

Kashia Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains

information about the condition and performance of each California public school.

Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this

school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

School Name Kashia Elementary School
Street 31510 Skaggs Springs Rd.
City, State, Zip Stewarts Point, CA 95480
Phone Number 707-785-9682
Principal Frances Johnson
Email Address frances@kashiaesd.org
School Website <https://www.kashiaesd.org/>
County-District-School (CDS) Code 49 70888 6052013

District Name Kashia Elementary School District
Phone Number 707-785-9682
Superintendent Frances Johnson
Email Address frances@kashiaesd.org
District Website <https://www.kashiaesd.org/>

2023-24 School Description and Mission Statement

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. _____

About this School

Kindergarten 1

Grade 3 2

Grade 5 1

Grade 6 3

Grade 7 1

Total Enrollment 8

Female 37.5%

Male 62.5%

American Indian or Alaska Native 100%

Socioeconomically Disadvantaged 100%

Students with Disabilities 50%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Fully (Preliminary or Clear) Credentialed
for Subject and Student Placement**

1.00 100.00 1.00 100.00 1 100

(properly assigned)

Intern Credential Holders Properly

Assigned 0.00 0.00 0.00 0.00 0 0

**Teachers Without Credentials and
Misassignments (“ineffective” under**

0.00 0.00 0.00 0.00 0 0

ESSA)

Credentialed Teachers Assigned Out-of

Field (“out-of-field” under ESSA) 0.00 0.00 0.00 0.00 0 0 **Unknown** 0.00 0.00 0.00 0.00 0 0 **Total Teaching Positions**

1.00 100.00 1.00 100.00 1 100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Fully (Preliminary or Clear) Credentialed
for Subject and Student Placement**

1.00 100.00 1.00 100.00 1 100

(properly assigned)

Intern Credential Holders Properly

Assigned 0.00 0.00 0.00 0.00 0 0

**Teachers Without Credentials and
Misassignments (“ineffective” under**

0.00 0.00 0.00 0.00 0 0

ESSA)

Credentialed Teachers Assigned Out-of

Field (“out-of-field” under ESSA) 0.00 0.00 0.00 0.00 0 0 **Unknown** 0.00 0.00 0.00 0.00 0 0 **Total Teaching Positions**
1.00 100.00 1.00 100.00 1 100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Permits and Waivers	0.00	0.00	Misassignments	0.00	0.00	Vacant Positions	0.00	0.00	Total Teachers Without
Credentials and Misassignments				0.00	0.00				

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	Local Assignment Options	0.00	0.00	Total
Out-of-Field Teachers	0.00	0.00				

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Misassignments for English Learners

(a percentage of all the classes with English learners taught by teachers that are <u>misassigned</u>)	0 0
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No credential, permit or authorization to teach

(a percentage of all the classes taught by teachers with no record of an <u>authorization to teach</u>)	0 0
---	-----

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Year and month in which the data were collected

Reading/Language Arts Houghton Mifflin,, and the use of novels for structured study Yes 0.00 % **Mathematics** Go
Math - electronic textbooks Yes 0.00 %

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Science	Foss Kits and Support Resources	Yes	0.00 %
History-Social Science	NA		0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0

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Campus facilities are kept in good working order. Materials under playground have been cleaned but not

replaced. **Year and month of the most recent FIT report** November 2019

Systems:

X

Gas Leaks, Mechanical/HVAC, Sewer

Interior:

X

Interior Surfaces

Cleanliness:

X

Overall Cleanliness, Pest/Vermin Infestation

Electrical X

Restrooms/Fountains:

X

Restrooms, Sinks/ Fountains

Safety:

X

Fire Safety, Hazardous Materials

Structural:

X

Structural Damage, Roofs

External:

Playground/School Grounds, Windows/

X New playground materials needed to cushion under swings and slide.

Doors/Gates/Fences

Wood chips added

X

B. Pupil Outcomes State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven.

Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

English Language Arts/Literacy

(grades 3-8 and 11)

----- 47 46

Mathematics

(grades 3-8 and 11)

----- 33 34



This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students ----- **Female** ----- **Male** ----- **American Indian or Alaska Native** ----- **Asian** 0 0 0
0 0 **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 0 0 0 0 0 **Native Hawaiian or Pacific**
Islander 0 0 0 0 0 **Two or More Races** 0 0 0 0 0 **White** 0 0 0 0 0 **English Learners** 0 0 0 0 0 **Foster Youth** 0 0 0 0 0
Homeless 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** ----- **Students Receiving Migrant**
Education Services 0 0 0 0 0 **Students with Disabilities** -----

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This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students ----- **Female** ----- **Male** ----- **American Indian or Alaska Native** ----- **Asian** 0 0 0
0 0 **Black or African American** 0 0 0 0 0 **Filipino** 0 0 0 0 0 **Hispanic or Latino** 0 0 0 0 0 **Native Hawaiian or Pacific**
Islander 0 0 0 0 0 **Two or More Races** 0 0 0 0 0 **White** 0 0 0 0 0 **English Learners** 0 0 0 0 0 **Foster Youth** 0 0 0 0 0
Homeless 0 0 0 0 0 **Military** 0 0 0 0 0 **Socioeconomically Disadvantaged** ----- **Students Receiving Migrant**
Education Services 0 0 0 0 0 **Students with Disabilities** -----

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Science

(grades 5, 8 and high school)

----- 29.47 30.29



This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All Students -- -- -- -- **Female** -- -- -- -- **Male** 0 0 0 0 **American Indian or Alaska Native** -- -- -- -- **Asian** 0 0 0
0 0 **Black or African American** 0 0 0 0 **Filipino** 0 0 0 0 **Hispanic or Latino** 0 0 0 0 **Native Hawaiian or Pacific
Islander** 0 0 0 0 **Two or More Races** 0 0 0 0 **White** 0 0 0 0 **English Learners** 0 0 0 0 **Foster Youth** 0 0 0 0
Homeless 0 0 0 0 **Military** 0 0 0 0 **Socioeconomically Disadvantaged** -- -- -- -- **Students Receiving Migrant
Education Services** 0 0 0 0 **Students with Disabilities** -- -- -- --

B. Pupil Outcomes State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade 5 ----- Grade 7 ----- Grade 9 -----

C. Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

Kashia School District is located within the Kashya Pomo Reservation in Stewarts Point. All families are located within walking distance of the school. Parents are welcome at all time to observe classroom instruction and participate in all school activities. School Board meetings are held in the school office and open to the public. _____

All Students 9 9 8 88.9 **Female** 4 4 3 75.0 **Male** 5 5 5 100.0 **Non-Binary** 0 0 0 0.0 **American Indian or Alaska Native**
 9 9 8 88.9
Asian 0 0 0 0.0 **Black or African American** 0 0 0 0.0 **Filipino** 0 0 0 0.0 **Hispanic or Latino** 0 0 0 0.0 **Native**
Hawaiian or Pacific Islander 0 0 0 0.0 **Two or More Races** 0 0 0 0.0 **White** 0 0 0 0.0 **English Learners** 0 0 0 0.0
Foster Youth 0 0 0 0.0 **Homeless** 0 0 0 0.0 **Socioeconomically Disadvantaged** 8 8 8 100.0
Students Receiving Migrant Education Services 0 0 0 0.0 **Students with Disabilities** 5 5 4 80.0

C. Engagement State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

This table displays suspensions and expulsions data.

Suspensions 0.00 0.00 0.00 0.00 0.20 3.17 3.60 **Expulsions** 0.00 0.00 0.00 0.00 0.00 0.07 0.08

All Students 0 0 **Female** 0 0 **Male** 0 0 **Non-Binary**
American Indian or Alaska Native 0 0 **Asian** 0 0 **Black or African American** 0 0 **Filipino** 0 0 **Hispanic or**
Latino 0 0 **Native Hawaiian or Pacific Islander** 0 0 **Two or More Races** 0 0 **White** 0 0 **English Learners** 0 0
Foster Youth 0 0 **Homeless** 0 0 **Socioeconomically Disadvantaged** 0 0 **Students Receiving Migrant**
Education Services 0 0 **Students with Disabilities** 0 0

The school safety plan is reviewed each January and approved at the February meeting. All Kashia students are within walking distance of their homes in the event of an emergency. _____

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Other 14 1

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Other 9 1

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi grade level classes.

K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0

6	0	0	0	0
Other	7	1	0	0

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Pupils to Academic Counselor 0

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counselor (Academic, Social/Behavioral or Career Development)

Library Media Teacher (Librarian)

Library Media Services Staff (Paraprofessional)

Psychologist

Social Worker

Nurse

Speech/Language/Hearing Specialist

Resource Specialist (non-teaching)

Other

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

School Site	\$49,380	\$21,211	\$28,169	\$61,117	District	N/A	N/A	\$28,169	\$61,117	Percent Difference - School Site
and District	N/A	N/A	0.0	5.1	State	N/A	N/A	\$7,607	\$75,753	Percent Difference - School Site and State
										N/A
										N/A

124.1 -19.1

NA

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE [Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Beginning Teacher Salary \$48,635 \$48,481 **Mid-Range Teacher Salary** \$68,119 \$73,129 **Highest Teacher Salary** \$74,929 \$99,406 **Average Principal Salary (Elementary)** \$0 \$117,381
Average Principal Salary (Middle) \$0 \$128,158 **Average Principal Salary (High)** \$0
Superintendent Salary \$0 \$138,991 **Percent of Budget for Teacher Salaries** 19.26% 29.34% **Percent of Budget for Administrative Salaries** 5.95% 5.99%

This table displays the number of school days dedicated to staff development and continuous improvement.

Number of school days dedicated to Staff Development and Continuous Improvement 4 4 4