

Kashia School District

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

Special Agenda
Governing School Board
Board Meeting Wednesday, June 15, 2022
4:00 p.m. – District Office

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

Glenda Antone _____

Frances Johnson _____

Rick Parrish _____

Charlene Pinola _____

Patti Pomplin _____

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. Communications

5. Consent Agenda

5.1 Approval of Minutes from May 11, 2022

5.2 Approval of Warrants for May 2022

5.3 Approve Williams Quarterly Report April to June 2022

6. Reports and Communications

6.1 Governing Board Members

6.2 Superintendent

6.3 Business Manager

6.4 PTO

7. Items Scheduled for Information and Discussion

7.1

8. Items Scheduled for Discussion and Action

8.1 Approve Board Policies

BP 4119.1 Civil & Legal Rights

BP 4119.11 Sexual Harassment

AR 4119.11 Sexual Harassment

BP 4119.21 Professional Standards

E 4119.21 Code of Ethics of the Education Profession

BP 4119.22 Dress & Grooming

BP 4119.23 Unauthorized Release of Confidential/Privileged Information

BP 4119.25 Political Activities of Employees

AR 4119.25 Political Activities of Employees

BP 4119.41 Employees with Infectious Disease

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- 8.2 Approve 2022-23 Budget
- 8.3 Approve 2022-23 LCAP (Local Control Accountability Plan)
- 8.4 Approve 2022-23 LCFF (Local Control Funding Formula)
- 8.5 Approve 2022-23 EPA (Education Protection Account)
- 8.6 Approve 2022-23 Excess Minimum Reserves
- 8.7 Approve Resolution 06152022 Classroom Capacity Limits
- 8.8 Approve Substitute Teacher Pay

9. Items Scheduled for Future Board Meetings

- 9.1 Board Policies
- 9.2 Unaudited Actuals
- 9.3 Budget Updates
- 9.4 Hire Staff

10. Adjournment

Next Board Meeting, August 10, 2022

4:00 p.m.

Kashia School District
Minutes
Board Meeting, May 11, 2022

1. Meeting called to order at 4:05 by Board President Charlene Pinola
Roll Call: Trustee Glenda Antone, Trustee Rick Parrish, Trustee Charlene Pinola
Staff: Frances Johnson, Patti Pomplin
Community: None
2. Approval of Agenda: Moved by Trustee Antone, 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 - None
5. Consent Agenda
Moved by Trustee Antone, seconded by Trustee Parrish and passed unanimously by the Board to approve the consent agenda as presented.
5.1 Approve April 20, 2022 Board Minutes
5.2 Approve April Vendor Warrants
6. Reports and Communications
6.1 Governing Board – None
6.2 Superintendent – Testing done with Rick Phelan; talking with SCOE about help with hiring new staff; asking about Tribal grant to continue to support greenhouse garden and work with Char, Glenda and Cherie; Cultural arts program to continue with Char and Glenda as well as youth natives from Sonoma State; received a redwood bench donated by Randy; ICO is interested in doing an article about Kashia's plant project.
6.3 Business Manager – thanked board; Char & Glenda's terms expire in December 2022 would like them to sign up to continue; auditor at Horicon on June 21st and 22nd; muddling through the new SACS website program.
6.4 PTO – None
7. Items Scheduled for Information and Discussion
7.1 Discuss Use of One Time Funding
Hand out was presented and some funds will need to be carried over into 2022-23 to support new teaching staff.
7.2 Review Updated Playground Materials/Equipment
Looking at space and size of possible new structure with playground materials being replaced. Also playground needs to be repainted to outline games and ball wall.
7.3 Second Reading Board Policies
BP 4119.1 Civil & Legal Rights
BP 4119.11 Sexual Harassment
AR 4119.11 Sexual Harassment
BP 4119.21 Professional Standards
E 4119.21 Code of Ethics of the Education Profession

BP 4119.22 Dress & Grooming

BP 4119.23 Unauthorized Release of Confidential/Privileged Information

BP 4119.25 Political Activities of Employees

AR 4119.25 Political Activities of Employees

BP 4119.41 Employees with Infectious Disease

7.4 Review 2022-23 Preliminary Budget

Budget was reviewed with the understanding that once staff is hired, those costs will need to be updated to hopefully include a Superintendent/Principal/Teacher.

8. Items Scheduled for Discussion and Action

9. Items Scheduled for Future Board Meetings.

9.1 Board Policies

9.2 Budget Updates

9.3 Hire New Employees

9.4 Public Hearings

9.5 Adopt 2022-23 Budgets etc.

10. Meeting Adjourned at 4:35

Next Regular Meeting
Wednesday, June 8, 2022
Special Meeting
Wednesday, June 15, 2022

Respectfully submitted: Patti Pomplin

Signed: _____
Glenda Antone, Clerk

Checks Dated 05/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1894481	05/04/2022	Ally Technology Consulting	01-5840	monthly tech		1,000.00
1894482	05/04/2022	Francis K Macias	01-5800	meal delivery		255.00
1894483	05/04/2022	Janet c/o AE Design	01-4390	greenhouse shelves		601.00
1894484	05/04/2022	Sonoma County Office Of Ed	01-5838	2021-22		11,184.16
1896024	05/11/2022	Dylan Peterson	01-5815	greenhouse project		360.00
1896025	05/11/2022	ESP & Alarms Inc	01-5832	may to july 84-099		90.00
1896026	05/11/2022	Ray Morgan Company	01-5632	ke02		44.64
1896027	05/11/2022	Wells Fargo Vendor Fin Serv	01-5632	3000927141		139.98
1897450	05/18/2022	Cherie Yolanda Smith	01-5806	parent assist	90.00	
			01-5815	greenhouse	45.00	135.00
1897451	05/18/2022	Janet c/o AE Design	01-4390	water seal		21.56
1897452	05/18/2022	Pacific Gas & Electric	01-5520	28343238771	145.71	
				4383733055	30.42	176.13
1897453	05/18/2022	Patti Pomplin	01-4310	cultural arts		301.27
1897454	05/18/2022	SPG	01-5807	april 2022		1,170.00
1898664	05/25/2022	Frances Johnson	01-5201	scoe	76.05	
			01-5950	postage	27.45	103.50
1898665	05/25/2022	Kashia Utilities District	01-9515	replace check #1857518		48.46
1898666	05/25/2022	Patti Pomplin	01-4340	dvd,usb,cds		108.39
Total Number of Checks					16	15,739.09

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	16	15,739.09
Total Number of Checks		16	15,739.09
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			15,739.09

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

046 - Kashia

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ESCAPE

ONLINE

Page 1 of 1

Williams Settlement Quarterly Uniform Complaint Report - April 1, 2022 - June 30, 2022

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.

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* Required

Name of District *

Kashia School District

Name and Title of Person Reporting *

Patti Pomplin, CBO

Phone Number *

707-785-9682



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

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

INSTRUCTIONAL MATERIALS

Complaint Details

Your answer



TEACHER VACANCY AND/OR MISASSIGNMENT

Complaint Details

Your answer

FACILITIES

Complaint Details

Your answer

Submit

Clear form

Never submit passwords through Google Forms.

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Google Forms



Kashia ESD

Board Policy

Civil And Legal Rights

BP 4119.1

Personnel

The Board of Trustees believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the employee's performance of his/her duties.

An employee's religious or political activities, or lack thereof, shall not be grounds for any discrimination or disciplinary action by the district, provided that these activities do not violate law, Board policy, or administrative regulation.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

A teacher shall have the right to refuse to submit to any evaluation or survey conducted by the district concerning personal values, attitudes, and beliefs; sexual orientation; political affiliations or opinions; critical appraisals of other individuals with whom the teacher has a family relationship; or religious affiliations or beliefs. (Education Code 49091.24)

Employees do not have a reasonable expectation of privacy with regards to district property under an employee's control including, but not limited to, desks, classrooms, offices, file cabinets, computers, or phones. As necessary to protect the health, welfare, or safety of students and staff, school officials may search such items in order to uncover evidence that the employee is violating the law, Board policy, administrative regulation, or other rules of the district or school.

(cf. 3515 - Campus Security)

(cf. 4040 - Employee Use of Technology)

Whistleblower Protection

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation or noncompliance with a state or federal rule or regulation, he/she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity. (Education Code 44112, 44113; Labor Code 1102.5)

The Superintendent/Principal or designee shall prominently display in lettering larger than size

14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General. (Labor Code 1102.8)

No employee shall use or attempt to use his/her official authority or influence to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity. (Education Code 44113)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has disclosed improper governmental activity and believes that he/she has subsequently been subjected to acts or attempted acts of reprisal shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, he/she may also file a copy of the complaint with local law enforcement in accordance with Education Code 44114.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4144/4244/4344 - Complaints)

Protection Against Liability

No employee shall be liable for harm caused by his/her act or omission when acting within the scope of employment or district responsibilities. For the protection against liability to apply, the act or omission must be in conformity with federal, state, and local laws and must be in furtherance of an effort to control, discipline, expel, or suspend a student, or to maintain order or control in the classroom or school. (20 USC 6736)

(cf. 3320 - Claims and Actions Against the District)

(cf. 9260 - Legal Protection)

The protection against liability shall not apply when: (20 USC 6736)

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety.
2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.
3. The employee was not properly licensed, if required, by state law for such activities.
4. The employee was found by a court to have violated a federal or state civil rights law.
5. The employee was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of

terrorism for which the employee has been convicted in a court.

7. The misconduct involved a sexual offense for which the employee has been convicted in a court.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

7050-7058 Political activities of school officers and employees

44040 Discrimination based on employee's appearance before certain boards or committees

44110-44114 Reporting by school employees of improper governmental activity

49091.24 Teacher rights to refuse evaluation/survey of personal life

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

815.3 Intentional torts

820-823 Tort Claims Act

825.6 Indemnification of public entity

3540.1 Public employment definitions

3543.5 Interference with employee's rights prohibited

12940-12951 Discrimination prohibited; unlawful practices

LABOR CODE

1102.5-1106 Whistleblower protections

UNITED STATES CODE, TITLE 18

16 Crime of violence defined

UNITED STATES CODE, TITLE 20

6731-6738 Teacher liability protection

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

COURT DECISIONS

Garcetti v. Ceballos, (2006) 543 U.S. 1186

O'Conner v. Ortega, (1987) 480 U.S. 709

New Jersey v. T.L.O., (1985) 468 U.S. 325

Management Resources:

WEB SITES

California Attorney General: <http://caag.state.ca.us>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 2022 Stewarts Point, California

Kashia ESD

Board Policy

Sexual Harassment

BP 4119.11

Personnel

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor or the Superintendent.

A supervisor or other district administrator who receives a harassment complaint shall promptly notify the Superintendent/Principal or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing

a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 2022 Stewarts Point, California

Kashia ESD

Administrative Regulation

Sexual Harassment

AR 4119.11
Personnel

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking,

leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent/Principal or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

(cf. 4031 - Complaints Concerning Discrimination in Employment)

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: June 2022 Stewarts Point, California

Kashia ESD

Board Policy

Professional Standards

BP 4119.21

Personnel

The Board of Trustees expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the district and advance the goals of the district's educational programs. Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

(cf. 0200 - Goals for the School District)
(cf. 4112.2 - Certification)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Staff Conduct with Students

The Board expects all employees to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. Inappropriate employee conduct shall include, but not be limited to, engaging in harassing or discriminatory behavior; engaging in inappropriate socialization or fraternization with a student; soliciting, encouraging, or establishing an inappropriate written, verbal, or physical relationship with a student; furnishing tobacco, alcohol, or other illegal or unauthorized substances to a student; or engaging in child abuse.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4040 - Employee Use of Technology)
(cf. 5131 - Conduct)
(cf. 6163.4 - Student Use of Technology)

An employee who observes or has evidence of inappropriate conduct between another employee

and a student shall immediately report such conduct to the Superintendent/Principal or designee. An employee who has knowledge of or suspects child abuse shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any employee who is found to have engaged in inappropriate conduct with a student in violation law or this policy shall be subject to disciplinary action.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80331-80338 Rules of conduct for professional educators

Management Resources:

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

Standards for School Leaders, 1996

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

Code of Ethics of the Education Profession, 1975

WEB SITES

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

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

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

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 2022 Stewarts Point, California

Kashia ESD

Exhibit

Professional Standards

E 4119.21

Personnel

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I. Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program

- b. Deny benefits to any student
- c. Grant any advantage to any student
- 7. Shall not use professional relationships with students for private advantage
- 8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

- 1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
- 2. Shall not misrepresent his/her professional qualifications
- 3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
- 4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
- 5. Shall not assist a noneducator in the unauthorized practice of teaching
- 6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
- 7. Shall not knowingly make false or malicious statements about a colleague
- 8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 1975

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: June 2022 Stewarts Point, California

Kashia ESD

Board Policy

Dress And Grooming

BP 4119.22

Personnel

The Board of Trustees believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5132 - Dress and Grooming)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12949 Dress standards, consistency with gender identity

COURT DECISIONS

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

WEB SITES

Public Employment Relations Board: <http://www.perb.ca.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 2022 Stewarts Point, California

Kashia ESD

Board Policy

Unauthorized Release Of Confidential/Privileged Information

BP 4119.23

Personnel

The Board of Trustees recognizes the importance of keeping confidential information confidential. Staff shall maintain the confidentiality of information acquired in the course of their employment. Confidential/privileged information shall be released only to the extent authorized by law.

Disclosure of Closed Session Information

An employee shall not disclose confidential information acquired by being present during a closed session to a person not entitled to receive such information, unless the Board authorizes disclosure of that information. (Government Code 54963)

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9321 - Closed Session Purposes and Agendas)

An employee who willfully discloses confidential information acquired during a closed session may be subject to disciplinary action if he/she has received training or notice as to the requirements of this policy. (Government Code 54963)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent/Principal or designee shall provide all employees who attend closed sessions a copy of this policy. New employees who may attend closed sessions shall also receive a copy of this policy.

The district shall not take disciplinary action against any employee for disclosing confidential information acquired in a closed session, nor shall the disclosure be considered a violation of the law or Board policy, when the employee is: (Government Code 54963)

1. Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts necessary to establish the illegality or potential illegality of a Board action that has been the subject of deliberation during a closed session

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

2. Expressing an opinion concerning the propriety or legality of Board action in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action

3. Disclosing information that is not confidential

Other Disclosures

An employee who willfully releases confidential/privileged information about the district, students or staff shall be subject to disciplinary action.

No employee shall disclose confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the employee.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 6164.2 - Guidance/Counseling Services)

Any action by an employee which inadvertently or carelessly results in release of confidential/privileged information shall be recorded, and the record shall be placed in the employee's personnel file. Depending on the circumstances, the Superintendent/Principal or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules

35146 Closed sessions

35160 Authority of governing boards

44031 Personnel file contents and inspection

44932 Grounds for dismissal of permanent employees

44933 Other grounds for dismissal

45113 Rules and regulations for classified service

49060-49079 Pupil records

GOVERNMENT CODE

1098 Public officials and employees: confidential information

6250-6270 Inspection of public records

54950-54963 Brown Act
UNITED STATES CODE, TITLE 20
1232g Family Education Rights and Privacy Act

Management Resources:

WEB SITES

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

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: June 2022 Stewarts Point, California

Kashia ESD

Board Policy

Political Activities Of Employees

BP 4119.25

Personnel

The Board of Trustees respects the right of school employees to engage in political discussions and activities on their own time and at their own expense. On such occasions, employees shall make it clear that they are acting as individuals and not as representatives of the district.

(cf. 1160 - Political Processes)

Like other community members, employees may use school facilities for meetings under the Civic Center Act.

(cf. 1330 - Use of School Facilities)

Employees shall refrain from prohibited activities identified in law and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

(cf. 1325 - Advertising and Promotion)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

7050-7057 Political activities of school officers and employees

38130-38139 Civic Center Act

51520 Prohibited solicitations on school premises

GOVERNMENT CODE

3543.1 Rights of employee organizations

COURT DECISIONS

Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003

California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1333

L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 106 (2001)

84 Ops.Cal.Atty.Gen. 52 (2001)

77 Ops.Cal.Atty.Gen. 56 (1994)

PERB RULINGS

California Federation of Teachers, Local 1931 v. San Diego Community College District (2001)
PERB Order #1467 (26 PERC 33014)

Management Resources:

CSBA PUBLICATIONS

Political Activities of School Districts: Legal Issues, 1998, revised 2001

WEB SITES

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

Office of the Attorney General, Dept. of Justice: <http://caag.state.ca.us/>

Public Employment Relations Board: <http://www.perb.ca.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 2022 Stewarts Point, California

Kashia ESD

Administrative Regulation

Political Activities Of Employees

AR 4119.25
Personnel

District employees shall not:

1. Use district funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including any candidate for election to the Board of Trustees (Education Code 7054)

(cf. 1160 - Political Processes)

2. During working hours and on district property, solicit or receive any political funds or contributions to promote the passage or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service or other working conditions (Education Code 7056)

3. During working hours and on district property, solicit or receive any political funds or contributions to promote the passage or defeat of other types of ballot measures

4. Use district time to urge the passage or defeat of any ballot measure or candidate

5. Use district equipment for the preparation or reproduction of political campaign materials, even if the district is reimbursed

(cf. 3512 - Equipment)

6. Post or distribute political campaign materials on district property

7. Disseminate political campaign materials through the district's mail service, e-mail or staff mailboxes

(cf. 4040 - Employee Use of Technology)

8. Use students to write, address or distribute political campaign materials

9. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of opposing views

(cf. 6144 - Controversial Issues)

10. Wear buttons or articles of clothing that express political opinions on ballot measures or

candidates during instructional time

However, teachers shall not be prohibited from wearing political buttons during noninstructional time, such as Back-to-School Night.

Nothing in Board policy or administrative regulation shall be construed to prevent employees from soliciting or receiving funds or contributions for political purposes during nonworking time, including before and after school, the lunch period or other scheduled work intermittency during the school day. (Education Code 7056)

Employee Organizations

Employee organizations may use district mailboxes and other means to communicate with employees, subject to reasonable regulation. Employee organizations may have access at reasonable times to areas in which employees work; may use institutional bulletin boards, mailboxes, and other means of communication and may use district facilities at reasonable times for the purpose of meetings. (Government Code 3543.1)

However, employee organizations shall not use district funds, services, supplies or equipment, such as the district mail system, to urge the passage or defeat of any ballot measure or candidate, including any candidate for election to the Board (Education Code 7054)

(cf. 4140/4240 - Bargaining Units)

Access to district communication channels shall be limited in cases where such access would be disruptive to district operations.

In the event of a concerted action or work stoppage, political activities by employee organizations and individual employees shall be restricted to peaceful informational picketing and other activities allowed by law.

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: June 2022 Stewarts Point, California

Kashia ESD

Board Policy

Employees With Infectious Disease

BP 4119.41

Personnel

The Board of Trustees encourages each employee to inform the district as soon as possible if he/she contracts an infectious disease which creates a physical or mental disability. The Board will reasonably accommodate the needs of such individuals.

The Board may reassign or grant disability leave to an employee who is unable to perform his/her job responsibilities because of illness or because the employee's illness significantly endangers his/her health or safety or the health or safety of others.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

No employee will be discriminated against because of his/her disability. Legal protections established for disabled persons extend to individuals significantly impaired by infectious diseases.

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

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

When informed that an employee has a disabling infectious disease, the Superintendent/Principal or designee may request that the employee sign a release form to provide confidential medical information and records.

In determining a reasonable accommodation of the employee's condition, the Superintendent/Principal or designee may consult with public health officials or physicians with expertise in the diagnosis and treatment of infectious disease. The Superintendent/Principal or designee may also communicate with the employee's physician regarding the employee's ability to perform the essential requirements of the job with reasonable accommodation and without posing significant health or safety risks to the employee or others.

The Superintendent/Principal or designee shall prepare a confidential report which includes his/her recommendation and the medical information upon which it is based. These recommendations shall take into consideration:

1. The nature of the disease and the probability of its being transmitted, including the duration and severity of the risk

2. The physical condition of the employee, including diagnosis, treatment, and prognosis of the condition

3. The actual requirements of the employee's job and the expected type of interaction with others in the school setting

This report shall be forwarded to the Board for confidential review and action.

The job assignment of an employee with a disabling infectious disease shall be reevaluated whenever there is a change in medical knowledge or in the employee's medical regimen or health which might affect his/her assignment.

Confidentiality

The Board and the Superintendent/Principal or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

Legal Reference:

CIVIL CODE

56-56.37 Confidentiality of medical information

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

HEALTH AND SAFETY CODE

120975-121020 Mandated blood testing and confidentiality to protect public health

CODE OF REGULATIONS, TITLE 2

7293.5 et seq.

UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act

UNITED STATES CODE, TITLE 42

12101-12213 Americans With Disabilities Act

COURT DECISIONS

School Board of Nassau County, Fla. v. Arline, 408 U.S. 273 (1987)

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: June 2022 Stewarts Point, California

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	230,161.00	0.00	230,161.00	241,185.00	0.00	241,185.00	4.8%
2) Federal Revenue		8100-8299	127,229.00	31,102.00	158,331.00	75,000.00	26,697.00	101,697.00	-35.8%
3) Other State Revenue		8300-8599	1,334.00	60,300.00	61,634.00	1,859.00	17,289.00	19,148.00	-68.9%
4) Other Local Revenue		8600-8799	14,213.00	95,156.00	109,369.00	6,000.00	95,087.00	101,087.00	-7.6%
5) TOTAL, REVENUES			372,937.00	186,558.00	559,495.00	324,044.00	139,073.00	463,117.00	-17.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	12,373.00	56,384.00	68,757.00	49,892.00	46,629.00	96,521.00	40.4%
2) Classified Salaries		2000-2999	26,200.00	9,745.00	35,945.00	30,500.00	18,983.00	49,483.00	37.7%
3) Employee Benefits		3000-3999	10,457.00	9,300.00	19,757.00	29,170.00	13,025.00	42,195.00	113.6%
4) Books and Supplies		4000-4999	21,630.00	21,337.00	42,967.00	17,448.00	1,409.00	18,857.00	-56.1%
5) Services and Other Operating Expenditures		5000-5999	201,765.00	103,795.00	305,560.00	174,935.00	59,027.00	233,962.00	-23.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	8,896.00	0.00	8,896.00	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			281,321.00	200,561.00	481,882.00	301,945.00	139,073.00	441,018.00	-8.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			91,616.00	(14,003.00)	77,613.00	22,099.00	0.00	22,099.00	-71.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			91,616.00	(14,003.00)	77,613.00	22,099.00	0.00	22,099.00	-71.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	416,961.00	14,003.00	430,964.00	508,577.00	0.00	508,577.00	18.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals			2022-23 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			416,961.00	14,003.00	430,964.00	508,577.00	0.00	508,577.00	18.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			416,961.00	14,003.00	430,964.00	508,577.00	0.00	508,577.00	18.0%
2) Ending Balance, June 30 (E + F1e)			508,577.00	0.00	508,577.00	530,676.00	0.00	530,676.00	4.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	71,000.00	0.00	71,000.00	71,000.00	0.00	71,000.00	0.0%
Unassigned/Unappropriated Amount		9790	437,577.00	0.00	437,577.00	459,676.00	0.00	459,676.00	5.1%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	583,143.58	95,652.54	678,796.12				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	14.40	.60	15.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Kashia is a one classroom, rural, remote school district in the middle of tribal land. Most communications are done either one on one with parents/elders/community members or during school events such as presented by the Tribal office. One time fund usage as well as instructional needs and cultural education was presented at monthly board meetings open to the public. Parents were given information in both August and October at back to school events. The Tribal Council, Purple Heart group, Lions Club, Gualala Arts, Latter Day Saints, the local Fire Department, art docents, as well as a group of students from Sonoma State University, actively participated in school based projects as well as input on where funds could be the most effective in providing a broad range of studies for all Native American students attending Kashia School District.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Kashia currently has one staff member with jobs posted on Ed Join for both a full time teacher, part time classified aide/custodian as well as a part time special education teacher.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

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Kashia currently has one staff member with jobs posted on Ed Join for both a full time teacher, part time classified aide/custodian as well as a part time special education teacher.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Tribal Council, Purple Heart group, Lions Club, Gualala Arts, Latter Day Saints, the local Fire Department, art docents, as well as a group of students from Sonoma State University, actively participated in school based projects as well as input on where funds could be the most effective for learning loss. The students were given a broad spectrum of activities and opportunities as well as a safe, comfortable learning environment. Students will demonstrate growth towards meeting or exceeding standards in ELA and Math through the implementation of CCSS aligned curriculum.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Kashia is not eligible for ESSER III funds so has no plans for additional expenditures.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

All students are low income students so any funds available are used to enhance student learning and cultural education.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

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

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

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

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

up the bulk of employees serving as classroom assistants, recess coverage, and food preparation.

Reflections: Successes

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

The LEA has a fully credentialed teacher.

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

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

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

Reflections: Identified Need

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

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

Due to the small school/class sizes, there are no Red or Orange areas of performance on the Dashboard.

Of the 5 students tested in ELA:

Claim 1 = 4 students below standard, 1 student near standard

Claim 2 = 3 students below standard, 2 students near standard

Claim 3 = 2 students below standard, 3 students near standard

Claim 4 = 2 students below standard, 3 students near standard

Achievement Levels = 3 students standard not met, 2 students standard nearly met

Of the 5 students tested in Math:

Claim 1 = 5 students below standard
Claim 2 = 5 students below standard
Claim 3 = 5 students below standard
Achievement Levels = 5 students with standard not met

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Kashia School District is not eligible for CSI.

Support for Identified Schools

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

Kashia School District is not eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Kashia School District is not eligible for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Board Meetings - April 21 and June 9th.

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

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

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

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

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

A summary of the feedback provided by specific educational partners.

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

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

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

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers and credential information as reported to HR	100% of teachers are appropriately assigned and fully credentialed.	Teacher was fully qualified and credentialed but resigned at the end of October 2021, so superintendent/principal also became the teacher effective November 1, 2021.			100% of teachers will be appropriately assigned and fully credentialed.
% of Materials CCSS aligned per observation by administration	All students will have access to standards aligned curriculum (Common Core and ELD standards)	All students have access to standards aligned curriculum.			All students will have access to standards aligned curriculum (Common Core and ELD standards)
% of implementation per observation by administration	100% implementation of state board adopted academic content and performance standards	100% implementation of state board adopted academic content and performance standards			100% implementation of state board adopted academic content and performance standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Courses offered for a broad course of study as observed through lesson plans/report cards	All students, including unduplicated students, have access to a broad course of study.	All students including unduplicated students continue to have a broad course of study including project based learning and cultural education.			All students, including unduplicated students, will have access to a broad course of study.
Local and State PE assessments	100% of students tested proficient on the state mandated PE assessment	100% of 5th graders tested, tested proficient on the state mandated PE assessment.			80% of students will test proficient on the state mandated PE assessment
CAASPP ELA scores	0% of students have met standard (Level 3 or above)	0% of students in 2020-21 testing results met or exceeded standard for ELA			80% of students will advance one level from where they are currently
CAASPP Math scores	0% of students have met standard (Level 3 or above)	0% of students in 2020-21 testing results met or exceeded standard in Math.			80% of students will advance one level from where they are currently
Percentage of EL pupils who have made progress toward English proficiency on the ELPAC	Kashia does not have any EL students	Kashia does not have any English language learners.			N/A
English learner Reclassification Rate	Kashia does not have any EL students	Kashia does not have any English language learners.			N/A
EL access to CA Standards including ELD standards	Kashia does not have any EL students	Kashia does not have any English language learners.			N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher	A fully credentialed teacher was hired and appropriately assigned; necessary staff, including a Principal/Superintendent who offers pull out education for small groups, and parent classroom assistants will be hired and retained.	\$95,991.00	No
1.2	Textbooks, supplies, programs	Curriculum will continue to be updated to reflect integration and implementation of CCSS.	\$5,957.00	No
1.3	Physical Education	Replace broken and worn sports equipment; students taken on structured walking/hiking activities to increase awareness of surroundings while concurrently increasing cardiovascular fitness; aerobics videos will be utilized due to requests by students, which increase student engagement.		No
1.4	Zoo-phonics Multisensory Language Arts Program	Zoo-phonics was purchased in 2020-21 using one time funds but not used until the campus was fully open to all students.	\$0.00	No

Goal Analysis [2021-22]

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

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

The fully qualified teacher resigned in October 2021 so the Superintendent/Principal also took on teaching duties.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The costs for the teacher moved to contracted services to support the Superintendent/Principal taking on teaching duties. Also one-time funds were used to increase classroom supplies.

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

Having a highly qualified teacher is always the goal at Kashia in order to prepare the students to move on to high school as well as life experiences.

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

Kashia will continue to solicit highly qualified employees.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in the LCAP Survey to provide input on the district's goals for increased student achievement	50% parent participation in the survey	No parent paper survey was published due to poor return in the past so there was a -0-% participation in a paper survey but 80% of parents were on campus and participated in on-site discussions concerning curriculum and student achievements.			100% parent participation in the survey
Parents in attendance at school events as measured through observation and sign-in sheets	100% parent participation in school events	100% of parents participated in school events.			100% parent participation in school events
Number of parents without a high school	0 parents have earned a GED	No parents came forward to discuss the			2 or more parents earn a GED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
diploma who earn a GED		options available to obtain their GED's.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Participation	Website will be maintained as a site for updated legal and community services	\$0.00	No
2.2	Newsletter	Superintendent will publish a monthly newsletter that will be distributed in hard copy and will reach out personally to recruit parents to participate in school functions. Parents will also be encouraged to participate in classrooms as assistants.	\$0.00	No
2.3	GED incentive plan	Work with the Kashia Tribal Council to develop an incentive plan encouraging parents without high school diplomas to earn a GED.	\$0.00	No
2.4	Superintendent/Principal	Superintendent/Principal provides targeted outreach to families to increase participation and engagement in the school and their students' learning.	\$40,263.00	Yes

Goal Analysis [2021-22]

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

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

Parents are involved in special and one time projects. None were willing to work towards receiving a GED but efforts will continue. The classroom teacher resigned at the end of October 2021 and the Superintendent/Principal stepped in to teach as well as do her other duties.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
Costs for the teacher decreased but the offset was additional days purchased for the Superintendent/Principal (a COE employee).
An explanation of how effective the specific actions were in making progress toward the goal.
Kashia continues to have an open campus and encourages all parents to participate in their children's education. Also, community groups made weekly visits to offer a variety of learning opportunities that included cultural education and Native American studies.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Kashia continues to offer instruction by highly qualified teachers.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Suspension/Expulsions	Utilize local resources and the Tribal Council to provide counseling support for both parents and students.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Student responsibility	Students will be given responsibilities for maintaining the school as a way to instill good character. The Teacher will use the Character First curriculum to continue character building and social/emotional support.	\$0.00	No
3.3	Facilities	Maintain current facilities with janitorial services and maintenance repairs and supplies.	\$9,500.00	No

Goal Analysis [2021-22]

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

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

Students helped maintain school cleanliness due to staffing shortages and took pride in their work as well as campus. Kashia will continue its efforts to solicit a qualified custodian as well as maintenance person. The "good" rating is due to the needs of the playground materials which are currently being explored (matting materials as well as another piece of equipment).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budget remains intact in the hope of having more tasks done by year end.

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

Campus safety and cleanliness has fallen to the Superintendent/Principal. Kashia continues to solicit qualified employees.

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

Kashia continues to solicit qualified employees.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Students cannot progress in their learning unless they are attending school regularly.
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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate as reported in CALPADs	83%	91%			90%
Chronic Absenteeism rate as reported in CALPADs	9% of total number of students	9%			5% or less
Student participation rate in Pomo Language Instruction measured through observation	0% - instruction has not occurred	100% participation in Pomo Language instruction			100% participation
Middle school dropout rate	0%	0			0%

Actions

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

Action #	Title	Description	Total Funds	Contributing
4.2	Technology	Use technology to publish a school-wide yearbook and integrate technology into the Maker Space of classroom. Local internet service is being provided - hope to have educational opportunities for parents to assist students with homework and off-campus learning.	\$4,000.00	Yes
4.3	Meals	Provide lunch at no cost to students.	\$3,500.00	Yes
4.4	Instructional Assistants	Provide Instructional Assistants	\$22,333.00	No
4.5	Tech Support	Hire part-time Instructional Technology support person (one-day per week)	\$10,000.00	No

Goal Analysis [2021-22]

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

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

Kashia was able to use one time funding to support program updates as well as hire an IT firm to help update equipment. The classroom aide resigned in October 2021 and no replacement was able to be hired.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Having IT support and updated programs and equipment helped the students tremendously. Having more classroom support (aide and teacher) is still needed and job postings are being updated and disbursed as often as possible.

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

Kashia will continue to look for qualified employees.

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

Kashia will continue with IT support and continue to look for qualified employees.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
44920	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
100.00%	0.00%	\$0.00	100.00%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

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

Contributing actions include targeted outreach to families by the superintendent/principal to increase parent engagement and involvement in their students' learning. Research shows that students with involved parents are more likely to have higher grades and test scores, attend

school regularly, have better social skills, show improved behavior, and adapt well to school. Funds are also being spent on providing engaging curriculum on the Pomo culture and language. Research shows that students who receive a culturally relevant education have much higher levels of academic achievement. Funding is also being used to integrate technology and maker education into the curriculum to increase student interest, motivation, and engagement. Research indicates that students who attend school due to increased engagement learn more. Attendance is also being addressed through the development of an attendance incentive program and support for parents in getting students to school. Lunch is also being provided free of charge to all students. Research shows that students who are properly nourished are more ready to learn.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Kashia is currently looking to expand the current staff to provide more one to one services as well as continue to invite Tribal leaders and community support groups for a wide variety of educational opportunities.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		100%
Staff-to-student ratio of certificated staff providing direct services to students		100%

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$139,211.00		\$32,333.00	\$24,000.00	\$195,544.00	\$121,096.00	\$74,448.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Funds
1	1.1	Teacher	All	\$75,991.00					\$95,991.00
1	1.2	Textbooks, supplies, programs	All	\$5,957.00					\$5,957.00
1	1.3	Physical Education	All						
1	1.4	Zoo-phonics Multisensory Language Arts Program	All						\$0.00
2	2.1	Parent Participation	All						\$0.00
2	2.2	Newsletter	All						\$0.00
2	2.3	GED incentive plan	All						\$0.00
2	2.4	Superintendent/Principal	Low Income	\$40,263.00					\$40,263.00
3	3.1	Suspension/Expulsions	All						\$0.00
3	3.2	Student responsibility	All						\$0.00
3	3.3	Facilities	All	\$9,500.00					\$9,500.00
4	4.1	Attendance incentives - cultural studies	Low Income				\$4,000.00		\$4,000.00
4	4.2	Technology	Low Income	\$4,000.00					\$4,000.00
4	4.3	Meals	Low Income	\$3,500.00					\$3,500.00
4	4.4	Instructional Assistants	Students with Disabilities			\$22,333.00			\$22,333.00
4	4.5	Tech Support	All			\$10,000.00			\$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
44920	44920	100.00%	0.00%	100.00%	\$47,763.00	0.00%	106.33 %	Total:	\$47,763.00
LEA-wide Total:									\$47,763.00
Limited Total:									\$0.00
Schoolwide Total:									\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Superintendent/Principal	Yes	LEA-wide	Low Income	All Schools	\$40,263.00	
4	4.1	Attendance incentives - cultural studies	Yes	LEA-wide	Low Income	All Schools		
4	4.2	Technology	Yes	LEA-wide	Low Income	All Schools	\$4,000.00	
4	4.3	Meals	Yes	LEA-wide	Low Income	All Schools	\$3,500.00	

2021-22 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$181,102.00	\$140,807.00		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher	No	\$87,131.00	\$33,889
1	1.2	Textbooks, supplies, programs	No	\$5,100.00	\$7,194
1	1.3	Physical Education	No	\$100.00	0
1	1.4	Zoo-phonics Multisensory Language Arts Program	No	\$0.00	0
2	2.1	Parent Participation	No	\$0.00	0
2	2.2	Newsletter	No	\$0.00	0
2	2.3	GED incentive plan	No	\$0.00	0
2	2.4	Superintendent/Principal	Yes	\$39,354.00	\$51,724
3	3.1	Suspension/Expulsions	No	\$0.00	0
3	3.2	Student responsibility	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Facilities	No	\$9,500.00	\$9,500
4	4.1	Attendance incentives	Yes	\$4,000.00	\$4,000
4	4.2	Technology	Yes	\$4,000.00	\$10,503
4	4.3	Meals	Yes	\$3,500.00	\$3,500
4	4.4	Instructional Assistants	No	\$27,917.00	\$9,497
4	4.5	Tech Support	No	\$500.00	\$11,000

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
45884		\$46,854.00	\$65,727.00	(\$18,873.00)	0.00%	0.00%	0.00%
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Superintendent/Principal	Yes	\$39,354.00	51724		
4	4.1	Attendance incentives	Yes	0	0		
4	4.2	Technology	Yes	\$4,000.00	10503		
4	4.3	Meals	Yes	\$3,500.00	3500		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
45884	45884	0	100.00%	\$65,727.00	0.00%	143.25%	\$0.00	0.00%

Kashia Elementary (70888) - 2022-23 Original										7/1/2022	
SUMMARY OF FUNDING											
General Assumptions											
COLA & Augmentation											
Base Grant Proration Factor		3.26%	0.00%	5.07%	6.56%	3.61%	3.64%	3.62%	3.58%		
Add-on, ERT & MSA Proration Factor		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
LCFF Entitlement											
Base Grant		\$166,381	\$166,381	\$183,327	\$195,304	\$192,949	\$199,977	\$207,208	\$214,617		
Grade Span Adjustment		-	-	168	179	-	-	-	-		
Supplemental Grant		16,945	16,945	19,016	19,056	17,150	17,890	18,537	19,203		
Concentration Grant		19,064	19,064	26,868	25,864	21,796	22,966	23,798	24,550		
Add-ons: Targeted Instructional Improvement Block Grant		782	782	782	782	782	782	782	782		
Add-ons: Home-to-School Transportation		-	-	-	-	-	-	-	-		
Add-ons: Small School District Bus Replacement Program		-	-	-	-	-	-	-	-		
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid		\$203,172	\$203,172	\$230,161	\$241,185	\$232,677	\$241,615	\$250,325	\$259,252		
Miscellaneous Adjustments		-	-	-	-	-	-	-	-		
Economic Recovery Target		-	-	-	-	-	-	-	-		
Additional State Aid		-	-	-	-	-	-	-	-		
Total LCFF Entitlement		203,172	203,172	230,161	241,185	232,677	241,615	250,325	259,252		
LCFF Entitlement Per ADA		\$ 19,938	\$ 19,938	\$ 20,513	\$ 21,866	\$ 23,268	\$ 24,162	\$ 25,033	\$ 25,925		
Components of LCFF By Object Code											
State Aid (Object Code 8011)		\$ 87,101	\$ 84,762	\$ 107,901	\$ 118,979	\$ 110,702	\$ 117,381	\$ 123,786	\$ 130,752		
EPA (for LCFF Calculation purposes)		\$ 3,564	\$ 2,038	\$ 6,702	\$ 4,446	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000		
Local Revenue Sources:											
Property Taxes (Object 8021 to 8089)		\$ 112,507	\$ 116,372	\$ 115,558	\$ 117,760	\$ 119,975	\$ 122,234	\$ 124,539	\$ 126,500		
In-Lieu of Property Taxes (Object Code 8096)		-	-	-	-	-	-	-	-		
Property Taxes net of In-Lieu		\$ 112,507	\$ 116,372	\$ 115,558	\$ 117,760	\$ 119,975	\$ 122,234	\$ 124,539	\$ 126,500		
TOTAL FUNDING											
Basic Aid Status		Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid		
Excess Taxes		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
EPA in Excess to LCFF Funding		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total LCFF Entitlement		203,172	203,172	230,161	241,185	232,677	241,615	250,325	259,252		
SUMMARY OF EPA											
% of Adjusted Revenue Limit - Annual		16.13801139%	70.06785065%	49.17914663%	49.17000000%	49.17000000%	49.17000000%	49.17000000%	49.17000000%		
% of Adjusted Revenue Limit - P-2		16.08698870%	70.06785065%	49.17914663%	49.17000000%	49.17000000%	49.17000000%	49.17000000%	49.17000000%		
EPA (for LCFF Calculation purposes)		\$ 3,564	\$ 2,038	\$ 6,702	\$ 4,446	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000		
EPA, Current Year (Object Code 8012)		\$ 3,564	\$ 2,038	\$ 6,702	\$ 4,446	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000		
EPA, Prior Year Adjustment (Object Code 8019)		\$ (6,024.00)	\$ (7,282.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(P-A less Prior Year Accrual)		-	-	-	-	-	-	-	-		
Accrual (from Data Entry tab)		-	-	-	-	-	-	-	-		

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES														
Base Grant (Excludes add-ons for TILG and Transportation)	\$	166,381	\$	166,381	\$	183,495	\$	195,483	\$	199,977	\$	207,208	\$	214,617
Supplemental and Concentration Grant funding in the LCAP year	\$	36,009	\$	36,009	\$	45,884	\$	44,920	\$	38,946	\$	42,335	\$	43,853
Percentage to Increase or Improve Services		21.64%		21.64%		25.01%		22.98%		20.18%		20.43%		20.43%

SUMMARY OF STUDENT POPULATION									
Unduplicated Pupil Population									
Enrollment	12	16	9	11	11	11	11	11	11
COE Enrollment	-	-	-	-	-	-	-	-	-
Total Enrollment	12	16	9	11	11	11	11	11	11
Unduplicated Pupil Count									
COE Unduplicated Pupil Count	12	16	8	10	10	10	10	10	10
-	-	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	12	16	8	10	10	10	10	10	10
Rolling %, Supplemental Grant	100.0000%	100.0000%	97.3000%	94.4400%	90.3200%	90.3100%	90.3100%	90.3100%	90.3100%
Rolling %, Concentration Grant	100.0000%	100.0000%	97.3000%	94.4400%	90.3200%	90.3100%	90.3100%	90.3100%	90.3100%

SUMMARY OF LCFF ADA									
Prior Year ADA for the Hold Harmless - (net of current year charter shift)									
Grades TK-3						0.20			
Grades 4-6						0.49			
Grades 7-8						0.34			
Grades 9-12									
LCFF Subtotal						1.03			
NSS	9.59	10.19				6.66	10.00	10.00	10.00
Combined Subtotal	9.59	10.19				7.69	10.00	10.00	10.00
Current Year ADA									
Grades TK-3									
Grades 4-6									
Grades 7-8									
Grades 9-12									
LCFF Subtotal									
NSS	10.19	10.19				10.00	10.00	10.00	
Combined Subtotal	10.19	10.19				10.00	10.00	10.00	
Change in LCFF ADA (excludes NSS ADA)									
	No Change	No Change				(1.03)	No Change	No Change	No Change
Funded LCFF ADA for the Hold Harmless									
Grades TK-3						0.20			
Grades 4-6						0.49			
Grades 7-8						0.34			
Grades 9-12									
Subtotal	Current	Current				1.03	Current	Current	Current
Funded NSS ADA									
Grades TK-3	7.12	7.12				5.00	5.00	5.00	5.00
Grades 4-6	2.28	2.28				4.00	4.00	4.00	4.00
Grades 7-8	0.79	0.79				1.00	1.00	1.00	1.00
Grades 9-12									
Subtotal	10.19	10.19				10.00	10.00	10.00	
NPS, CDS, & COE Operated									
Grades TK-3									
Grades 4-6									
Grades 7-8									
Grades 9-12									
Subtotal	Current	Prior				Current	Prior	Prior	Prior
ACTUAL ADA (Current Year Only)									
Grades TK-3	7.12	7.12				5.00	5.00	5.00	5.00
Grades 4-6	2.28	2.28				4.00	4.00	4.00	4.00
Grades 7-8	0.79	0.79				1.00	1.00	1.00	1.00

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	A	B	Q	R	S	T	U	V	W	X
1	Kashia Elementary (Sonoma County) Education Protection Account (1400)									
2										
3		2014-15	2019-20	2019-20	2020-21	2020-21	2021-22	2021-22	2022-23	2022-23
4										
5	REVENUE	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
6	Revenue Limit - 8012	\$13,793	\$4,822	\$8,371	\$5,724	\$5,696	\$6,702	\$4,446		
7										
8										
9	EXPENDITURES									
10	Teacher - 1100	**			\$5,724	\$5,696	\$6,702	\$4,446		
11	Aide - 2100									
12	Benefits - 3xxx	**								
13	Building		\$4,822							
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Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

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

District: Kashia School District
CDS #: 49-70888

Adopted Budget
2022-23 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Kashia School

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

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

Combined Assigned and Unassigned/unappropriated Fund Balances

Form	Fund	2022-23 Budget
01	General Fund	\$530,676.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$0.00
Total Assigned and Unassigned Ending Fund Balances		\$530,676.00
District Standard Reserve Level		5%
Less District Minimum Reserve for Economic Uncertainties		\$71,000.00
Remaining Balance to Substantiate Need		\$459,676.00

Objects 9780/9789/9790

(Exclude all non-spendable, restricted & committed funds)

Form 01

Form 17

Form 01CS Line 10B-4

Form 01CS Line 10B-7

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

Form	Fund	2022-23 Budget	Description of Need
01	General Fund	\$459,676.00	Unassigned Reserves
01	General Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
Insert Lines above as needed			
Total of Substantiated Needs		\$459,676.00	

Remaining Unsubstantiated Balance

\$0.00

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



**BEFORE THE GOVERNING BOARD OF THE
KASHIA SCHOOL DISTRICT
SONOMA COUNTY, CALIFORNIA**

In the Matter of School and)
Classroom Capacity Limits)
for Purposes of Granting or)
Denying an Interdistrict)
Transfer Request)

RESOLUTION NO. 0615 2022

WHEREAS the Board hereby finds that it is in the best interest of the KASHIA SCHOOL DISTRICT that the District meet its obligation to serve residents before using its resources to serve new students who transfer into the District through an interdistrict transfer agreement and/or permit;

WHEREAS the Governing Board of this District supports providing out-of-District students with an in-District placement where possible pursuant to an interdistrict transfer agreement and/or permit;

WHEREAS to accomplish these goals, it is necessary for the District to determine whether there is space for new students in all classroom settings, ranging from general education to special education;

WHEREAS, determination of limitations on capacity for purposes of interdistrict transfers exist to allow for in-District residential growth after interdistrict transfer requests have been processed;

WHEREAS, lack-of-space is a recognized, legitimate basis for denying a new interdistrict transfer request;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the KASHIA SCHOOL DISTRICT that the District hereby sets forth criteria for denying an interdistrict transfer request due to lack of space for the 2022-2023 school year:

1. Classes at the relevant grade level may be deemed to be full for purposes of interdistrict transfers when the classes reach 50% of total capacity.
2. When the total number of enrolled students in the District reaches 50% of total capacity, the District may be deemed full for purposes of interdistrict transfers
3. For resource specialist programs, in addition to considerations of grade level and district capacity, a resource specialist program may be deemed full when all 1.0 full time equivalent (“FTE”) RSP case managers’ caseloads are higher than 5:1 [NOTE: the legal maximum is 28:1], or, where a RSP is not 1.0 FTE, a prorated ratio based upon the fraction of FTE the RSP is hired to teach;
4. For special day class (“SDC”) students, in addition to considerations of grade level and district capacity:
 - a. A Mild-to-Moderate SDC may be deemed full for purposes of interdistrict transfers when the student:teacher ratio exceeds 2:1.
 - b. A Moderate-to-Severe SDC may be deemed full for purposes of interdistrict transfers when the student:teacher ratio exceeds 2:1.
6. For new programs or classes, the Superintendent or his/her designee may establish capacities for purposes of interdistrict transfers.

The foregoing Resolution was adopted by the Governing Board of the KASHIA SCHOOL DISTRICT on the 15th day of June, 2022, by the following vote:

AYES:

NOES:

ABSENT:

President, Governing Board

I, Glenda Antone, Clerk of the Governing Board of the KASHIA SCHOOL DISTRICT do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on June 15, 2022.

Clerk, Governing Board

June 15, 2022
Board Meeting

Substitute Teacher Pay

In order to support the possibility of obtaining substitute teachers for teacher absences, effective 07/01/2022 substitute teacher pay will go from:

\$175 per day and \$87.50 for a half day

To

\$210 per day and \$125 for a half day
