, Statutes of 2021) requires local educational agen
with a Fiscal Year 2019-20 appropriations limit in excess of its proceeds of taxes to transfer the excess limit to the State of California. In Fiscal Year 2019-20, Kashia Elementary reported an approp
of $310,670.78, but proceeds of taxes of $205,31465. As such Kashia Elementary has $105,356.13 in excess limit.

Patti Pomplin
Gann Contact Person

707-321-5849
Contact Phone Number

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) — 7,294.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 133,074.84

C. Percentage of Plant Services Costs Attributable to General Administration
(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 5.48%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)
Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. — 0.00

B. Abnormal or Mass Separation Costs (required)
Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A.	**Indirect Costs**		
	1.	Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	7,294.00
	2.	Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	2,986.00
	3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
	4.	Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
	5.	Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	2,221.95
	6.	Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
	7.	Adjustment for Employment Separation Costs	
		a. Plus: Normal Separation Costs (Part II, Line A)	0.00
		b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
	8.	Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	12,501.95
	9.	Carry-Forward Adjustment (Part IV, Line F)	0.00
	10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	12,501.95
B.	**Base Costs**		
	1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	206,524.66
	2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	94,557.12
	3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	9,047.25
	4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
	5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
	6.	Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
	7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	23,843.27
	8.	External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	14,775.00
	9.	Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
	10.	Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
	11.	Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	38,324.51
	12.	Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
	13.	Adjustment for Employment Separation Costs	
		a. Less: Normal Separation Costs (Part II, Line A)	0.00
		b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
	14.	Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
	15.	Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
	16.	Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
	17.	Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
	18.	Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
	19.	Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	387,071.81
C.	**Straight Indirect Cost Percentage Before Carry-Forward Adjustment** **(For information only - not for use when claiming/recovering indirect costs)** (Line A8 divided by Line B19)		3.23%
D.	**Preliminary Proposed Indirect Cost Rate** **(For final approved fixed-with-carry-forward rate for use in 2022-23 see www.cde.ca.gov/fg/ac/ic)** (Line A10 divided by Line B19)		3.23%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A.	**Indirect costs incurred in the current year (Part III, Line A8)**	12,501.95
B.	**Carry-forward adjustment from prior year(s)**	
	1. Carry-forward adjustment from the second prior year	0.00
	2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C.	**Carry-forward adjustment for under- or over-recovery in the current year**	
	1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.41%) times Part III, Line B19); zero if negative	0.00
	2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.41%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
D.	**Preliminary carry-forward adjustment (Line C1 or C2)**	0.00
E.	**Optional allocation of negative carry-forward adjustment over more than one year**	

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1.	Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3		1

F.	**Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)**	0.00

Unaudited Actuals
2020-21 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	1,667.44		713.70	2,381.14
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		1,667.44	0.00	713.70	2,381.14
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	1,667.44		713.70	2,381.14
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		1,667.44	0.00	713.70	2,381.14
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

		Teacher Full-Time Equivalents				Classroom Units		Pupils Transported
		Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)		0.00	0.00	94,557.12	0.00	40,546.46	0.00	426.00
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)		FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals	**Description**							
0001	Pre-Kindergarten							
1110	Regular Education, K-12			1.00		1.00		3.00
3100	Alternative Schools							
3200	Continuation Schools							
3300	Independent Study Centers							
3400	Opportunity Schools							
3550	Community Day Schools							
3700	Specialized Secondary Programs							
3800	Career Technical Education							
4110	Regular Education, Adult							
4610	Adult Independent Study Centers							
4620	Adult Correctional Education							
4630	Adult Career Technical Education							
4760	Bilingual							
4850	Migrant Education							
5000-5999	Special Education (allocated to 5001)							
6000	ROC/P							
Other Goals	**Description**							
7110	Nonagency - Educational							
7150	Nonagency - Other							
8100	Community Services							
8500	Child Care and Development Services							
Other Funds	**Description**							
--	Adult Education (Fund 11)							
--	Child Development (Fund 12)							
--	Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors		0.00	0.00	1.00	0.00	1.00	0.00	3.00

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report

Goal	Program/Activity	Direct Costs: Direct Charged (Schedule DCC) Column 1	Direct Costs: Allocated (Schedule AC) Column 2	Direct Costs: Subtotal (col. 1 + 2) Column 3	Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K–12	111,228.66	135,529.58	246,758.24	34,582.40		281,340.64
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	102,149.00	0.00	102,149.00	14,315.87		116,464.87
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
----	Food Services					1,768.25	1,768.25
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					0.00	0.00
----	Other Outgo					0.00	0.00
Other Funds ----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	0.00		0.00
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
----	**Total General Fund and Charter Schools Funds Expenditures**	213,377.66	135,529.58	348,907.24	48,898.27	1,768.25	399,573.76

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	111,228.66	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	111,228.66
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	95,296.00	0.00	0.00	0.00	6,853.00	0.00	0.00			0.00	0.00	102,149.00
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		206,524.66	0.00	0.00	0.00	6,853.00	0.00	0.00	0.00	0.00	0.00	0.00	213,377.66

* Functions 7100-7199 for goals 8100 and 8500

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocated Support Costs (AC)

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	94,557.12	40,546.46	426.00	135,529.58
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
- -	Adult Education (Fund 11)		0.00		0.00
- -	Child Development (Fund 12)	0.00	0.00	0.00	0.00
- -	Cafeteria (Funds 13 and 61)		0.00		0.00
Total Allocated Support Costs		94,557.12	40,546.46	426.00	135,529.58

Unaudited Actuals
2020-21
Program Cost Report
Schedule of Central Administration Costs (CAC)

A.	**Central Administration Costs in General Fund and Charter Schools Funds**	
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	23,843.27
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	14,775.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	7,294.00
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	2,986.00
5	Total Central Administration Costs in General Fund and Charter Schools Funds	48,898.27
B.	**Direct Charged and Allocated Costs in General Fund and Charter Schools Funds**	
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	213,377.66
2	Total Allocated Costs (from Form PCR, Column 2, Total)	135,529.58
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	348,907.24
C.	**Direct Charged Costs in Other Funds**	
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	0.00
D.	**Total Direct Charged and Allocated Costs (B3 + C5)**	348,907.24
E.	**Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)**	14.01%

Unaudited Actuals
2020-21
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Other Costs (OC)

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	1,768.25				1,768.25
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			0.00		0.00
Other Outgo (Objects 1000-7999)				0.00	0.00
Total Other Costs	1,768.25	0.00	0.00	0.00	1,768.25

SACS2021ALL Financial Reporting Software - 2021.2.0
8/25/2021 7:58:54 AM

49-70888-0000000

Unaudited Actuals
2020-21 Unaudited Actuals
Technical Review Checks

Kashia Elementary

Sonoma County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

Export Log
Period: Unaudited Actuals
Type of Export: Official

================
LEA: 49-70888-0000000 Kashia Elementary

Official Check for LEA: 49-70888-0000000 is good

Export of USER General Ledger started at 8/25/2021 7:59:19 AM

OFFICIAL Header for LEA: 49-70888-0000000 Kashia Elementary
VERSION 2021.2.0

Fiscal Year: 2020-21
Type of Data: Unaudited Actuals
Number of records exported in group 1: 174

Fiscal Year: 2021-22
Type of Data: Budget
Number of records exported in group 2: 129

Export USER General Ledger completed at 8/25/2021 7:59:19 AM

Export of Supplementals (USER ELEMENTs) started at 8/25/2021 7:59:19 AM
Fiscal Year: 2020-21
Type of Data: Unaudited Actuals
Number of records exported in group 3: 1035

Fiscal Year: 2021-22
Type of Data: Budget
Number of records exported in group 4: 346

Export of Supplemental (USER ELEMENTs) completed at 8/25/2021 7:59:19 AM

Export of Explanations started at 8/25/2021 7:59:19 AM
No records to Export for Explanations.

Export of TRC Log started at 8/25/2021 7:59:19 AM
Fiscal Year: 2020-21
Type of Data: Unaudited Actuals
Number of records exported in group 5: 82

Export of TRC Log completed at 8/25/2021 7:59:19 AM

OFFICIAL END for LEA: 49-70888-0000000 Kashia Elementary

Exported to file: F:\SACS2021ALL\Official\49708880000000A.DAT

End of Official Export Process

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

RESOLUTION FOR ADOPTING THE "GANN" LIMIT

(Normal, no increase to Limit pursuant to G.C. 7902.1 (ZERO ON LINE 10

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2020-21 fiscal year and a projected Gann Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2020-21 and 2021-22 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2020-21 and 2021-22 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

Gmail

Patti Pomplin <ppomplin@kashiaesd.org>

Notice of Appropriations Limit Transfer and Further Instructions
1 message

Gann <Gann@cde.ca.gov>
To: "ppomplin@kashiaesd.org" <ppomplin@kashiaesd.org>

Thu, Aug 5, 2021 at 8:50 AM

Dear Patti Pomplin, Business Manager,

We are writing to notify you of a recent change to state law that affects Kashia Elementary.

Government Code 7902.2, which was added by Assembly Bill (AB) 130 (Committee on Budget, Ch. 44, Statutes of 2021) requires local educational agencies (LEAs) with a Fiscal Year 2019–20 appropriations limit in excess of its proceeds of taxes to transfer the excess limit to the State of California. In Fiscal Year 2019–20, Kashia Elementary reported an appropriations limit of $310,670.78, but proceeds of taxes of $205,314.65. As such, Kashia Elementary has $105,356.13 in excess limit, which has been transferred to the State of California.

Government Code 7902.2(b) requires the Superintendent of Public Instruction to notify you of the amount transferred to the State of California in a time and manner determined by the Superintendent of Public Instruction. This email constitutes the required notification.

While the transfer has already occurred, additional steps are required of Kashia Elementary to properly reflect the transfer within the Standardized Account Code Structure (SACS) software. Specifically, when completing the Form GANN as part of the Unaudited Actuals submission for Fiscal Year 2020–21, Kashia Elementary must enter -$105,356.13 on line A.1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT in the 2020–21 Calculations Adjustments column.

Additional information, including on required next steps, can be found below.

What is the appropriations limit?

The appropriations limit calculated under *Government Code* 7902, often referred to as the Gann limit, was established by Proposition 4 in 1979. Simply put, the purpose of the limit is to keep inflation adjusted per-person government spending under 1978-79 levels. For LEAs, ADA is used to determine population.

While the appropriations limit does function as a limit on LEA spending, *Government Code* 7902.1(a) allows LEAs with proceeds of taxes in excess of their appropriation limit (e.g., LEAs who need additional limit) to request additional limit from the State of California.

What has changed?

AB 130 (Committee on Budget, Ch. 44, Statutes of 2021) requires LEAs with available limit (proceed of taxes less than the appropriations limit) to transfer any available limit to the State of California. This is the reciprocal of the practice allowed under *Government Code* 7902.1(a).

For LEAs with excess limit in Fiscal Years 2019–20 or 2020–21, the limit is transferred to the State of California automatically by statute (*Government Code* 7902.2), and the Superintendent of Public Instruction must notify any affected LEA. Additional steps are required by affected LEAs to reflect the required transfer in order to update SACS so that an LEA's limit is properly calculated in subsequent years.

Beginning in Fiscal Year 2021–22, LEAs with excess limit must adopt a new appropriations limit that equals their proceeds of taxes, thereby transferring any available limit to the State of California. The required adjustment will be captured in the Form GANN, and then adopted by the governing board of a school district or the county superintendent of schools in the same manner and fashion as an LEA seeking to increase its limit.

What does this mean for Kashia Elementary?

Kashia Elementary's appropriation limit has been reduced by $105,356.13 in Fiscal Year 2019–20. The reduction in limit does not result in any loss of funding, nor is the requirement to provide taxpayer refunds triggered.

The most significant change is that in future years, Kashia Elementary may need to adopt a resolution increasing its limit if tax revenues outpace ADA and inflation.

Additionally, there are some extra steps required when Kashia Elementary next completes the Form GANN as part of the upcoming SACS Unaudited Actual submission in order to properly record the transfer of limit has occurred. LEAs are required to file a Form GANN every year.

What do I need to do?

LEAs with available limit must record the transfer of limit within SACS, on the Form GANN for Fiscal Year 2020–21, in order to avoid carrying forward an incorrect appropriations limit.

School districts must enter the available limit as a negative adjustment on line A.1. FINAL PRIOR YEAR APPRORPIATIONS LIMIT in the 2020–21 Calculations Adjustments column.

County Offices of Education must enter the enter the available limit as a negative adjustment on line A.3. TOTAL PRIOR YEAR APPROPRIATIONS LIMIT in the 2020–21 Calculations Adjustments column.

What if Kashia Elementary exceeds its appropriations limit in the future?

If an LEA needs additional limit that limit will be transferred from the State of California to the LEA as required by *Government Code* 7902.1(a). LEAs are required to increase their limit by adopting a resolution doing so, which is a long-standing process.

What if I have other questions?

Please contact GANN@cde.ca.gov with additional questions.

	2020-21 Calculations Extracted Data	Adjustments*	Entered Data/ Totals	2021-22 Calculations Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA		**2019-20 Actual**			**2020-21 Actual**	
(2019-20 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	310,670.78	(105,356.13)	205,314.65			212,972.89
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	10.19		10.19			10.19
ADJUSTMENTS TO PRIOR YEAR LIMIT		**Adjustments to 2019-20**			**Adjustments to 2020-21**	
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA		**2020-21 P2 Report**			**2021-22 P2 Estimate**	
(2020-21 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)						
1. Total K-12 ADA (Form A, Line A6)	10.19		10.19	10.19		10.19
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			10.19			10.19
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED		**2020-21 Actual**			**2021-22 Budget**	
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	630.57		630.57	626.00		626.00
2. Timber Yield Tax (Object 8022)	340.29		340.29	450.00		450.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	108,588.46		108,588.46	103,331.00		103,331.00
5. Unsecured Roll Taxes (Object 8042)	3,367.98		3,367.98	3,468.00		3,468.00
6. Prior Years' Taxes (Object 8043)	51.61		51.61	0.00		0.00
7. Supplemental Taxes (Object 8044)	1,068.01		1,068.01	1,000.00		1,000.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	2,325.00		2,325.00	1,500.00		1,500.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	116,371.92	0.00	116,371.92	110,375.00	0.00	110,375.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	116,371.92	0.00	116,371.92	110,375.00	0.00	110,375.00

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			1,701.56			1,904.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			1,701.56			1,904.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	86,800.00		86,800.00	103,047.00		103,047.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	86,800.00	0.00	86,800.00	103,047.00	0.00	103,047.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	496,295.35		496,295.35	434,160.00		434,160.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	3,621.15		3,621.15	5,000.00		5,000.00

D. APPROPRIATIONS LIMIT CALCULATIONS	2020-21 Actual	2021-22 Budget
PRELIMINARY APPROPRIATIONS LIMIT		
1. Revised Prior Year Program Limit (Lines A1 plus A6)	205,314.65	212,972.89
2. Inflation Adjustment	1.0373	1.0573
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)	1.0000	1.0000
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)	212,972.89	225,176.24
APPROPRIATIONS SUBJECT TO THE LIMIT		
5. Local Revenues Excluding Interest (Line C18)	116,371.92	110,375.00
6. Preliminary State Aid Calculation		
a. Minimum State Aid in Local Limit (Greater of $120 times Line B3 or $2,400; but not greater than Line C26 or less than zero)	2,400.00	2,400.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)	86,800.00	103,047.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)	86,800.00	103,047.00
7. Local Revenues in Proceeds of Taxes		
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])	1,493.31	2,486.51
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)	117,865.23	112,861.51
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)	86,800.00	103,047.00
9. Total Appropriations Subject to the Limit		
a. Local Revenues (Line D7b)	117,865.23	
b. State Subventions (Line D8)	86,800.00	
c. Less: Excluded Appropriations (Line C23)	1,701.56	
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)	202,963.67	

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero)			0.00			
If not zero report amount to: Keely Bosler, Director, State Department of Finance, Attention: School Gann Limits, State Capitol, Room 1145, Sacramento, CA 95814						
SUMMARY	2020-21 Actual			2021-22 Budget		
11. Adjusted Appropriations Limit (Lines D4 plus D10)			212,972.89			225,176.24
12. Appropriations Subject to the Limit (Line D9d)			202,963.67			

* Please provide below an explanation for each entry in the adjustments column.

Per email dated August 5, 2021 from Gann - Government Code 7902.2 which was added by Assembly Bill (AB) 130 (Committee on Budget, Ch. 44, Statutes of 2021) requires local educational age
with a Fiscal Year 2019-20 appropriations limit in excess of its proceeds of taxes to transfer the excess limit to the State of California. In Fiscal Year 2019-20, Kashia Elementary reported an approp
of $310,670.78, but proceeds of taxes of $205,31465. As such Kashia Elementary has $105,356.13 in excess limit.

Patti Pomplin
Gann Contact Person

707-321-5849
Contact Phone Number