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

SPECIAL MEETING Agenda - Governing School Board
Wednesday, June 5, 2019 4:00 p.m. – Office, Kashia School District

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

Glenda Antone	_____	Frances Johnson	_____
Maxine Barboza	_____	Peter Tufele	_____
Charlene Pinola	_____	Patti Pomplin	_____

2. Approval of Agenda

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

4. Communication – EASIE Application for 2019-20 Indian Education Grant Funds Approved

5. Public Hearing
   - 5.1 2019-20 Budget
     Open:
     Closed:
     Comments:
   - 5.2 2019-20 LCAP
     Open:
     Closed:
     Comments:
   - 5.3 2019-20 LCFF
     Open:
     Closed:
     Comments:
   - 5.4 2019-20 EPA
     Open:
     Closed:
     Comments:
   - 5.5 2019-20 Excess Minimum Reserves
     Open:
     Closed:
     Comments:
   - 5.6 Consolidated Application
     Open:
     Closed:
     Comments:

6. Adjournment

Regular Board Meeting, Wednesday, June 12, 2019

Gmail by Google

Patti Pomplin <ppomplin@kashiaesd.org>

Kashia School, 6052013 - EASIE SY 2019-20 Part II Final Application Certified and Approved

1 message

Eden_OIE@ed.gov <Eden_OIE@ed.gov> Wed, May 22, 2019 at 12:00 PM
To: ppomplin@kashiaesd.org, Indian.Education@ed.gov, Eden_OIE@ed.gov

Dear EASIE Users:

Congratulations, your application for school year 2019-20 funds under the Indian Education Formula Grant Program for Local Education Agencies, Title VI of the Elementary and Secondary Education Act, has been reviewed as an application with a budget change of less than $5,000 and has been approved by the Office of Indian Education. No further action is required on your part.

Your Grant Award Notification (GAN) can be downloaded from the G5 system no earlier than the first business day in July.

If you have any questions, please contact the EDFacts Partner Support Center (PSC), which is available for questions between 8:00 a.m. and 6:00 p.m., Eastern Time except for federal holidays.

Sincerely,

EDFacts Partner Support Center on behalf of the Office of Indian Education
Voice: (877) 457-3336 (877-HLP-EDEN)
Fax: (888) 329-3336 (888-FAX-EDEN)
Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com
Email: eden_oie@ed.gov
https://easie.grads360.org

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	194,629.00	0.00	194,629.00	202,880.00	0.00	202,880.00	4.2%
2) Federal Revenue		8100-8299	156,309.00	21,684.00	177,993.00	65,000.00	21,046.00	86,046.00	-51.7%
3) Other State Revenue		8300-8599	2,854.00	5,546.00	8,400.00	1,900.00	5,717.00	7,617.00	-9.3%
4) Other Local Revenue		8600-8799	11,652.00	97,265.00	108,917.00	6,500.00	97,265.00	103,765.00	-4.7%
5) TOTAL, REVENUES			365,444.00	124,495.00	489,939.00	276,280.00	124,028.00	400,308.00	-18.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	43,458.00	50,532.00	93,990.00	42,507.00	35,532.00	78,039.00	-17.0%
2) Classified Salaries		2000-2999	25,200.00	2,300.00	27,500.00	27,700.00	20,715.00	48,415.00	76.1%
3) Employee Benefits		3000-3999	15,054.00	12,515.00	27,569.00	25,126.00	24,719.00	49,845.00	80.8%
4) Books and Supplies		4000-4999	32,360.00	6,740.00	39,100.00	26,750.00	3,844.00	30,594.00	-21.8%
5) Services and Other Operating Expenditures		5000-5999	156,765.00	53,200.00	209,965.00	151,266.00	39,218.00	190,484.00	-9.3%
6) Capital Outlay		6000-6999	0.00	18,363.00	18,363.00	0.00	0.00	0.00	-100.0%
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			272,837.00	143,650.00	416,487.00	273,349.00	124,028.00	397,377.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			92,607.00	(19,155.00)	73,452.00	2,931.00	0.00	2,931.00	-96.0%
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	2018-19 Estimated Actuals Unrestricted (A)	2018-19 Estimated Actuals Restricted (B)	2018-19 Estimated Actuals Total Fund col. A + B (C)	2019-20 Budget Unrestricted (D)	2019-20 Budget Restricted (E)	2019-20 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			92,607.00	(19,155.00)	73,452.00	2,931.00	0.00	2,931.00	-96.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	127,008.00	108,855.00	235,863.00	219,615.00	89,700.00	309,315.00	31.1%
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)			127,008.00	108,855.00	235,863.00	219,615.00	89,700.00	309,315.00	31.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			127,008.00	108,855.00	235,863.00	219,615.00	89,700.00	309,315.00	31.1%
2) Ending Balance, June 30 (E + F1e)			219,615.00	89,700.00	309,315.00	222,546.00	89,700.00	312,246.00	0.9%
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	89,700.00	89,700.00	0.00	89,700.00	89,700.00	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	67,000.00	0.00	67,000.00	67,000.00	0.00	67,000.00	0.0%
Unassigned/Unappropriated Amount		9790	152,615.00	0.00	152,615.00	155,546.00	0.00	155,546.00	1.9%

LCAP Year 2017–18 2018–19 XXX 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Kashia School District		
Contact Name and Title	Francis Johnson, Superintendent/Principal	Email and Phone	fjohnson@scoe.org

2017-20 Plan Summary

THE STORY

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

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

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

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

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

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

The school focuses on project-based learning and ways to embed the Pomo culture into curriculum.

Parents and community members make up the bulk of employees serving as classroom assistants, recess coverage and food preparation. Nature trails are used for PE as well as counting and letters for the younger students.

LCAP HIGHLIGHTS

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

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.

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

GREATEST NEEDS

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

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

PERFORMANCE GAPS	There are no performance gaps identified on the Dashboard due to the small number of students at this necessary, small school. However, the teacher and administrator will continue to provide all required studies and focus on getting students to school on a more consistent basis incorporating a more board and comprehensive effort to approve school attendance,

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The school will continue to work on attendance.

Daily meals and snacks will continue to be served, the school will work on providing nutritious meals but work on making them more appealing.

The school will continue to provide employment opportunities for community members and parents.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$232,847

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Not included above are expenses for: Board, business manager, PTO or van.

$227,175	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-19

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

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL ____________________

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. 100% of teachers will be appropriately assigned and fully credentialed. 2. All students will have access to standards aligned curriculum (Common core and ELD standards) 3. 100% implementation of state board adopted academic content and performance standards will occur 4. All students, including unduplicated students, will have access to a broad course of study as applicable. 5. 80% of students will test proficient on the state mandate PE assessment. 6. There will be a 10% increase in students reading at grade level in AR.	1. 100% of teachers were appropriately assigned and fully credentialed. 2. All students had access to standards aligned curriculum (Common core and ELD standards) 3. 100% implementation of state board adopted academic content and performance standards occurred. 4. All students, including unduplicated students, had access to a broad course of study as applicable. 5. This test did not occur as we did not have the students necessary to take the test. 6. TBD

ACTIONS / SERVICES

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

Action **1.1**

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

ACTIONS / SERVICES

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

Action **1.2**

Actions/Services	PLANNED 1.2 There will be 100% implementation of required curriculum in ELA and Math. NGSS will be researched and piloted.	ACTUAL LOTTERY 1.2 There was 100% implementation of required CCSS aligned, curriculum in ELA and Math. NGSS was researched however, a pilot will begin next year.
Expenditures	BUDGETED Included in 1.1	ESTIMATED ACTUAL Included in 1.1.

ACTIONS / SERVICES

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

Action **1.3**

Actions/Services	PLANNED 1.3 Students will be taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness.	ACTUAL 1.3 Students were taken on structured walking/hiking activities to increase awareness of surrounding while, concurrently, increasing cardiovascular fitness. Additionally, aerobics videos were utilized due to requests by students, which increased student engagement.
Expenditures	BUDGETED Included in action 1.1	ESTIMATED ACTUAL Included in action 1.1

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All aspects of this goal were substantially implemented as planned with the exception of piloting NGSS.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal was effective in ensuring students have access to CCSS aligned curriculum and promoting engagement through attendance, differentiated instruction, and the retention of a teacher and administrator.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Employee expenditures were for teacher and 30% superintendent instead of two classroom aides. Parent assistants were partially used for classroom support. A part time resource specialist teacher was added for part of the year to support students receiving IEP's.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Professional development and demonstration lessons on NGSS will be provided next year (action 1.4). Sports equipment was purchased in response to stakeholder feedback and is being monitored to provide safe and up to date equipment(action 1.5).

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ____________________

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
50% of parents will participate in the LCAP Survey and provide input on the district's goals for increased student achievement. 75% of parents will attend school events as measured through observation and sign-in sheets.	50% of parents participated in the parent, teacher group were they discuss school climate and make suggestions monthly. 100% of parents attended school events as measured through observation and sign-in sheets.

ACTIONS / SERVICES

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

Action **2.1**

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

ACTIONS / SERVICES

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

Action **2.2**

Actions/Services	PLANNED 2.2 Parent Council newsletter will be sent to parents in hard copy.	ACTUAL 2.2 Parent Council was reinstated in the fall with parents and grandparents participating. No newsletters were sent out but many on sight gatherings occurred.

Expenditures	BUDGETED No cost.	ESTIMATED ACTUAL No cost.

ACTIONS / SERVICES

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

Action **2.3**

Actions/Services	PLANNED 2.3 Principal will reach out personally to recruit parents to participate in school functions.	ACTUAL 2.3 Principal reached out personally to recruit parents to participate in school functions. She also included them as part of the classroom utilizing them as classroom assistants which was partially successful.
Expenditures	BUDGETED No cost.	ESTIMATED ACTUAL No cost.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions were substantially implemented as planned.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services of this goal were effective as parent survey participation increased and it was visually observed by administration that parents were more visible and are beginning to communicate with both the administrator and teacher, on a regular basis. The parent teacher group was re-established mid-year and many parents/grandparents are attending.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No differences are expected.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	A concerted effort will be made through modeling and guidance, to inform parents on how to be effective classroom assistants with the support of our local EduAct group (new action 2.4).

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ______________________

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Facilities: Maintain "good" rating 2. Suspensions: Maintained at 0 3. Expulsions: Maintained at 0 4. CHKS – 75% of students will report feeling safe at school 5. Attendance rate to increase 2% over baseline established in 2015-16	1. Facilities: Maintained "good" rating 2. Suspensions: Maintained at 0 3. Expulsions: Maintained at 0 4. CHKS – 100% of students will report feeling safe at school 5. Attendance rate decreased by at least 2%

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 3.1 Provide counseling services for all students as needed	ACTUAL 3.1 Provided counseling services for all students as needed. Students were referred to the Indian Health Center. Nearby district provided a counselor for one day for one specific incident.
Expenditures	BUDGETED No cost. Counseling services provided by tribal counsel.	ESTIMATED ACTUAL -0-

ACTIONS / SERVICES

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

Action **2**

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

ACTIONS / SERVICES

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

Action **3**

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

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Providing counseling services is challenging however, effort continues to be made on this regard. Implementation was partial due to limited counseling resources.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This goal was effective as students reported on their survey that they feel safe to come to school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Fencing was installed, windows were broken and replaced, inside classrooms were remodeled and painted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Increased efforts to use outside counseling services for family substance abuse and student support, will be made (modified action 3.1). Students will be given increased opportunities to be part of the school community through service learning and utilization of the Character First Curriculum (modified action 3.3). A mentor system with Sonoma County Office of Education was utilized for our intern teacher

Goal 4	4: Students will be engaged in their learning

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL ____________

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. Increase attendance to 85% 2. Decrease chronic absenteeism by 2% of current rate 3. All students will participate in curriculum on the Pomo language as indicated by the instructional schedule	1. Decreased attendance to 83% 2. Chronic absenteeism maintained due to a student coming who has not attend school for 2 years. He now attends occasionally. 3. All students participated in curriculum on the Pomo music. Pomo verbal and written language will be a focus next year.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	4.1 Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language	4.1 Absenteeism was not reduced although we did provide points and rewards to students. We did a triple monitoring system also, to track attendance. We met with parents to discuss reasons for tardies. We bought students alarm clocks and taught them how to use them. Parents were given drug information to encourage better health and the importance of good modeling for students. Focus on the Pomo music occurred through the first semester, via recordings of traditional music for historical and cultural purposes and future lessons.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$4,000 Native American studies included music and language Resource = 4510 Objects = 1xxx to 5xxx MGMT = 4510	$4000 OBJ 1xxx salary, 3xxx benefits, 4xxx supplies, 5xxx services (Mgmt 4510 Title 7) Sup & Consent Provided Native American basket weaving, music & language.

ACTIONS / SERVICES

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

Action	2	
Actions/Services	PLANNED 4.2 Integrate technology into the Make space of the classroom	ACTUAL 4.2 Integrated technology into the Make space of the classroom
Expenditures	BUDGETED $3000 IT Services Resource 0000 Object 5840 MGMT 1000	ESTIMATED ACTUAL $1000 Obj 5840 services (MGMT 0100 Sup & Consent) Assisted with computers, technology learning, native American studies and parent involvement “movie” night, did not happen for most of the year due to lack of vendor/employee.

ACTIONS / SERVICES

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

Action	3	
Actions/Services	PLANNED 4.3 Provide lunch at no cost to students	ACTUAL 4.3 Provided lunch at no cost to students
Expenditures	BUDGETED $4000 school meals Resource 0000 Object 4xxx to 5xxx MGMT 3700	ESTIMATED ACTUAL $4000= 4xxx supplies & 5xxx services (Mgmt 3700 Food Services) Sup & Consent Provided lunch and snacks to students free of charge.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	This goal was partially implemented. The Pomo language will be addressed next year
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were only somewhat effective. Due to the unique culture of the community, it is difficult to get students to school on a regular basis. However, students are showing evidence of learning and the general atmosphere has improved suggesting there is increased engagement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No changes to be expected for expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Technology was used to create a yearbook with the support of local volunteers, the students uploaded pictures and memories from the last two school years to create a fabulous memory book. (modified action 4.2).

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL ________________________________

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] ____
Location(s)	☐ All schools ☐ Specific Schools: ____ ☐ Specific Grade spans: ____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: ____ ☐ Specific Grade spans: ____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A fully credentialed teacher will be hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.	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.	A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$65,402	Amount	$66,352	Amount	$76,523
Source	BASE	Source	BASE	Source	BASE
Budget Reference	OBJ 1xxx/3xxx salary & benefits	Budget Reference	OBJ 1xxx/3xxx salary & benefits	Budget Reference	OBJ 1xxx/3xxx salary & benefits

	2017-18		2018-19		2019-20
	MGMT 0100-Elem Ed/1400-EPA/5810-REAP		MGMT 0100-Elem Ed/1400- EPA/5810-REAP		MGMT 0100-Elem Ed/1400-EPA/5810-REAP
Amount	$110,551 ($33,165/$77,386)	Amount	$113,872 ($34,162/$79,710)	Amount	$117,288 ($35,186/$82,102)
Source	30% SUPP & CONC 70% BASE	Source	30% SUPP & CONC 70% BASE	Source	30% SUPP & CONC 70% BASE
Budget Reference	OBJ 5838 Services (contracted through SCOE)	Budget Reference	OBJ 5838 Services (contracted through SCOE)	Budget Reference	OBJ 5838 Services (contracted through SCOE)
	MGMT 2700-School Admin/7150-District Admin/6500-RSP		MGMT 2700-School Admin/7150-District Admin/6500-RSP		MGMT 2700-School Admin/7150-District Admin/6500-RSP

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Curriculum will continue to be updated to reflect integration and implementation of CCSS.	Curriculum will continue to be updated to reflect integration and implementation of CCSS.	Curriculum will continue to be updated to reflect integration and implementation of CCSS.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$2000	Amount	$3830	Amount	$4600
Source	BASE	Source	BASE	Source	BASE
Budget Reference	OBJ 4310 supplies MGMT 1100 Lottery	Budget Reference	OBJ 4310 supplies MGMT 1100 Lottery/0100 Elem Ed	Budget Reference	OBJ 4310 supplies MGMT 1100 Lottery/0100 Elem Ed

Action 3

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase sports equipment.	Replace broken and worn sports equipment.	Replace broken and worn sports equipment.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$500	Amount	$202	Amount	$200
Source	BASE	Source	BASE	Source	BASE
Budget Reference	OBJ 4315 PE Supplies MGMT 0100 Elem Ed	Budget Reference	OBJ 4315 PE Supplies MGMT 0100 Elem Ed	Budget Reference	OBJ 4315 PE Supplies MGMT 0100 Elem Ed

☐ New ☐ Modified ☒ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 x 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ______________________

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement	50%	65% Participation	75% Participation	85% Participation
Parents will attendance at school events as measured through observation and sign-in sheets	100%	!00% Attendance	!00% Attendance	!00% Attendance

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1 Website will be maintained as a site for updated legal and community services	2.1 Website will be maintained as a site for updated legal and community services	2.1 Website will be maintained as a site for updated legal and community services

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1000	Amount	$1000	Amount	$1000
Source	SUPP & CONC	Source	SUPP & CONC	Source	SUPP & CONC
Budget Reference	OBJ 5840 services/ MGMT 1000 Supp&Conc	Budget Reference	OBJ 5840 services/ MGMT 1000 Supp&Conc	Budget Reference	OBJ 5840 services/ MGMT 1000 Supp&Conc

Action 2

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Superintendent will publish a monthly newsletter that will be distributed in hard copy.	Superintendent will publish a monthly newsletter that will be distributed in hard copy.	Superintendent will publish a monthly newsletter that will be distributed in hard copy.

BUDGETED EXPENDITURES

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

☐ New ☐ Modified ☒ Unchanged

Goal 3

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

State and/or Local Priorities Addressed

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 x 5 x 6 ☐ 7 ☐ 8

by this goal:	COE ☐ 9 ☐ 10 LOCAL ________________
Identified Need	Students need to feel safe and secure at school in order to be successful. There has been some aggressive behavior experienced by students at school leading to students feeling unsafe (as noted through observation). N/A: MS and HS drop out rates, HS grad rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)] ________
Location(s)	X All schools ☐ Specific Schools: ________ ☐ Specific Grade spans: ________

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: ________ ☐ Specific Grade spans: ________

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.

BUDGETED EXPENDITURES

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

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Students will be given responsibilities for	Students will be given responsibilities for	Students will be given responsibilities for

2017-18	2018-19	2019-20
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.	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.	maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.

BUDGETED EXPENDITURES

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

Action **3**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain current facilities with janitorial services and maintenance repairs and supplies.	Maintain current facilities with janitorial services and maintenance repairs and supplies.	Maintain current facilities with janitorial services and maintenance repairs and supplies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$31,735	Amount	$30,800	Amount	$30,400
Source	BASE	Source	BASE	Source	BASE
Budget Reference	OBJ 2xxx-5xxx /MGMT 8110 maintenance & 8200 custodial	Budget Reference	OBJ 4xxx-5xxx /MGMT 8110 maintenance & 8200 custodial	Budget Reference	OBJ 4xxx-5xxx /MGMT 8110 maintenance & 8200 custodial

Goal 4

☐ New ☐ Modified x Unchanged

Students will be engaged in their learning.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 x 5 ☐ 6 ☐ 7 x 8

COE ☐ 9 ☐ 10

LOCAL ____________________

Identified Need

There is low attendance and chronic absenteeism.

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

PLANNED ACTIONS / SERVICES

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

Action 1

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.	Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.	Reduce absenteeism by providing incentives, and support parents to get students to school, and provide engaging curriculum on the Pomo culture and language.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$4000	$4000	$4000
Source	Title 7	Title 7	Title 7
Budget Reference	OBJ 1xxx-4xxx/MGMT 4510 Title 7	OBJ 1xxx-4xxx/MGMT 4510 Title 7	OBJ 1xxx-4xxx/MGMT 4510 Title 7

Action 2

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Use technology to publish a school-wide yearbook.	Use technology to publish a school-wide yearbook.	Use technology to publish a school-wide yearbook.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$100	Amount	$400	Amount	$200
Source	Supp&Conc.	Source	Supp&Conc.	Source	Supp&Conc.
Budget Reference	OBJ 4397/ MGMT 1000 sup/con	Budget Reference	OBJ 4397/ MGMT 0100 Elem Ed	Budget Reference	OBJ 4397/ MGMT 0100 Elem Ed

Action **3**

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide lunch at no cost to students	Provide lunch at no cost to students	Provide lunch at no cost to students

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$4300	$4000	$4000
Source	SUPP&CONC	SUPP&CONC	SUPP&CONC
Budget Reference	OBJ 2xxx-5xxx/MGMT 3700 food services	OBJ 4xxx-5xxx/MGMT 3700 food services	OBJ 4xxx-5xxx/MGMT 3700 food services

Action **4**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Instructional Parent Assistants	Provide Instructional Parent Assistants	Provide Instructional Assistants

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$3,000	Amount	$6,000	Amount	0
Source	SUPP&CONC	Source	SUPP&CONC	Source	SUPP&CONC
Budget Reference	OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc	Budget Reference	OBJ 5805 & 5806 Services MGMT 1000 Supp & Conc	Budget Reference	Hiring RSP Aide to cover classroom assistance

Action 5

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide Integrated Technology to improve equitable access to the curriculum	Provide Integrated Technology to improve equitable access to the curriculum	Provide Integrated Technology to improve equitable access to the curriculum

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$1,595	$4,000	$1,500
Source	SUPP&CONC	SUPP&CONC	SUPP&CONC
Budget Reference	OBJ 5840 services MGMT 1000 Supp & Conc	OBJ 5840 services MGMT 1000 Supp & Conc	OBJ 5840 services MGMT 1000 Supp & Conc

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017–18 ☐ 2018–19 XXX 2019–20

	$41,287	Percentage to Increase or Improve Services:	22.30 %

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

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 XXX 2018–19 2019–20

$30,818 Percentage to Increase or Improve Services: 19.26 %

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

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

2018-19

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

$27,601 Percentage to Increase or Improve Services: 18.49 %

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

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

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

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

Kashia Elementary (70888) - Original 2019-20 Budget — 7/1/2019

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

	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24
1. LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*		35,642	35,210	34,373	34,373	34,373
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils						
3. Difference *[1] less [2]*						
4. Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*						
GAP funding rate						
5. Estimated Supplemental and Concentration Grant Funds *[2] plus [4]* *(unless [3]<0 then [1])* ***(for LCAP entry)***		35,642	35,210	34,373	34,373	34,373
6. Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*		166,456	171,458	176,257	176,257	176,257
LCFF Phase-In Entitlement		*202,880*	*207,450*	*211,412*	*211,412*	*211,412*
7/8. Percentage to Increase or Improve Services* *[5] / [6]* ***(for LCAP entry)***		21.41%	20.54%	19.50%	19.50%	19.50%

**percentage by which services for unduplicated students must be increased or improved over services provided for*
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration

SUE SERVICES

	2019-20	2020-21	2021-22	2022-23	2023-24
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 35,642	$ 35,210	$ 34,373	$ 34,373	$ 34,373
Current year Percentage to Increase or Improve Services	21.41%	20.54%	19.50%	19.50%	19.50%

LCFF Calculator Universal Assumptions

Kashia Elementary (70888) - Original 201 — 7/1/2019

Summary of Funding

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Target Components:						
COLA & Augmentation	3.70%	3.26%	3.00%	2.80%	0.00%	0.00%
Base Grant	160,986	166,456	171,458	176,257	176,257	176,257
Grade Span Adjustment	-	-	-	-	-	-
Supplemental Grant	15,463	17,056	17,139	17,097	17,097	17,097
Concentration Grant	17,398	18,586	18,071	17,276	17,276	17,276
Add-ons	782	782	782	782	782	782
Total Target	194,629	202,880	207,450	211,412	211,412	211,412
Transition Components:						
Target	$ 194,629	$ 202,880	$ 207,450	$ 211,412	$ 211,412	$ 211,412
Funded Based on Target Formula *(PY P-2)*	FALSE	TRUE	TRUE	TRUE	TRUE	TRUE
Floor	181,492	199,245	197,479	197,479	197,479	197,479
Remaining Need after Gap *(informational only)*	-	-	-	-	-	-
Gap %	100%	100%	100%	100%	100%	0%
Current Year Gap Funding	13,137	-	-	-	-	-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	**$ 194,629**	**$ 202,880**	**$ 207,450**	**$ 211,412**	**$ 211,412**	**$ 211,412**

Components of LCFF By Object Code

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
8011 - State Aid	$ 78,726	$ 86,722	$ 93,058	$ 97,020	$ 97,020	$ 97,020
8011 - Fair Share	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	15,545	13,793	9,980	7,891	5,761	3,045
Local Revenue Sources:						
8021 to 8089 - Property Taxes	100,358	102,365	104,412	106,501	108,631	111,347
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-
Property Taxes net of in-lieu	*100,358*	*102,365*	*104,412*	*106,501*	*108,631*	*111,347*
TOTAL FUNDING	$ 194,629	$ 202,880	$ 207,450	$ 211,412	$ 211,412	$ 211,412
Basic Aid Status	*Non-Basic Aid*	*Non-Basic Aid*	*Non-Basic Aid*	*Non-Basic Aid*	*Non-Basic Aid*	*Non-Basic Aid*
Less: Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -
Less: EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -
Total Phase-In Entitlement	***$ 194,629***	***$ 202,880***	***$ 207,450***	***$ 211,412***	***$ 211,412***	***$ 211,412***

EPA Details

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
% of Adjusted Revenue Limit - Annual	28.56249995%	28.56249995%	28.56249995%	28.56249995%	28.56249995%	28.56249995%
% of Adjusted Revenue Limit - P-2	28.56249995%	28.56249995%	28.56249995%	28.56249995%	28.56249995%	28.56249995%
EPA (for LCFF Calculation purposes)	$ 15,545	$ 13,793	$ 9,980	$ 7,891	$ 5,761	$ 3,045
8012 - EPA, Current Year Receipt *(P-2 plus Current Year Accrual)*	15,545	13,793	9,980	7,891	5,761	3,045
8019 - EPA, Prior Year Adjustment *(P-A less Prior Year Accrual)*	(5,767)	-	-	-	-	-
Accrual (from Assumptions)	-	-	-	-	-	-

LCFF Calculator Universal Assumptions						
Kashia Elementary (70888) - Original 201					7/1/2019	
Summary of Student Population						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Unduplicated Pupil Population						
Enrollment	15	13	13	13	13	13
COE Enrollment	-	-	-	-	-	-
Total Enrollment	*15*	*13*	*13*	*13*	*13*	*13*
Unduplicated Pupil Count	15	12	12	12	12	12
COE Unduplicated Pupil Count	-	-	-	-	-	-
Total Unduplicated Pupil Count	*15*	*12*	*12*	*12*	*12*	*12*
Rolling %, Supplemental Grant	100.0000%	97.5000%	95.1200%	92.3100%	92.3100%	92.3100%
Rolling %, Concentration Grant	100.0000%	97.5000%	95.1200%	92.3100%	92.3100%	92.3100%
FUNDED ADA						
Adjusted Base Grant ADA	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Adjusted Base Grant ADA	-	-	-	-	-	-
Necessary Small School ADA	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
Grades TK-3	6.20	7.00	7.00	7.00	7.00	7.00
Grades 4-6	0.73	1.00	1.00	1.00	1.00	1.00
Grades 7-8	2.66	2.50	2.50	2.50	2.50	2.50
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	***9.59***	***10.50***	***10.50***	***10.50***	***10.50***	***10.50***
Total Funded ADA	**9.59**	**10.50**	**10.50**	**10.50**	**10.50**	**10.50**
ACTUAL ADA *(Current Year Only)*						
Grades TK-3	6.20	7.00	7.00	7.00	7.00	7.00
Grades 4-6	0.73	1.00	1.00	1.00	1.00	1.00
Grades 7-8	2.66	2.50	2.50	2.50	2.50	2.50
Grades 9-12	-	-	-	-	-	-
Total Actual ADA	**9.59**	**10.50**	**10.50**	**10.50**	**10.50**	**10.50**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-

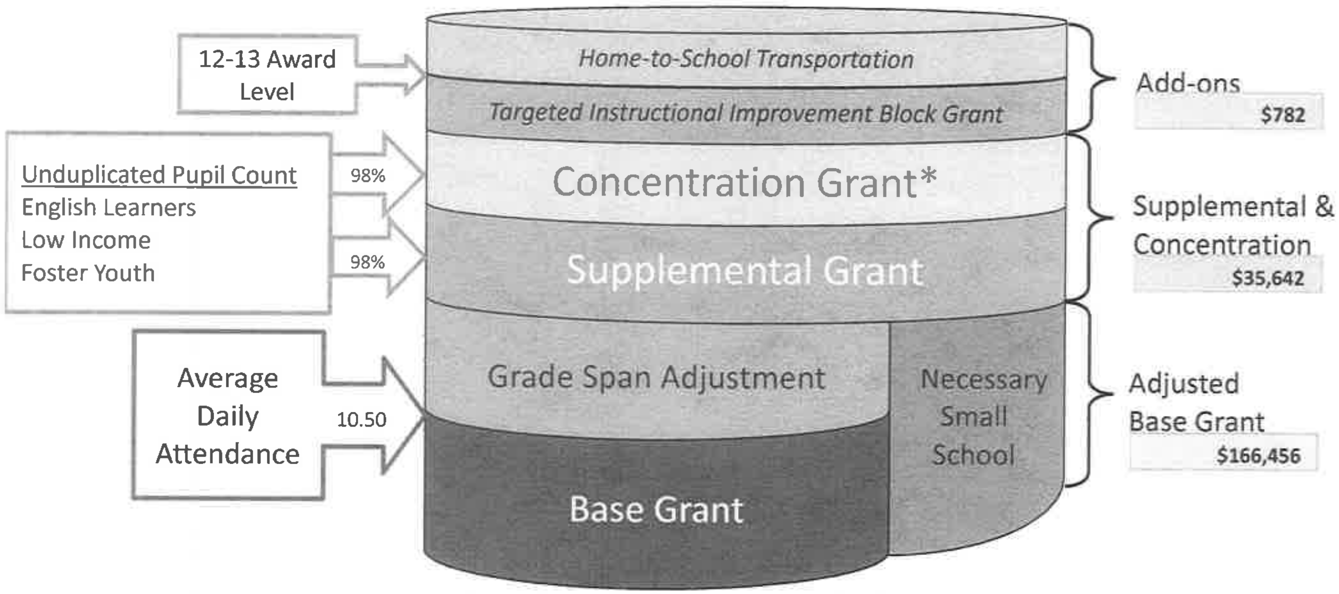
LCAP Percentage to Increase or Improve Services						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Current year estimated supplemental and concent	$ 32,861	$ 35,642	$ 35,210	$ 34,373	$ 34,373	$ 34,373
Current year Percentage to Increase or Improve Se	20.41%	21.41%	20.54%	19.50%	19.50%	19.50%

Components of LCFF Target Entitlement

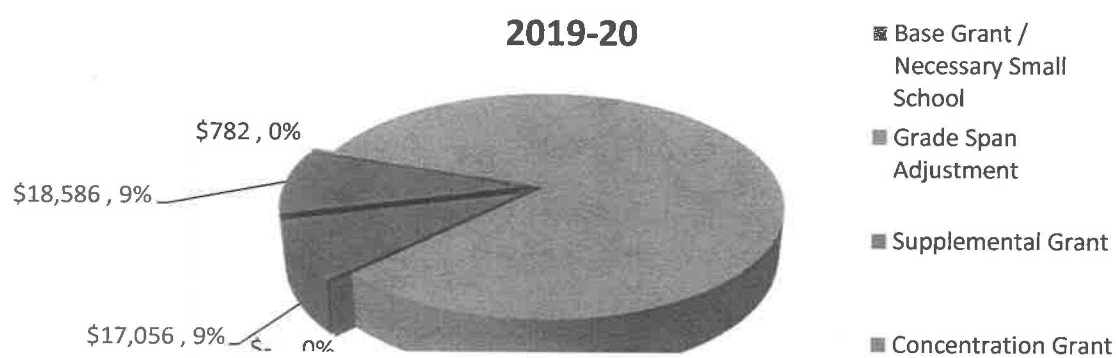
Change the fiscal year here to update all of the charts and graphics on this page

		2019-20		
Base Grant / Necessary Small School	$	166,456		10.50 ADA
Grade Span Adjustment	$	-		
Supplemental Grant	$	17,056	98%	
Concentration Grant	$	18,586	98%	
Add-ons (TIIBG & Transportation)	$	782		
Total	$	202,880		

TOTAL TARGET LCFF: $202,880



*Unduplicated Pupil Percentage must be above 55%



Kashia Elementary (Sonoma County) Education Protection Account (1400)

	B	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2019-20	2019-20
REVENUE		Est	Actual	Est	Actual	Est	Actual	Est	Actual	Est	Actual	Est	Actual	Estimate	Actual	Estimate	Actual
Revenue Limit - 8012		24905	$24,905	$23,302	$24,384	$26,114	$32,467	$29,235	$28,727	$22,894	$22,894	$21,147	$17,101	$15,545		$13,793	
EXPENDITURES																	
Teacher - 1100	**	19073	$19,073	$15,795	$12,022	$26,114	$24,808			$19,473	$19,473	$17,840	$13,794	$12,398		$10,646	
Aide - 2100								$21,497	$21,497								
Benefits - 3xxx	**	5832	$5,835	$6,506	$12,362	$0	$7,659	$7,738	$7,230	$3,421	$3,421	$3,307	$3,307	$3,147		$3,147	

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). School district, county offices of education, and charter schools (LEA's) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount, which includes charger school general purpose funding. A corresponding reduction is made to an LEA's revenue limit or charter general purpose state aid equal to the amount of their EPA entitlement. LEA's will receive EPA payments quarterly beginning with the 2013-14 Fiscal Year.

District: Kashia School District
CDS #: 49-70888

Adopted Budget
2019-20 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances

Form	Fund	2019-20	Objects 9780/9789/9790
01	General Fund	$312,246.00	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$312,246.00	
	District Standard Reserve Level	0%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$67,000.00	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$245,246.00	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	**Fund**	**2019-20**	**Description of Need**
01	General Fund	$89,700.00	Due to SELPA
01	General Fund		
01	General Fund		
01	General Fund		
01	General Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
	Insert Lines above as needed		
	Total of Substantiated Needs	$89,700.00	

Remaining Unsubstantiated Balance **$155,546.00**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name FJohn	Frances Johnson
Authorized Representative's Signature	[signature]
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/22/2019

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Frances Johnson
Authorized Representative's Title	Superintendent/Princia;
Authorized Representative's Signature Date	06/03/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

2019-20 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

To receive funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the 2017/18–2019/20 LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification the LEA is agreeing to submit the LCAP Federal Addendum that has been approved by the local governing board or governing body of the LEA to the California Department of Education (CDE), and acknowledging that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017/18–2019/20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017/18–2019/20 LCAP. For COEs, it should be the date the CDE approved your 2017/18–2019/20 LCAP.	08/01/2018
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Frances Johnson
Authorized Representative's Title	Superintendent

2019-20 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/12/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Does not apply

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

2019-20 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	No
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	No
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	No

2019-20 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:
John Miles, Financial Accountability and Info Srv Office, jmiles@cde.ca.gov, 916-445-7289

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2019-20 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

2018-19 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:
Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746

2018-19 Title II, Part A entitlement	$843
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$843

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	$843
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Title V, Part B, Subpart 1 Alternative Uses of Funds Authority Participation	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$843
2018-19 Unspent funds	$0

2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:
Leanne Wheeler, Regional Support and Awards Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Frances
Homeless liaison last name	Johnson
Homeless liaison title	Superintendent/Principal
Homeless liaison email address (Format: abc@xyz.zyx)	fjohnson@scoe.org
Homeless liaison telephone number (Format: 999-999-9999)	707-785-9682
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Regional Support and Awards Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	No
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	No
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	CBO does not find one that exists.
Date LEA's board approved the homeless education policy	
Does the LEA meet the above federal requirements	No
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	CBO does not find one that exists.

2017-18 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2019.

CDE Program Contact:
Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746

2017-18 Title II, Part A entitlement	$295

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	$295
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Title V, Part B, Subpart 1 REAP Funds used for flexible use under REAP	
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$295
2017-18 Unspent funds	$0

Consolidated Application and Reporting System
2019-2020 Spring Submission

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds received and/or audited according to the standards and criteria set forth in the California Department of Education's Federal Program Monitoring (FPM) Manual. Legal assurances for all the programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retrained on site. I certify that we accept all assurances except for those, which a waiver has been obtained or requested. A copy of all waivers or requests is on the file. I certify that actual ink signatures for this page are on file.

	FRANCIS JOHNSON	Supt.	5/21/19
Signature of authorized representative	Printed name of authorized representative	Title	Date