

Kashia School District

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

Agenda
Governing School Board
Wednesday, October 14, 2020
4:00 p.m.
Kashia School District

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

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

2. Approval of Agenda

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

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

4. Communication

Final Learning Continuity Plan – SCOE approved

5. Consent Agenda

- 5.1 Approval of Minutes from September 23, 2020
- 5.2 Approval of Warrants for September 2020
- 5.3 Williams Quarterly Report July 2020 to September 2020

6. Reports and Communications

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

7. Items Scheduled for Information and Discussion

- 7.1 First Reading Board Policies
 - AR 6116 Classroom Interruptions
 - BP 6120 Response to Instruction and Intervention
 - BP 6141 Curriculum Development and Evaluation
 - AR 6141 Curriculum Development and Evaluation
 - BP 6142.3 Civic Education
 - BP 6142.7 Physical Education
 - AR 6142.7 Physical Education
 - BP 6142.8 Comprehensive Health Education
 - AR 6142.8 Comprehensive Health Education
 - BP 6142.91 Reading/Language Arts Instruction
 - BP 6142.92 Mathematics Instruction
 - BP 6142.93 Science Instruction
-

8. Items Scheduled for Discussion and Action

- 8.1 Approve Budget Updates
- 8.2 Appoint Board Member to Fill Full Term Vacancy Ending December 2024
- 8.3 Appoint Board Member to Fill Short Term Vacancy Ending December 2022

9. Items Scheduled for Future Board Meetings

- 9.1 Board Policies
- 9.2 Facilities Inspection Tool (FIT)
- 9.3 1st Interim Report
- 9.4 Audit

10. Adjournment

Next Regular Board Meeting, Wednesday, November 18, 2020

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community

Children have no internet so have not been able to participate in distance learning using the internet. Children have not been allowed to attend school for in person learning due to County health regulations. Children will need additional enrichment when allowed to return to school. The teachers have worked very hard to create individual work packets. A monitoring system was devised so students check in daily for a one to one consultation either by phone (many students and their families do not have working phones or limited minutes) or in person, one at a time. Small cohorts would work better but to date have been denied. The reality is that the LEA and teachers are left with unrealistic expectations due to the lack of infrastructure that should have been provided by the state. Small rural schools, often with the greatest needs receive the least resources in many cases. This is compounded by lack of political motivation due to the lesser numbers in the population.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

In direct conversations with our stakeholders in the community is they strongly prefer in-person learning for the children. Without internet connectivity or skills from the parents to teach distance learning, they strongly recommended in-person learning. Following this consensus we applied for a waiver for in person learning. This waiver has been denied. We continue to work with County and State officials to provide a viable education for our students. The Board has been extremely understanding and very supportive of school needs. The local volunteers from churches nearby, support the families offering additional food and transportation. The immediate community is very involved and concerned about the needs of the school. Teachers spend extra time and effort to provide individualized learning in all areas of the curriculum.

[A description of the options provided for remote participation in public meetings and public hearings.]

Public Board meetings as well as phone calls directly to parents and guardians.

[A summary of the feedback provided by specific stakeholder groups.]

Both parents and board agree that distance learning is not viable to the degree necessary until all families have internet access from their homes. They also need training in accessing distance learning and need training in computer skills. To mitigate this lack of technology, the staff created individual work packets and arranged for consultations.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

As stated prior, stakeholders want in-person learning. All parents are willing to follow safety protocols mandated by the County, Health Department and School District. Most of the families do not understand why they cannot have in person learning since they all live in close proximity and their children play together. There are only 3 to 4 households in the entire school. When the waiver was denied, we again applied for an exception. We submitted an explanation stating why the stakeholders felt it to be necessary.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

When school is allowed to resume classroom instruction, every attempt will be made to provide enrichment activities in all areas of specific need for each student. Additional staff will be utilized as necessary for after school tutoring.

Actions Related to In-Person Instructional Offerings [Additional rows and actions may be added as necessary]

Description	Total Funds	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	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Work packets will be sent home to support classroom learning. In the past we have found very low return rate of these materials due to family situations. In the areas of PE and science, assignments will be given that are hands on projects, which should enable students to have success. Upon denial of the waiver, Kashia instituted a plan which includes on to one consultations either by phone, computer or in person. In addition, the school is working with SCOE to provide Verizon Hot Spots. Chromebooks for all students have been donated.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students have received donated devices, but the only reliable access to the internet is at the school site. We have applied for grants and worked with the Tribe to encourage installation of the internet on the reservation. We have written of the matter in all surveys sent to the school and have notified the State government of the urgent need.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Assessments will be determined by the outcome of project based learning as it aligns with Common Core Standards. Each individual work packet assignment will be given a minutes on task value.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

When internet is installed in the homes of children on the Reservation and COVID restrictions are lifted, parent classes will be held in order to educate them with computer and distance learning skills. In the meantime, individual consultations are held with the student and parent.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The staff has by necessity worked many more hours with no guaranteed outcome. All staff are impacted with new obligations of monitoring the health of anyone entering the school for any reason. They have the added responsibilities of connecting with outside medical facilities to establish contact tracing procedures in their immediate school community. They have to educate the families on the necessity of masks and other safety protocols.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

<p>All students at Kashia have unique needs and we partner with specific organizations to address these concerns. This includes working with the homeless organization, Sonoma County nutrition program, Indian Health and the local missionaries. The school provides individualized instructional materials.</p>			
<p>Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]</p>			
Description	Total Funds	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.	3,000	yes	
<p>Pupil Learning Loss</p>			
<p>[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]</p>			
<p>Assessments will be determined by the outcome of project based learning as it aligns with Common Core Standards. Multi approach assessments will be utilized giving a broad spectrum of student progress. This will include standardized tests, daily record keeping and observational strategies.</p>			
<p>Pupil Learning Loss Strategies</p>			
<p>[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]</p>			
<p>All students at Kashia have unique needs and we partner with specific organizations to address these concerns. This includes working with the homeless organization, Sonoma County nutrition program, Indian Health and the local missionaries.</p>			
<p>Effectiveness of Implemented Pupil Learning Loss Strategies</p>			
<p>[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]</p>			
<p>Because Kashia is a one classroom school district with 10 students, no child will go unnoticed and will receive direct support from the teacher. One measure utilized is to track the daily participation of each student measuring not only academic progress, but social emotional as well.</p>			

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Students will receive instructional 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	\$4,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Kashia relies on cultural, traditional methods of healing and tribal support. Under Health and Safety, all Native children are served by CA Indian Health. We are in the process of coordinating with them on COVID testing for students and community and establishing a procedure for contact tracing.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

The school has applied for a waiver in order to provide individualized learning through small tutoring groups. The waiver was denied, therefore, we are currently providing one to one consultation via phone, computer or one to one consultations.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Prepared meals are provided by Santa Rosa City Schools and have been since March. Daily meals have and will continue to be provided weekly. Tribal members and staff will continue to deliver meals directly to student homes. This ensures that students have both lunch and snacks.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Distance Learning Supplies	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.	\$8,000	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.	\$2,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.43	All students are Low Income students, all expenses expected are noted above. \$32,408

Required Descriptions

[For the actions 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 needs of these students.]

Kashia is a one classroom K-8 school district. There are currently no English learners. The student population of ten will be directly serviced by the teacher, tutors and volunteers as well as community Tribal members. Students living in doubled up homes, will be given additional supplementary educational materials.

Kashia School District
Minutes
Board Meeting, September 23, 2020

1. Meeting called to order at 4:11 by Board President Charlene Pinola
Roll Call: Trustee Gene Parrish (phone), Trustee Charlene Pinola
Absent: Trustee Glenda Antone
Staff: Frances Johnson, Patti Pomplin
Community: None
2. Approval of Agenda: Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the Board to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communication
 - 4.1 SCOE Approval of Original 2020-21 Budget
5. Consent Agenda
Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the Board to approve the consent agenda as presented.
 - 5.1 Approved Minutes from August 12, 2020
 - 5.2 Approved Warrants from August 2020
6. Reports and Communications
 - 6.1 Governing Board – Trustee Pinola would like students to start with Native American Studies, also had COVID testing; Trustee Parrish stated that the new teacher was top of the line and also had COVID retesting along with Trustee Antone.
 - 6.2 Superintendent – New driveway being installed; new water fountains to be installed; Ms. Amy doing a wonderful job; Janet VanWinkle will be doing assessments; will have 7 new students this year for a total of 15 or 16; students seem to be happy and learning with a new teacher; parents and grandparents are supportive and helpful.
 - 6.3 Teacher – none
 - 6.4 Business Manager – audit will be October 7th and 8th
 - 6.5 PTO – None
7. Items Scheduled for Information and Discussion
 - 7.1 Discuss December Board Meeting Date – Trustee Parrish and Trustee Pinola
It was decided to move Decembers board meeting to the 16th and both Trustee Parrish and Trustee Pinola agreed to continue on the board, they will submit a letter stating that and their positions will be appointed at the October board meeting.
 - 7.2 Information on Reopening Plan
Teacher meeting with family groups to hand out packets and go over assignments. All students were given desks for working at home.

8. Items Scheduled for Discussion and Action

8.1 Final Reading Board Policies

BP 4000 Concepts & Roles

BP 4030 Nondiscrimination in Employment

AR 4030 Nondiscrimination in Employment

BP 4031 Complaints Concerning Discrimination

AR 4031 Complaints Concerning Discrimination

AR 4032 Reasonable Accommodation

AR 4112.5 Criminal Records Check

AR 4112.6 Personnel Files

BP 4112.61 Employment References

AR 4112.61 Employment References

BP 4112.8 Employment of Relatives

BP 4112.9 Employee Notifications

E 4112.9 Employee Notifications

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the board policies as presented.

8.2 Public Hearing – Sufficiency of Instructional Materials

Open: 4:38

Closed: 4:39

8.3 Approve Resolution 09092020#1 Declaring Instructional Method for 2020-21

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the Instructional Method resolution as presented.

8.4 Approve J13a Emergency Closure Dates for August 19 to 26, 2020

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the J13a for closure dates due to fires, road closures and evacuations.

8.5 Approve 2019-20 Unaudited Actuals

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the Unaudited Actuals as presented.

8.6 Approve 2019-20 Gann Limit

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the Gann Limit as presented.

8.7 Public Hearing 2020-21-21 Learning Continuity Plan

Open: 4:44

Closed: 4:45

Board meetings were to be held on Wednesday, September 9th and Wednesday September 16th which lacked a quorum to continue regular and special board meetings, no Public came to any of the three available board meeting in September to make comments.

Moved by Trustee Pinola, seconded by Trustee Parrish and passed unanimously by the board to approve the Learning Continuity Plan as presented. This document will be forwarded to SCOE for comment and approval.

9 Items Scheduled for Future Board Meetings.

- 9.2 Board Policies
- 9.3 Budget Updates
- 9.4 Multi Year Projects
- 9.5 Board Appointments
- 9.6 Hire New Employees

10 Meeting Adjourned at 4:50

Next Meeting
Wednesday, October 14, 2020

Respectfully submitted: Patti Pomplin

Signed: _____
Glenda Antone, Clerk

Checks Dated 09/01/2020 through 09/30/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1800227	09/03/2020	Frontier Communications	01-5911	70778596821013815		199.60
1800228	09/03/2020	Sonoma County Office Of Ed	01-4310	paper order		502.88
1801096	09/10/2020	George Marrufo	01-5800	August 17th to August 29th		260.00
1801097	09/10/2020	Rural Community Assist Corp	01-5800	January 1st to March 31st		937.50
1802116	09/17/2020	Pacific Gas & Electric	01-5520	28343238771	135.95	
1802117	09/17/2020	Ray Morgan Company	01-5632	keo2	95.74	231.69
1802118	09/17/2020	Recology Sonoma Marin	01-5560	1812654333		36.65
1802119	09/17/2020	Wells Fargo Vendor Fin Serv	01-5632	3000927141		129.50
1803282	09/24/2020	Coleen McCloud	01-5200	pick up meals	71.30	139.65
			01-5800	meal delivery 09/08 and 09/15	84.00	155.30
1803283	09/24/2020	Patti Pomplin	01-4370	PPE	245.71	
			01-4390	distance learning - supplies - PE - SCscience	827.17	
1803284	09/24/2020	School Outfitters	01-4390	RSP sensory learning - distance learning	284.12	1,357.00
1803285	09/24/2020	Zach Schmidt	01-5800	outside distance learning		960.39
				tree felling		600.00
Total Number of Checks					12	5,510.16

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	12	5,510.16
	Total Number of Checks	12	5,510.16
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		5,510.16

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.

Williams Settlement Quarterly Uniform Complaint Report - July 1, 2020 - September 30, 2020

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

* Required

Name of District *

Kashia Elementary School



Name and Title of Person Reporting *

Patti Pomplin

Phone Number *

707-321-5849

Email Address *

ppomplin@kashiaesd.org

INSTRUCTIONAL MATERIALS *

☒ There were 0 complaints received during this quarter.

☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

INSTRUCTIONAL MATERIALS *

☒ There were 0 complaints received during this quarter.

☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

TEACHER VACANCY AND/OR MISASSIGNMENT *

☒ There were 0 complaints received during this quarter

☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

FACILITIES *

☒ There were 0 complaints received during this quarter

☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

CAHSEE Intensive Instruction and Services *

☒ There were 0 complaints received during this quarter

☐ YES, there were complaints, there were complaints resolved and/or there were



☐ complaints unresolved - please give detailed information below by listing each complaint and associated solution

INSTRUCTIONAL MATERIALS

Complaint Details

Your answer

TEACHER VACANCY AND/OR MISASSIGNMENT

Complaint Details

Your answer

FACILITIES

Complaint Details

Your answer

CAHSEE Intensive Instruction and Services

Complaint Details

COMPLAINT DETAILS

Your answer

Submit

Never submit passwords through Google Forms.

This form was created inside of Sonoma County Office of Education. [Report Abuse](#)

Google Forms



Kashia ESD

Administrative Regulation

Classroom Interruptions

AR 6116
Instruction

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

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

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

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

(cf. 4040 - Employee Use of Technology)

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

(cf. 4131 - Staff Development)

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

Legal Reference:

EDUCATION CODE

32211 Restricting access to school grounds based on threatened disruption or interference
32212 Classroom interruptions
44810-44811 Disruptions; misdemeanor
48901.5 Authority to regulate use of electronic devices
51512 Prohibited use of electronic listening or recording device

Management Resources:

CSBA PUBLICATIONS

Instructional Time Task Force Report, 2007

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

Kashia ESD

Board Policy

Response To Instruction And Intervention

BP 6120

Instruction

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6000 - Concepts and Roles)

(cf. 6011- Academic Standards)

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

(cf. 0500 - Accountability)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 4115 - Evaluation/Supervision)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6179 - Supplemental Instruction)

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

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.93 - Mathematics Instruction)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

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

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

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

(cf. 6164.5 - Student Success Teams)

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

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

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Legal Reference:

EDUCATION CODE

56329 Assessment, written notice to parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

6316 School improvement

6318 Parent involvement

6319 Highly qualified teachers

CODE OF FEDERAL REGULATIONS, TITLE 34

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

WEB SITES

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

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Board Policy

Curriculum Development And Evaluation

BP 6141

Instruction

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

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

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

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

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

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

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

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

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

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

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

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

law requires a change or addition to the curriculum.

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

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

221.5 Equal opportunity

35160 Authority of governing boards

35160.1 Broad authority of school districts

51050-51057 Enforcement of courses of study

51200-51263 Required courses of study

51500-51540 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

60000-60424 Instructional materials

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

4000-4091 School improvement programs

4400-4426 Improvement of elementary and secondary education

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Content Standards for California Public Schools: Kindergarten Through Grade 12

Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12

WEB SITES

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

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

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

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Administrative Regulation

Curriculum Development And Evaluation

AR 6141

Instruction

Curriculum Review Committee

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

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6143 - Courses of Study)

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

Curriculum Development/Selection Process

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

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

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

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6011 - Academic Standards)

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

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

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

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

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 5149 - At-Risk Students)

(cf. 6159 - Individualized Education Program)

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

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6179 - Supplemental Instruction)

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

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

(cf. 0440 - District Technology Plan)

(cf. 3100 - Budget)

(cf. 4131 - Staff Development)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 7110 - Facilities Master Plan)

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

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

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

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

Kashia ESD

Board Policy

Civic Education

BP 6142.3

Instruction

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

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

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 9000 - Role of the Board)

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

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

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

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

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

Constitution/Citizenship Day

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

(cf. 6115 - Ceremonies and Observances)

Legal Reference:

EDUCATION CODE

233.5 Teaching of principles

33540 Standards for government and civics instruction

37221 Commemorative exercises including anniversary of U.S. Constitution

48205 Absence from school for jury duty or precinct board service

51210 Courses of study, grades 1-6

51220 Courses of study, grades 7-12

ELECTIONS CODE

12302 Precinct boards, appointment of students

UNITED STATES CODE, TITLE 20

6711-6716 Education for Democracy Act

UNITED STATES CODE, TITLE 36

101-144 Patriotic observances

Management Resources:

CSBA PUBLICATIONS

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

FEDERAL REGISTER

77 Fed. Reg. 29727 Constitution Day and Citizenship Day

AMERICAN BAR ASSOCIATION PUBLICATIONS

Essentials of Law-Related Education, rev. 2003

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Content Standards

CENTER FOR CIVIC EDUCATION PUBLICATIONS

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

National Standards for Civics and Government, 1994

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) PUBLICATIONS

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

WEB SITES

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Board Policy

Physical Education

BP 6142.7

Instruction

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

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

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

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

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

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

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

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

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

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

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

(cf. 0510 - School Accountability Report Card)

Temporary Exemptions

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

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

Permanent Exemptions

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

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

scheduled recreation and exercise.

Legal Reference:

EDUCATION CODE

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

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1751 Note Local wellness policy

ATTORNEY GENERAL OPINIONS

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

Management Resources:

CSBA PUBLICATIONS

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

School Idea and Resource Mini Kit, 2000

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

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

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

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>
California Department of Health Services, School Health Connections:
<http://www.dhs.ca.gov/ps/cdic/shc/default.htm>
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Educational Data System, California physical fitness:
<http://www.eddata.com/projects/current/cpf>
FITNESSGRAM, Cooper Institute: <http://www.fitnessgram.net>
Healthy People 2010: <http://www.healthypeople.gov>
National Association for Sports and Physical Education: <http://www.aahperd.org/naspe>
National Association of State Boards of Education (NASBE): <http://www.nasbe.org>
National School Boards Association: <http://www.nsba.org>
The California Endowment: <http://www.calendow.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Administrative Regulation

Physical Education

AR 6142.7
Instruction

Instructional Time

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

Physical Fitness Testing

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

(cf. 6162.5 - Student Assessment)

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

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

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

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

(cf. 5125 - Student Records)

Testing Variations

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

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

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

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

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

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

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

(cf. 6159 - Individualized Education Program)

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

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

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

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

Kashia ESD

Board Policy

Comprehensive Health Education

BP 6142.8

Instruction

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

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

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

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

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

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

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

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

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

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

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

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

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

Management Resources:

CSBA PUBLICATIONS

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

WEB SITES

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Administrative Regulation

Comprehensive Health Education

AR 6142.8
Instruction

Content of Instruction

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

1. Alcohol, tobacco, and other drugs

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

2. Human growth, development, and sexual health

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

3. Injury prevention and safety

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

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

4. Mental, emotional, and social health

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

5. Nutrition and physical activity

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

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education)

6. Personal and community health

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 5141 - Health Care and Emergencies)

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

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.7 - Sun Safety)

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

(cf. 6142.5 - Environmental Education)

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

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

(cf. 5141.6 - School Health Services)

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

Exemption from Health Instruction

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

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

Students so excused shall be given an alternative educational activity.

Involvement of Health Professionals

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

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

(cf. 1325 - Advertising and Promotion)

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

Kashia ESD

Board Policy

Reading/Language Arts Instruction

BP 6142.91

Instruction

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

(cf. 6143 - Courses of Study)

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

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

(cf. 6011 - Academic Standards)

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

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

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

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

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

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Common Core State Standards for English Language Arts, August 2010

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

Recommended Literature: Kindergarten Through Grade Twelve

WEB SITES

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Board Policy

Mathematics Instruction

BP 6142.92
Instruction

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

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

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

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)

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

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

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

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

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

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

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

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

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

(cf. 0440 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

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

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51224.5 Algebra in course of study for grades 7-12

51225.3 High school graduation requirements

51284 Financial literacy

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

60605.8 Common Core standards

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

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

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

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

WEB SITES

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

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Board Policy

Science Instruction

BP 6142.93

Instruction

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

(cf. 0440 - District Technology Plan)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6143 - Courses of Study)

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

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

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

(cf. 6142.91 - Reading/Language Arts Instruction)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 Areas of study, grades 7 through 12

Management Resources:

CDE PUBLICATIONS

Science Framework for California Public Schools, 1990

SBE POLICIES

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Kashia ESD

Board Policy

History-Social Science Instruction

BP 6142.94

Instruction

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

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6011 - Academic Standards)

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

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

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.3 - Civic Education)

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

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

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

(cf. 6115 - Ceremonies and Observances)

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

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

(cf. 0400 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

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

(cf. 4131 - Staff Development)

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

(cf. 0500 - Accountability)

(cf. 6162.51 - Standardized Testing and Reporting Program)

Legal Reference:

EDUCATION CODE

33540 History-social science curriculum framework

51204 Course of study designed for student's needs

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

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Model Curriculum for Human Rights and Genocide, 2000

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

WEB SITES

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

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

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

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

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

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

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

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 16, 2020 Stewarts Point, California

Fund 01 - General Fund		Fiscal Year 2021 through 06/30/2021				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	203,172.00	16,655.17		186,516.83	92%
Federal Revenue	(8100-8299)	96,200.00	9,309.00		86,891.00	90%
Other State Revenue	(8300-8599)	7,189.00	1,226.34		5,962.66	83%
Other Local Revenue	(8600-8799)	105,563.00	64,365.50		41,197.50	39%
Total Revenues		412,124.00	91,556.01		320,567.99	78%
EXPENDITURES						
Certificated Salaries	(1000-1999)	70,972.00	10,700.56	48,152.52	12,118.92	17%
Classified Salaries	(2000-2999)	53,327.00	4,740.00	.00	48,587.00	91%
Employee Benefits	(3000-3999)	37,172.00	2,505.31	17,180.10	17,486.59	47%
Books and Supplies	(4000-4999)	26,807.00	7,318.50	1,742.09	17,746.41	66%
Services & Operating Expenses	(5000-5999)	202,521.00	14,354.50	.00	188,166.50	93%
Total Expenditures		390,799.00	39,618.87	67,074.71	284,105.42	73%
Operating Surplus/(Deficit)		21,325.00	51,937.14	(15,137.57)		
Beginning Fund Balance		334,243.00	334,242.21	334,242.21		
Net Ending Fund Balance		355,568.00	386,179.35	319,104.64		
*** calculated ***						
Components of Ending Fund Balance						
Reserve economic Uncertainty - 9789		70,000.00	.00			
Undesignated/unappropriated - 9790		285,568.00	.00			
Ending Fund Balance		355,568.00	.00			

Budget Updates 8/12/2020 \$21,325



10/14/2020 No total change
updates zeroed out

What Changed after SCOE Closing

Beg Balance was \$318,835 now \$334,243
 Making
 Ending Balance was \$340,160 now \$355,568



SONOMA COUNTY

Clerk-Recorder-Assessor

www.sonoma-county.org/cra

REGISTRAR OF VOTERS DIVISION

P.O. Box 11485
435 Fiscal Dr.
Santa Rosa, CA 95406
Tel: (707) 565-6800
Toll Free (CA only):
(800) 750-VOTE
Fax: (707) 565-6843

AUGUST 14, 2020

Kashia School District
Po Box 129
Stewarts Point, CA 95485

Dear District Secretary/Administrator:

There will not be an election in your district on November 3, 2020, as there were not enough candidates for the office(s) to be contested

Pursuant to Education Code §5328, the following nominees for your board should be seated at the organizational meeting and will be considered Appointed as if Elected (AIE). Where vacancies remain, the governing board shall appoint a qualified person at a meeting prior to Election Day (November 3, 2020), and such appointees shall be seated at the organizational meeting of the board as if elected at a district election.

FULL TERM
VACANT

SHORT TERM
VACANT

Enclosed you will find Certificate(s) of Election and Oaths of Office for these above-named candidates. Prior to taking office, each elective officer shall take the official oath. Any Governing Board Member may administer the oath. Please issue the original oath to the candidate and return a copy to the Sonoma County Registrar of Voters Office, P.O. Box 11485, Santa Rosa, CA 95406.

If you should have any questions, please contact our office at (707) 565-6800.

Yours truly,
DEVA MARIE PROTO
Sonoma County Clerk &
Registrar of Voters

by 
Jason Bensley
Deputy Clerk

September 23, 2020

NOTICE

Kashia Has Openings For Two
Board Vacancies

Seat 1 = 2 Year Term Expires
December 2022

Seat 2 = 4 Year Term Expires
December 2024

Please submit a letter of intent prior to
October 5, 2020

Kashia School District

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

9/23/2020

I, Gene Parrish, am interested
in the 4 year term for the
seat on the Kashia Board of
Trustees.

Sincerely,

Gene J. Parrish

(Elections Code Section 15401)

DEVA MARIE PROTO, SONOMA COUNTY CLERK

BY

(Deputy Clerk)

(Government Code Section 1360-1363, 3105)
(Section 3, Article XX, State Constitution)

STATE OF CALIFORNIA)
) ss.
COUNTY OF SONOMA)

I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Governing Board Member
(Name of Office)

(Candidate's Signature)

Subscribed and sworn to before me this _____ day of _____, 20____

(Signature of Person Administering Oath)

9/23/2020

I Charlene Pinola would be willing
to be appointed to a two year
term on the Board of Trustees.

Thank You

Charlene C. Pinola

(Elections Code Section 15401)

(Deputy Clerk)

(Signature of Person Administering Oath)