

Kashia School District

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

Agenda Governing School Board Wednesday, August 14, 2024 Kashia School District

Start End

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

Glenda Antone _____
Coleen McCloud _____
Charlene Pinola _____

Frances Johnson _____

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 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. Consent Agenda

4.1 Approval of the Minutes from the June 26, 2024 Special Board Meetings
(pages 1-4)

4.2 Approval of the Quarterly Williams Reports for 2023-24; Quarter 4 **(page 5)**

4.3 Approval of Routine Budget Updates for the period of June 1, 2024 – July 31, 2024 **(pages 6-7)**

4.4 Ratification of Accounts Payable Warrant Registers for the period of June 1, 2024 – June 30, 2024 **(page 8)**

4.5 Ratification of Accounts Payable Warrant Registers for the period of July 1, 2024 – July 31, 2024 **(page 9)**

4.6 Approval of the 2024-25 Notice of Employment for the Classroom Teacher **(pages 10-11)**

4.7 Approval of the 2024-25 Notice of Employment for the Literacy Coach/Reading Specialist **(pages 12-13)**

4.8 Approval of the 2024-25 Notice of Employment for the Classified Support Position (*page 14*)

4.9 Approval of the Declaration of Need Form (*page 15*)

Background: The California Commission on Teacher Credentialing (CTC) currently issues specific permits for individuals who are not fully credentialed, and these permits can be requested by the district when there is an acute staffing need. Credentials that are included in the Declaration of Need are Emergency, BCLAD/CLAD/English Learner Authorization and Resource Specialist Permits, and Limited Assignment Permits for Multiple Subject, Single Subject, and Special Education.

The Board of Trustees is asked to approve a Declaration of Need (attached) which will be filed with the California Commission (CTC). The Declaration of Need (DOC) will allow the newly hired Classroom Teacher (Notice of Employment to be considered for Board approval during the August 14, 2024 Regular Board meeting) to apply for a General Education Limited Assignment Permit (GELAP) which is required while the employee is working to attain the Multiple Subjects Credential as a condition of employment. Once the Sonoma County Office of Education (SCOE) receives the DON and GELAP application, they will issue a Temporary County Certificate (TCC) which will allow the employee to serve in the position while the GELAP is processed by CTC.

Fiscal Impact: None.

5 Reports and Communications

5.1 Governing Board Members

5.2 Superintendent

5.3 PTO

6 Items Scheduled for Information and Discussion

6.1 2024-25 Enrollment Update (*page 16*)

Background: The 2023-24 P-Annual Attendance Report is attached for review. Staff will also provide an update on actual student enrollment for 2024-25.

Fiscal Impact: The level of district funding available to fund staffing and programs is dependent upon enrollment/average daily attendance. The 2024-25 budget will be updated to reflect actual enrollment, and presented during the December 11, 2024 Regular Board meeting.

7 Items Schedules for Discussion and Action

7.1 Approval of the 2024-25 **Revised** Local Control and Accountability Plan (LCAP) (*pages 17-91*)

Background: The Local Control Accountability Plan (LCAP) was Board-approved during the June 12, 2024 Regular Board meeting. The report went through a routine review by the Sonoma County Office of Education (SCOE), and several substantive edits were requested, which require re-approval by the Board. The most notable revision was having Goal #2 displayed in the report. While Goal #2 was covered in the LCAP presentations, it was not shown in the report due to a technical error. Other edits include more thorough responses to prompts in the LCAP instructions and checking response boxes in a consistent manner throughout the document.

Fiscal Impact: None.

7.2 Approve Resolution 2025-01 Adopting a Conflict-of-Interest Code (*pages 92-97*)

Background: The Political Reform Act requires every local government agency to biennially review its conflict-of-interest code (COIC) to ensure it accurately identifies all public officials and employees who are required to file Statement of Economic Interests (Form 700). The Board is asked to review and approve Resolution 2025-01 Adopting a Conflict-of-Interest Code.

Fiscal Impact: None.

7.3 Approval of 2024-25 Classified Salary Schedule (*page 98*)

Background: The Board approved a salary schedule for 2024-25 for certificated, non-management employees that is aligned with the 2023-24 salary schedules for other coastal schools. The Board is now asked to approve a salary schedule for the Classified Support position for 2024-25, which is aligned with the 2023-24 salaries for classified staff among other coastal schools (e.g. no 2024-25 Cost-of-Living Adjustment {COLA} is applied at this time).

Fiscal Impact: The cost of a step increase (based upon years of experience) has been included in the 2024-25 Original Budget, which was Board-approved during the June 12, 2024 Regular Board meeting.

- 7.4 Approval of an Expenditure Plan for the 2023-24 and 2024-25 Prop 28 Art and Music in Schools (AMS) Funding (**page 99**)

Background: On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. LEAs that receive AMS funds are required to prepare a school site expenditure plan, pursuant to California *Education Code* Section 8820, subdivision (e). The attached expenditure plan outlines the intended use of

Fiscal Impact: The district received \$1,511 in 2023 -24 and anticipates receiving \$1,511 in 2024-25 (and ongoing).

- 7.5 Approval of an Independent Contractor Services Agreement with Robert Sibley for Cultural Education (**pages 100-107**)

Background: Robert Sibley provides cultural education services. The recommended rate for 2024-25 is \$35.00 per hour, representing an increase of \$5.00 per hour compared with 2023-24.

Fiscal Impact: The 2024-25 Original Budget that was approved by the Board during the June 12, 2024 Regular Board meeting includes a budget of \$8,000 for this service, which should be sufficient to cover costs for cultural education services in 2024-25 with the rate increase included.

- 7.6 Approval of an Independent Contractor Services Agreement with Janet Van Winkle for Special Education (Resource Specialist) Support (**pages 108-115**)

Background: Janet Van Winkle provides Special Education support services for students. The recommended rate for 2024-25 is \$70.00 per hour, representing an increase of \$10.00 per hour compared with 2023-24. Travel expenses are included in the \$10.00 rate increase, which were charged separately in prior years.

Fiscal Impact: The 2024-25 Original Budget that was approved by the Board during the June 12, 2024 Regular Board meeting includes a budget of \$12,000 for this service, which should be sufficient to cover costs for cultural education services in 2024-25 with the rate increase included.

7.7 Approval of an Independent Contractor Services Agreement with Mary Allen for Instructional and Administrative Support Services (**pages 116-124**)

Background: Mary Allen provided student testing and consultative services during the 2023-24 school year. The Board is asked to approve an Independent Contractor Services Agreement with Ms. Allen for 2024-25 to include student testing services, professional development and mentoring for staff, support in the development of the annual Local Control and Accountability Plan (LCAP update), consultative services related to curriculum instruction, e.g. textbook adoptions, and completion of the district's annual safety plan as described in the proposed scope of work (Exhibit A). Services are provided at a rate of \$80.00 per hour with a not-to-exceed amount of \$15,000.

Fiscal Impact: The 2024-25 Original Budget that was approved by the Board during the June 12, 2024 Regular Board meeting includes a budget of \$10,000 for these services, which will need to be increased by \$5,000 to cover the not-to-exceed costs outlined in the proposed scope of work (Exhibit A). The increase will be included in the 2024-25 First Interim Report, which will be presented to the Board during the December 12, 2024 Regular Board meeting.

8. Items Scheduled for Future Board Meetings

- 8.1 Board Policies
- 8.2 Contracts and MOU's for 2024-25
- 8.3 Unaudited Actuals
- 8.4 Gann Limit Resolution

10. Adjournment

Next Board Meeting: Wednesday, September 11, 2024

2:30 p.m.

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

Minutes
-Special Board Meeting #1
Governing School Board
Wednesday, June 26, 2024
Kashia School District

Start 4:18 p.m. End: 4:49 p.m.

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

Glenda Antone: Present Frances Johnson: Present
Coleen McCloud: Present
Charlene Pinola: Absent

2. Approval of Agenda:

The Board approved the agenda as presented. Motion by Trustee Antone, second by Trustee McCloud. Approved unanimously.

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

There was no public comment.

4. Consent Agenda

4.1 Approval of the Minutes from the June 10, 2024 Regular Board Meeting

4.2 Receive a Corrected Worker Compensation Form (SACS Form CC)

The Board approved the Consent Agenda as presented. Motion by Trustee Antone, second by Trustee McCloud. Passed unanimously.

5. Items Schedules for Discussion and Action

5.1 Approval of the Proposition 28 Arts and Music in Schools Funding – Annual Report for 2023-24

The Board approved the Prop. 28 Annual Report as presented. Motion by Trustee Antone, second by Trustee McCloud. Passed unanimously.

5.2 Approval of the 2024-25 Certificated Salary Schedule

The Board approved the 2024-25 Certificated Salary Schedule as presented. Motion by Trustee Antone, second by Trustee McCloud. Passed unanimously.

5.3 Approval of a Job Description for a Literacy Coach/Reading Specialist

The Board approved the job description as presented. Motion by Trustee McCloud, second by Trustee Antone. Passed unanimously.

5.4 Approval of a 1.0 FTE Position for 2024-25 – Literacy Coach/Reading Specialist

The Board approved the addition of a 1.0 FTE position as presented. Motion by Trustee McCloud, second by Trustee Antone. Passed unanimously.

5.5 Approval of Hire, Candidate for the Literacy Coach/Reading Specialist Position

The Board approved the hiring of Michele Taylor-Jones in the position of Literacy Coach/Reading Specialist. Motion by Trustee McCloud, second by Trustee Antone. Passed unanimously.

6. Items Scheduled for Future Board Meetings

- 6.1 Board Policies
- 6.2 Unaudited Actuals

7. Adjournment: 4:49 p.m.

Next Board Meeting: August 14, 2024

4:00 p.m.

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

Minutes
-Special Board Meeting #2
Governing School Board
Wednesday, June 26, 2024
Kashia School District

Start: 4:50 p.m. End: 5:45 p.m.

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

Glenda Antone: Present Frances Johnson: Present
Coleen McCloud: Present
Charlene Pinola: Absent

2. Approval of Agenda

The Board approved the agenda as presented. Motion by Trustee Antone, second by Trustee McCloud. Approved unanimously.

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

No public comment.

4. Closed Session

4.1 Personnel (Government Code 54957: Public Employee Discipline/Dismissal/Release)

The Board adjourned to closed session at 4:55 p.m.

5. Report on the Closed Session Agenda Items

5.1 Report of actions taken in closed session (if any)

The Board voted unanimously to dismiss an employee in the position of Classroom Teacher.

6. Items for Information/Action

6.1 Review and Consideration of Approval, 2024-25 Retired Employee Services Agreement, Superintendent

The Board approved the contract between the district and the Superintendent as presented. Motion by Trustee McCloud, second by Trustee Antone. Passed unanimously.

7. Items Scheduled for Future Board Meetings

- 7.1 Board Policies
- 7.2 Unaudited Actuals

8. Adjournment

Next Board Meeting: August 14, 2024

4:00 p.m.



Quarterly Report – Williams Uniform Complaints
[Education Code § 35186]

District: Kashia Elementary School District

Name & Title of Preparer: Andi Stubbs, Consulting CBO

- Quarter Reported: (check one)
- 1st Quarter: July 2023 through September 2023 – Due October 2023
 - 2nd Quarter: October 2023 through December 2023 – Due January 2024
 - 3rd Quarter: January 2024 through March 2024 – Due April 2024
 - 4th Quarter: April 2024 through June 2024 – Due July 2024

Date for information to be reported publicly at governing board meeting: 06.10.2024

Please check the box that applies: Notified 8/17/2024

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be submitted along with this report.**

| General Subject Area | Number of Complaints Received | Number of Complaints Resolved | Number of Complaints Unresolved |
|---------------------------------------|-------------------------------|-------------------------------|---------------------------------|
| Instructional Materials and Textbooks | | | |
| Facility Conditions | | | |
| Teacher Vacancy or Misassignment | | | |
| TOTAL | | | |

FRANCIS JOHNSON Francis Johnson
 Name & Signature of Superintendent

Date: 4/10/2024

Sign and date the report after it is presented at your board meeting. Please submit the executed report to EES via email at williams@scoc.org.

Effective 06/30/2024

Fiscal Year 2024

| Account | Description | From | To |
|---------------------------------------|--|------------------|------------|
| JE # BR24-00110 | JE Trans Date 06/30/2024 JE Posted 07/07/2024 Comment Update EPA | | |
| 01-1400-0-0000-0000-8012-000-1400 | EPA,EPA | CR | 5,125.00 |
| 01-1400-0-1110-1000-1100-600-1400 | Teachers' Salar, Instruction, Regular Educati,EPA | DR | 5,125.00 |
| Net decrease to Appropriations | | 10,250.00 | .00 |

| | | | |
|---------------------------------------|---|------------------|---------------|
| JE # BR24-00111 | JE Trans Date 06/30/2024 JE Posted 07/08/2024 Comment Budget revisions, Res. 2600 | | |
| 01-2600-0-0000-0000-8590-000-2600 | All Other State,ELO Program | DR | 450.00 |
| 01-2600-0-1110-1000-5800-600-2600 | Other Svcs & Op, Instruction, Regular Educati,ELO | DR | 50,000.00 |
| Net decrease to Appropriations | | 50,000.00 | 450.00 |

| | | | |
|---------------------------------------|---|------------------|------------|
| JE # BR24-00112 | JE Trans Date 06/30/2024 JE Posted 07/08/2024 Comment Budget updates, YEC | | |
| 01-6053-0-1110-1000-4390-000-0000 | Other Supplies, Instruction, Regular Educati, Undefined | DR | 636.00 |
| 01-9010-0-1110-1000-8590-600-VTGT | All Other State, Other Local | CR | 36,009.00 |
| 01-9010-0-1110-1000-1130-600-VTGT | Teachers' Sals, Instruction, Regular Educati, Whale Tail | DR | 15,000.00 |
| 01-9010-0-1110-1000-4310-600-VTGT | Instructional M, Instruction, Regular Educati, Whale Tail | DR | 5,000.00 |
| 01-9010-0-1110-1000-5800-600-VTGT | Other Svcs & Op, Instruction, Regular Educati, Whale Tail | DR | 5,000.00 |
| 01-9010-0-1110-1000-2130-600-VTGT | Instr Aides - E, Instruction, Regular Educati, Whale Tail | DR | 4,320.00 |
| 01-9010-0-1110-1000-3101-600-VTGT | Benefits - Strs, Instruction, Regular Educati, Whale Tail | DR | 2,865.00 |
| 01-9010-0-1110-1000-5201-600-VTGT | Mileage Reimbur, Instruction, Regular Educati, Whale Tail | DR | 1,300.00 |
| 01-9010-0-0000-7210-7310-600-VTGT | Dir Supp/indr C, General Admin C, Undistributed, Whale Tail | DR | 1,069.00 |
| 01-9010-0-1110-1000-3202-600-VTGT | Benefits - Pers, Instruction, Regular Educati, Whale Tail | DR | 682.00 |
| 01-9010-0-1110-1000-3312-600-VTGT | Benefits - Oasd, Instruction, Regular Educati, Whale Tail | DR | 268.00 |
| 01-9010-0-1110-1000-3311-600-VTGT | Benefits - Oasd, Instruction, Regular Educati, Whale Tail | DR | 218.00 |
| 01-9010-0-1110-1000-3601-600-VTGT | Benefits - Wcom, Instruction, Regular Educati, Whale Tail | DR | 162.00 |
| 01-9010-0-1110-1000-3332-600-VTGT | Benefits - Medi, Instruction, Regular Educati, Whale Tail | DR | 63.00 |
| 01-9010-0-1110-1000-3602-600-VTGT | Benefits - Wcom, Instruction, Regular Educati, Whale Tail | DR | 47.00 |
| 01-9010-0-1110-1000-3501-600-VTGT | Benefits - Sui, Instruction, Regular Educati, Whale Tail | DR | 8.00 |
| 01-9010-0-1110-1000-3502-600-VTGT | Benefits - Sui, Instruction, Regular Educati, Whale Tail | DR | 7.00 |
| Net decrease to Appropriations | | 72,654.00 | .00 |

| | | | |
|---------------------------------------|--|------------|---------------|
| JE # BR24-00113 | JE Trans Date 06/30/2024 JE Posted 07/13/2024 Comment O1 | | |
| 01-6300-0-0000-0000-8560-000-1100 | State Lottery R, Lottery-instruc | DR | 90.00 |
| 01-6300-0-1110-1000-4310-600-1100 | Instructional M, Instruction, Regular Educati, Lottery | CR | 90.00 |
| Net increase to Appropriations | | .00 | 180.00 |

| | | | |
|-----------------|---|--|--|
| JE # BR24-00114 | JE Trans Date 06/30/2024 JE Posted 07/14/2024 Comment Budget update | | |
|-----------------|---|--|--|

Effective 06/30/2024

Fiscal Year 2024

| Account | Description | From | To |
|---|---|-------------------|---------------------------------------|
| (continued) | | | |
| JE # BR24-00114 | JE Trans Date 06/30/2024 JE Posted 07/14/2024 Comment Budget update | | |
| 01-1100-0-0000-0000-8560-000-1100 | State Lottery R,State Lottery | DR | 18.00 |
| 01-1100-0-1110-1000-4310-600-1100 | Instructional M,Instruction,Regular Educati,Lottery | CR | 18.00 |
| Net increase to Appropriations | | .00 | 36.00 |
| <hr/> | | | |
| JE # BR24-00115 | JE Trans Date 06/30/2024 JE Posted 07/15/2024 Comment Budget updates, year-end | | |
| 01-6762-0-1110-1000-5800-600-6762 | Other Svcs & Op,Instruction,Regular Educati,Arts Music IMIF | DR | 2,070.00 |
| Net decrease to Appropriations | | 2,070.00 | .00 |
| <hr/> | | | |
| JE # BR24-00116 | JE Trans Date 06/30/2024 JE Posted 07/16/2024 Comment Budget Updates | | |
| 01-4510-0-1110-1000-5800-600-4510 | Other Svcs & Op,Instruction,Regular Educati,Title 7 | CR | 552.00 |
| 01-4510-0-1110-1000-3502-600-4510 | Benefits - Sui,Instruction,Regular Educati, Title 7 | DR | 15.00 |
| 01-4510-0-1110-1000-3332-600-4510 | Benefits - Medi,Instruction,Regular Educati, Title 7 | DR | 44.00 |
| 01-4510-0-1110-1000-3602-600-4510 | Benefits - Wcom,Instruction,Regular Educati, Title 7 | DR | 50.00 |
| 01-4510-0-1110-1000-2925-600-4510 | Cultural Ed,Instruction,Regular Educati, Title 7 | DR | 95.00 |
| 01-4510-0-1110-1000-5830-600-4510 | Intervention,Instruction,Regular Educati, Title 7 | DR | 162.00 |
| 01-4510-0-1110-1000-3312-600-4510 | Benefits - Oasd,Instruction,Regular Educati, Title 7 | DR | 186.00 |
| Net increase to Appropriations | | 552.00 | 552.00 |
| <hr/> | | | |
| JE # BR24-00117 | JE Trans Date 06/30/2024 JE Posted 07/30/2024 Comment Budget transfers to balance | | |
| 01-5810-0-1110-1000-1100-600-5810 | Teachers' Salar,Instruction,Regular Educati,REAP | CR | 1,746.00 |
| 01-5810-0-0000-0000-8290-000-5810 | All Other Feder,Rural Education | DR | 1,676.00 |
| Net increase to Appropriations | | .00 | 3,422.00 |
| Org 046 Net Increase in Estimated Fund Balance | | 53,086.00 | Net decrease to Appropriations |
| | | 135,526.00 | 4,640.00 |

Board Report

ReqPay12d

Checks Dated 06/01/2024 through 06/30/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|-------------------------------|-------------|--|-----------------|------------------|
| 2033460 | 06/05/2024 | Gene Parrish | 01-5200 | Mileage 3 20 to 24 | | 327.50 |
| 2033461 | 06/05/2024 | Gene Parrish | 01-5200 | Hotel 3 20 to 23 | | 680.64 |
| 2033462 | 06/05/2024 | Gene Parrish | 01-5200 | Mileage May 28 to 31 | | 269.86 |
| 2033463 | 06/05/2024 | Gene Parrish | 01-5200 | Hotel May 28 to 31 | | 510.48 |
| 2035344 | 06/12/2024 | Gene Parrish | 01-5200 | Mileage 6/4 to 6/6 | | 197.32 |
| 2035345 | 06/12/2024 | Gene Parrish | 01-5200 | Hotel 6/4 to 6/6 | | 340.32 |
| 2035346 | 06/12/2024 | San Joaquin City Office Of Ed | 01-5825 | 2425 Edjoin for Kashia ESD | | 800.00 |
| 2036244 | 06/14/2024 | Amerigas | 01-5510 | School tank | 991.86 | |
| | | | | Trailer tank | 441.88 | 1,433.74 |
| 2036245 | 06/14/2024 | Faviola Aguilar | 01-4310 | Yearbook reimbursement | | 388.35 |
| 2036246 | 06/14/2024 | Frances Johnson | 01-4310 | Graduation supplies & fire signage | 251.68 | |
| | | | | Reimbursement for San Francisco field trip | 349.16 | 600.84 |
| 2036247 | 06/14/2024 | Katrina Azbill | 01-5201 | Mileage and bridge toll, SF Zoo trip | | 166.85 |
| 2036248 | 06/14/2024 | Mary Allen | 01-5800 | Testing and related services | | 1,920.00 |
| 2036249 | 06/14/2024 | Coleen McCloud | 01-4310 | Graduation expenses | 380.47 | |
| | | | 01-5201 | Mileage and bridge toll, SF Zoo trip | 166.85 | 547.32 |
| 2036250 | 06/14/2024 | Recology Sonoma Marin | 01-5560 | Yard waste bins, 2 | | 230.29 |
| 2036251 | 06/14/2024 | Robert Sibley | 01-5800 | May instruction hours | | 930.00 |
| 2036252 | 06/14/2024 | Ryland Consulting | 01-5800 | April, 2024 hours, revised invoice | 9,766.25 | |
| | | | | May hours | 4,162.50 | 13,928.75 |
| | | | | Total Number of Checks | 16 | 23,272.26 |

Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|------|---------------------------|-------------|------------------|
| 01 | General Fund | 16 | 23,272.26 |
| | Total Number of Checks | 16 | 23,272.26 |
| | Less Unpaid Tax Liability | | .00 |
| | Net (Check Amount) | | 23,272.26 |

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

Checks Dated 07/01/2024 through 07/31/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|-------------------------------|------------|------------------------------|--------------------------------|----------------|-----------------|-----------------|
| 2038829 | 07/03/2024 | Andrea Stubbs | 01-4390 Filing supplies | | 93.42 | |
| | | | 01-5840 DocuSign Acct | | 180.00 | |
| | | | 01-5950 Certified mail | | 5.08 | |
| | | | | Postage stamps | 27.20 | 305.70 |
| 2038830 | 07/03/2024 | Faviola Aguilar | 01-5201 Mileage | | | 22.23 |
| 2038831 | 07/03/2024 | Frontier Communications | 01-5911 707-785-9682-101381-5 | | | 293.27 |
| 2038832 | 07/03/2024 | Janet VanWinkle | 01-5800 SPED Services | | | 780.00 |
| 2038833 | 07/03/2024 | Frances Johnson | 01-4390 Graduation expenses | | | 65.74 |
| 2038834 | 07/03/2024 | Coleen McCloud | 01-4390 Graduation expenses | | | 75.99 |
| 2038835 | 07/03/2024 | Robert Sibley | 01-5800 June hours | | | 495.00 |
| 2039897 | 07/10/2024 | Employment Development Dept. | 01-9555 94205275 Q2 | | | 30.33 |
| 2039898 | 07/10/2024 | Sonoma County Office Of Ed | 01-5817 Information Technology | | | 2,946.76 |
| Total Number of Checks | | | | | 9 | 5,015.02 |

Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|------|---------------------------|-------------|-----------------|
| 01 | General Fund | 9 | 5,015.02 |
| | Total Number of Checks | 9 | 5,015.02 |
| | Less Unpaid Tax Liability | | .00 |
| | Net (Check Amount) | | 5,015.02 |

Includes checks for only Bank Account COUNTY

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. (Limited to Checks issued from the COUNTY bank account.)

9

Kashia Elementary School District

NOTICE OF TERMS OF EMPLOYMENT

Employment between the **Kashia Elementary School District** ("District") and **Michele Taylor-Jones** ("Employee"):

Salary based upon set schedule (see attached):

Verified Years Experience: **completed ten years full-time experience** Verified Credits: **B.A. + 39** (Column: **B.A.+35**
Step: **10**)

Type of Credential: **Single Subject Clear – Art, English Learner Authorization** Expiration Date: **5/1/2029**

Classification: _____ Probationary Temporary _____ Permanent _____ Substitute

TERM OF EMPLOYMENT: Subject to ratification by the governing board, District employs Employee for the **2024-25 school year**, commencing **August 14, 2024** and terminating **June 13, 2025**. Employment shall be **1.00 FTE** (1.00 FTE = Full Time). *Notwithstanding the dates set forth in this Notice, and all employees serve at the will of the District and may be terminated at any time.*

LAWS and VENUE: This employment is made subject to the laws of California, applicable rules of the State Board of Education and the Governing Board of the above-named School District affecting the terms and conditions of employment by Governing Boards of school districts and any applicable collective bargaining agreement in effect during the employment. Venue shall be in the Superior Court and for the County of Sonoma and no other place.

CREDENTIALS: Employment is conditioned upon possession of all valid credential(s) required by law for this employment and Employee's filing such credentials with the Office of the County Superintendent of Schools prior to the first day of service.

RETIREES: Retirees are advised to consult the State Teachers Retirement System (STRS) directly with regard to the possible effects of post-retirement employment on retirement benefits.

OTHER SPECIAL TERMS, IF ANY: **Employee is employed in a 1.0 FTE Literacy Coach/Reading Specialist temporary certificated non-management position, funded by a one-time grant.**

NO OTHER EMPLOYMENT: Employment is further conditioned upon Employee not holding a valid contract of employment with the governing board of another school district or with a county office which in any way will conflict with this employment (Title 5, California Code of Regulations, Section 5500).

BY:
DocuSigned by:
Frances Johnson
8E1BD6532BD2452...

Date: 7/10/2024

Frances Johnson, Superintendent

DocuSigned by:
Michele Taylor-Jones
4658D87B23BA4EC...

Date: 7/8/2024

Michele Taylor-Jones (Employee)

(12)

Kashia Elementary School District

NOTICE OF TERMS OF EMPLOYMENT

Employment between the **Kashia Elementary School District** ("District") and **Adriana D. Ruiz** ("Employee"):

Salary based upon set schedule (see attached).

Verified Years Experience: 5 : Job Duties (attach job description): **Classified Support (Instructional/Food Services/Maintenance Support)**

Start Time: **8:00 a.m.** End Time: **4:00 p.m.** Total Hours Per Day: **8.00 hours per day**

Classification: _____ Probationary Temporary _____ Permanent _____ Substitute

TERM OF EMPLOYMENT: Subject to ratification by the governing board, District employs Employee for the **2024-25 school year**, commencing **August 14, 2024** and terminating **June 13, 2025**. Employment shall be **1.00 FTE** (1.00 FTE = Full Time). *Notwithstanding the dates set forth in this Notice, and all employees serve at the will of the District and may be terminated at any time.*

LAWS and VENUE: This employment is made subject to the laws of California, applicable rules of the State Board of Education and the Governing Board of the above-named School District affecting the terms and conditions of employment by Governing Boards of school districts and any applicable collective bargaining agreement in effect during the employment. Venue shall be in the Superior Court and for the County of Sonoma and no other place.

CREDENTIALS: Employment is conditioned upon possession of all valid credential(s) or certificates required by law for this employment and Employee's filing such credentials with the Office of the County Superintendent of Schools prior to the first day of service.

RETIREEES: Retirees are advised to consult the California Public Employees Retirement System (CalPERS) directly with regard to the possible effects of post-retirement employment on retirement benefits.

OTHER SPECIAL TERMS, IF ANY: **Employee is employed in a 1.0 FTE classified support position.**

NO OTHER EMPLOYMENT: Employment is further conditioned upon Employee not holding a valid contract of employment with the governing board of another school district or with a county office which in any way will conflict with this employment (Title 5, California Code of Regulations, Section 5500).

BY: _____

Frances Johnson, Superintendent

Date: _____

Adriana D. Ruiz, Employee

Date: _____

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Teacher Consent Form and Identification of Experienced Educator

PURPOSE: This consent provides written documentation that the County Office of Education or District obtained the teacher's written consent prior to making an assignment requiring a General Education or Special Education Limited Assignment Permit pursuant to Title 5 §80027 and Title 5 §80027.1.

District Name: Kashia School Year: 2024-2025
School Site: Kashia Elementary Grade Level: K-8
Teacher: Whitney Badgett Employee ID#: _____
Credential(s) Held: California Clear Single Subject - Art
Multi-Subject K-8
Assignment: _____
GELAP
Type of authorization required for assignment: _____

Renewal requirements for the General Education Limited Assignment Permit are:

- a. Complete at least six semester units, or nine quarter units of coursework required for each subject listed on the permit, or
- b. Take all required subject matter examinations for each subject area listed on the permit and pass at least two sections
(coursework or exams must have been completed after the issuance date of the current permit and prior to the requested issuance date)

Renewal requirements for the Special Education Limited Assignment Permit:

Complete at least six semester units or nine quarter units of course work (or its equivalent) required for issuance of the related credential in each specialty area listed on the permit, verified by a Commission-approved program sponsor. The course work (or its equivalent) must have been completed after the issuance date of the current permit and prior to the requested issuance date.

I agree to submit an application for the appropriate Limited Assignment Permit and consent to the above-referenced assignment(s) for the specified school year. My signature below also confirms that I understand the requirements for renewal of this Limited Assignment Permit.

Teacher's Signature: Whitney Badgett
Whitney Badgett Date: July 8, 2024
Printed Name: _____ Date: _____

Experienced Educator Assigned to this teacher: Frances Johnson, Supt.

Experienced Educator's Valid Credential: Multiple Subjects, Life (TC355136)

Experienced educators must have three years of full-time teaching experience in each subject area requested on the Limited Assignment Permit. More than one experienced educator may be assigned to meet this requirement.

2023-24 P-Annual Attendance Report - Data Summary

Months 1 - 11
08/14/2023-06/14/2024

| | Regular Program: | SDC Program: | Total: |
|--------|------------------|--------------|--------|
| K-3: | 2.31 | 0.00 | 2.31 |
| 4-6: | 0.66 | 0.81 | 1.47 |
| 7-8: | 1.13 | 1.59 | 2.72 |
| Total: | 4.10 | 2.40 | 6.50 |
| TK: | 0 | 0 | 0 |

P-2 ADA: 6.93

Francis E. Johnson

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kashia Elementary School District

CDS Code: 49 70888 6052013

School Year: 2024-25

LEA contact information:

Frances Johnson

Superintendent/Principal

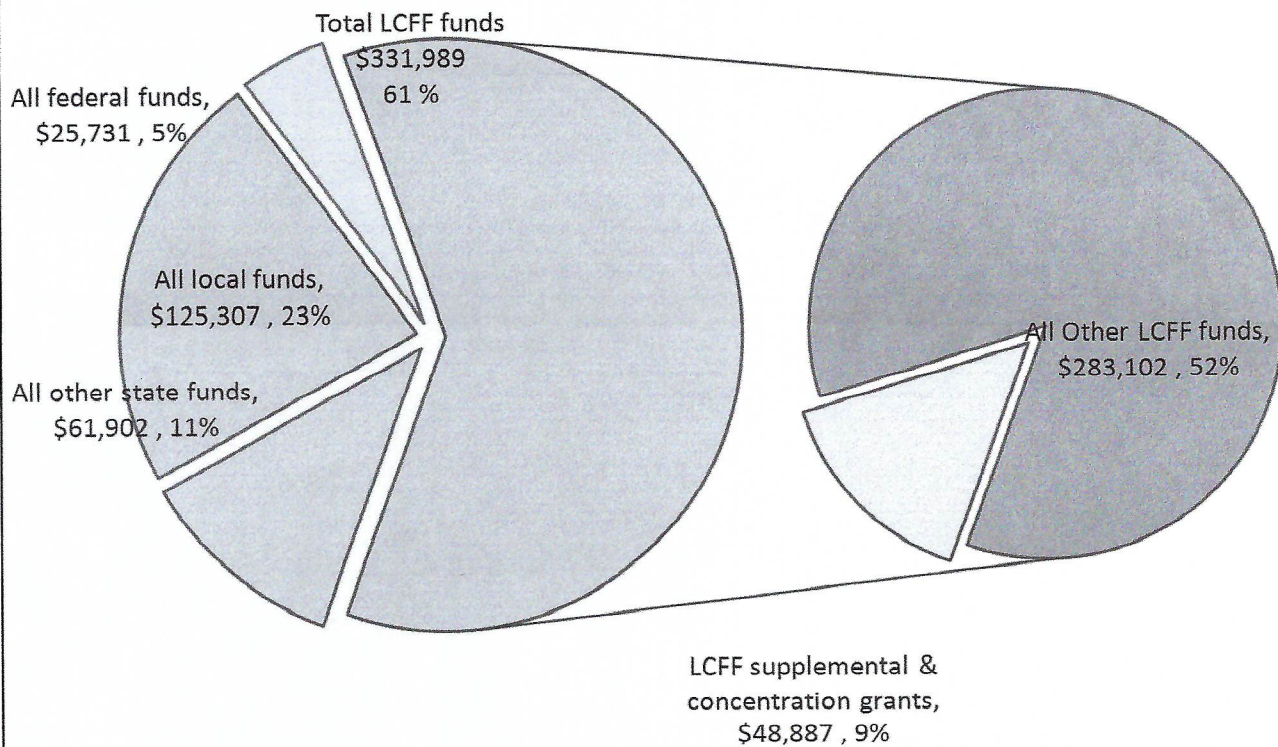
frances@kashiaesd.org

7077859682

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

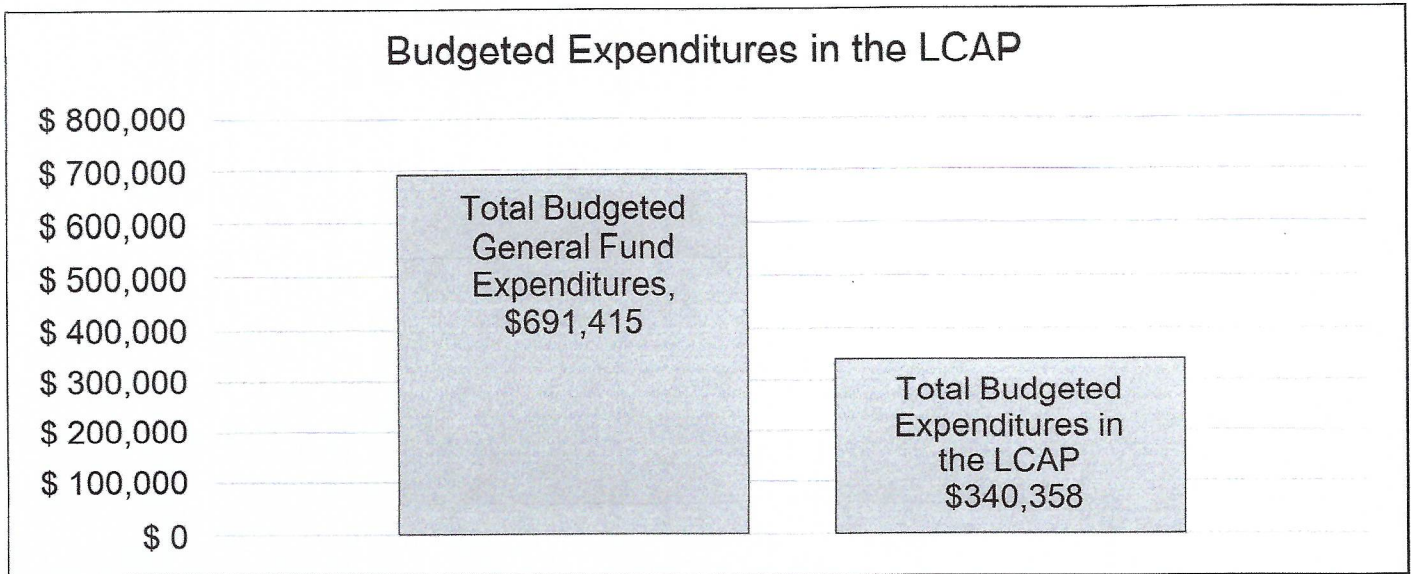


This chart shows the total general purpose revenue Kashia Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kashia Elementary School District is \$544,929, of which \$331,989 is Local Control Funding Formula (LCFF), \$61,902 is other state funds, \$125,307 is local funds, and \$25,731 is federal funds. Of the \$331,989 in LCFF Funds, \$48,887 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kashia Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kashia Elementary School District plans to spend \$691,415 for the 2024-25 school year. Of that amount, \$340,357.50 is tied to actions/services in the LCAP and \$351,057.5 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

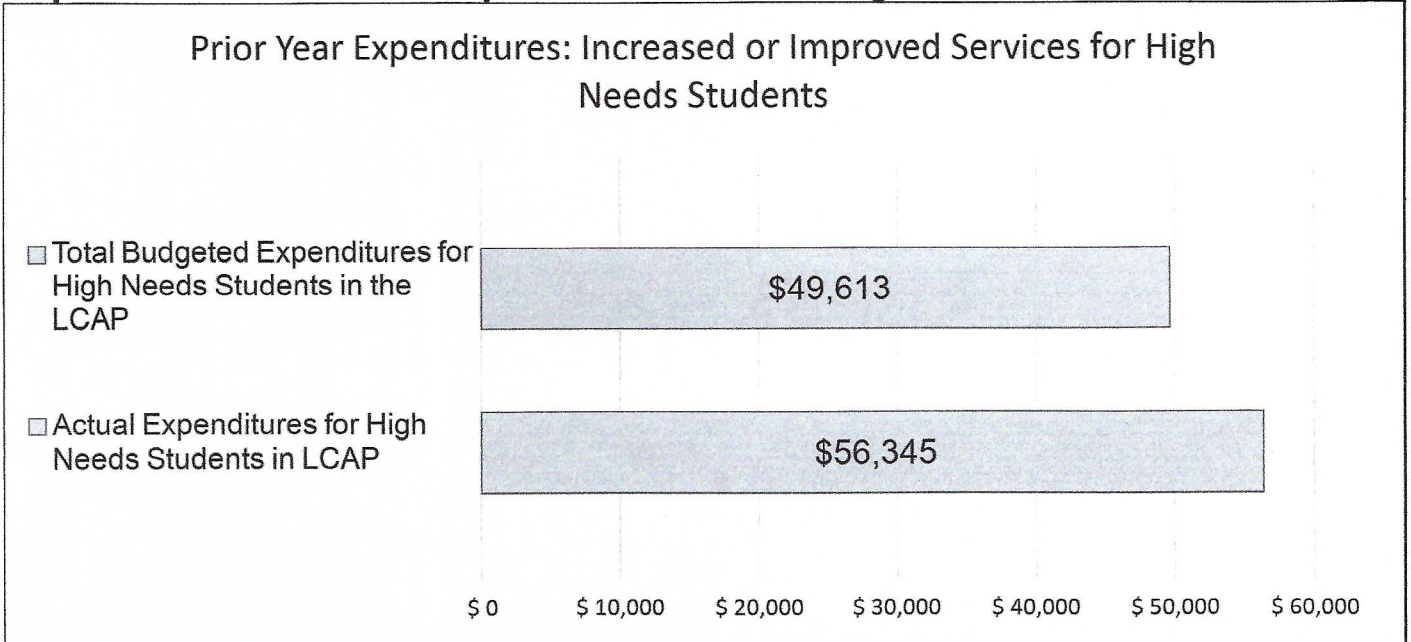
Special education expenses, business services, facilities expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kashia Elementary School District is projecting it will receive \$48,887 based on the enrollment of foster youth, English learner, and low-income students. Kashia Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kashia Elementary School District plans to spend \$49,384.25 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Kashia Elementary School District's LCAP budgeted \$49,613 for planned actions to increase or improve services for high needs students. Kashia Elementary School District actually spent \$56,345 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|-------------------------------------|
| Kashia Elementary School District | Frances Johnson Superintendent/Principal | frances@kashiaesd.org 7077859682 |

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Goals and Actions

Goal

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

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 are appropriately assigned and credentialed. For the first semester of the 2022-23 school year, the Superintendent/Principal also served as the credentialed teacher. The school was able to secure a credentialed teacher for the second semester through the teacher intern program at CalStateTEACH. | 100% of teachers are appropriately assigned and credentialed. The district also has a Superintendent-Principal for the 2023-24 school year. | 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 have access to standards aligned curriculum. | All students have access to standards-aligned curriculum. | All students will have access to standards aligned curriculum (Common Core and ELD standards) |

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| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|--|--|--|--|---|
| % 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 | 100% implementation of state board adopted academic content and performance standards. | 100% implementation of state board adopted academic content and performance standards |
| 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 continue to have a broad course of study. | All students have access to a broad course of study. | All students, including unduplicated students, will have access to a broad course of study. |
| Local and State PE assessments | 100% of students tested proficient on the state mandated PE assessment | 100% of 5th graders tested, tested proficient on the state mandated PE assessment. | Test not administered in 2022-23. | Test not administered - no 5th grade students | 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 | 0% of students in 2022-23 testing results met or exceeded standard for ELA | 0% of students in 2023-24 have met the standard for ELA. Students are making progress but are not yet at grade level | 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. | 0% of students in 2022-23 testing results met or exceeded standard in Math. | 0% of students have met the standard for math. Students are making progress but are not yet at grade level | 80% of students will advance one level from where they are currently |

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| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|--|--------------------------------------|---|---|---|---|
| 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. | Kashia does not have any English language learners. | Kashia does not have any English language learners. | Kashia does not have any English language learners. |
| English learner Reclassification Rate | Kashia does not have any EL students | Kashia does not have any English language learners. | Kashia does not have any English language learners. | Kashia does not have any English language learners. | Kashia does not have any English language learners. |
| EL access to CA Standards including ELD standards | Kashia does not have any EL students | Kashia does not have any English language learners. | Kashia does not have any English language learners. | Kashia does not have any English language learners. | Kashia does not have any English language learners. |

Goal Analysis

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.

One of the successes in 2024-25 was the hiring of highly qualified staff. A fully-credentialed and appropriately assigned classroom teacher who was hired late in the 2022-23 school year continued to provide services during the 2023-24 school year. The district also contracted with a retired Kashia ESD administrator to serve as a part-time Superintendent during the 2023-24 school year, to provide instructional leadership, parent-community outreach, and operational oversight. It is anticipated that certificated management and non-management staffing will remain stable in 2024-25 and the out-years. Another success is that all students had access to current state-adopted materials, and a broad course of study with cultural, environmental, and technology-related activities offered during the 2023-24 school year. Finally, students succeeded in making some academic progress during the 2023-24 school year.

The major challenge at Kashia continues to be helping every student to attain grade level proficiency in both ELA and mathematics. Each of the five students tested scored in the "low" range on the MAP math assessment in each performance area (one student scored "Low Average" in Statistics and Probability). Of those students, two made slight progress between the fall and winter assessments, two were not present for the winter testing, and one student's performance declined slightly. All five students were present for the English Language Arts (ELA) MAP assessment, with similar trends in performance - slight gains between the fall and winter assessments for four out of five students, with scores across the performance areas ranging from "Low" to "Average" and one student scoring "High Average" in the "Informational Text" performance area. CAASPP assessment data for 2023-24 will be added when available.

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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.

Certificated teacher costs were higher than originally budgeted in 2023-24.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Having a highly qualified, full-time classroom teacher and part-time Superintendent was effective in improving communication with families, student engagement, and academic progress based on formative assessments. CAASPP data for 2023-24 will be available in August, 2024. The current online assessments, Lexia, iXL, and Happy Numbers, have been effective in helping students improve their literacy and math skills. Broken and worn sports equipment was not replaced; and students participated in only limited walks/hiking yoga activities. These actions were ineffective in improving student fitness levels.

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.

The hiring of a Reading Specialist/Literacy Coach is planned for 2024-25, using the Reading Specialist/Literacy Coach grant funds. Professional development in 2024-25 is added to the LCAP, to assist staff in increasing implementation of the Common Core State Standards (CCSS). Students, staff and parents have requested additional project-based learning activities, field trips, and cultural experiences which are also added to the LCAP in 2024-25.

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.

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ation.

| Year 3 Outcome | Desired Outcome for 2023-24 |
|--|--|
| Out was gathered in direct communication with 0% of the parents. | 100% parent participation in the survey |
| 0% parent participation in school events. | 100% parent participation in school events |
| parents requested assistance with earning a GED. | 2 or more parents earn a GED |

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

parents did not return the written LCAP survey form; however input was gathered from direct two-way communication with parents. This is likely the most effective form of collecting feedback due to the small size of the student body. Parent participation in school events was good, and parents have requested assistance with attaining their General Education Development (GED) certificate.

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.

material differences between budgeted and estimated actual expenditures.

explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

collecting input from parents through two-way direct communication was effective, and parent participation in school events had a positive impact on student engagement based upon anecdotal evidence/observations. Parent involvement in the school and classroom is still an area that can be improved upon to support student success.

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.

in addition to maintaining the website, parent newsletter, and parent outreach (Superintendent), providing assistance to parents who wish to attain their GED certificate is added to the LCAP as a planned goal which will in turn support student achievement.

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. |

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 | "Good" rating | Scheduling a FIT inspection to occur in 2023-24 | "Excellent" rating |
| Number of suspensions as reported by administration | 0 | 0 | 0 | 0 | 0 |
| Number of Expulsions as reported by administration | 0 | 0 | 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 (Local Survey) | 100% of students reported feeling safe while on campus (Local Survey). | 100% of students report feeling safe while on campus (Local Survey). | 100% of students will report feeling safe (Local Survey). |

Goal Analysis

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.

While an inspection by RESIG was conducted during the 2022-23 school year (and is planned for 2024-25), a FIT inspection has not been conducted since prior to the pandemic. One is planned for late 2023-24, and 2024-25. As of April, 2024, there have been no suspensions or expulsions during the current school year. The CHKS or a local survey was not offered in 2023-24; however students anecdotally report being safe at school.

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.

No material differences between budgeted and estimated actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The availability of counseling support was limited and therefore ineffective in increasing the degree to which students feel safe and secure at school; however the use of Character First curriculum and the maintenance of facilities were effective in contributing towards students safety and wellbeing based upon staff observation and student input. Students benefit from small school communities like Kashia in terms of safety; however more can be done to provide social-emotional education and other services to address barriers to learning.

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.

Social-emotional education services will be added as an action in the 2024-25 LCAP, in addition to ensuring that the classroom teacher has sufficient Character First curricular materials to implement the program. FIT inspections will occur annually moving forward.

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. |

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% | 84% | 87% | 90% |
| Chronic Absenteeism rate as reported in CALPADs | 9% of total number of students | 9% | 82% | 11% | 5% or less |
| Student participation rate in Pomo Language Instruction measured through observation | 0% - instruction has not occurred | 100% participation in Pomo Language instruction. | 0% - instruction has not occurred. | 0% - instruction has not occurred. | 100% participation in Pomo Language instruction. |
| Middle school dropout rate | 0% | 0 | 0% | 0% | 0% |

Goal Analysis

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.

Student attendance continues to be low at approximately 77% based on the P-2 Attendance report for 2023-24. CalPADs data for current year is anticipated in August, 2024. Poor attendance is impacting student achievement. Successes included providing meals at no cost to students, using technology to publish a schoolwide yearbook, and providing an additional instructional assistant to support student achievement. Activities related to the Pomo culture provided by an outside contractor have been successful in promoting student engagement this year; however a challenge is finding someone who can provide authentic instruction in the Pomo language. Another

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challenge is supporting families in getting their students to school consistently given the need to take their children with them on errands (long travel time), etc.

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.

Estimated actual expenditures for the Instructional Assistant were higher than budgeted by \$34,010 because the position was estimated at part-time rates and it became staffed at full-time in 2023-24.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While the actions described in Goal 4 (using technology to publish a school-wide yearbook, providing lunch at no cost to students, providing additional instructional assistant time, and providing some cultural activities) had a positive impact on student engagement anecdotally, they did not have a significant effect on student attendance and therefore were ineffective in 2023-24.

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.

Attendance incentives, parent outreach, and engaging activities (Pomo cultural education, technology projects, etc.) are planned in 2024-25 to help improve student attendance.

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.

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Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|--|--|--|--|---|--|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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 | frances@kashiaesd.org 7077859682 |

Plan Summary [2024-25]

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 currently serves approximately 7–12 students in grades TK-8. During the 2023-24 school year, the school was staffed with a full-time credentialed teacher, two full-time instructional assistants, and a part-time Superintendent. For the 2024-25 school year, the school is staffed with a full-time credentialed classroom teacher, a full-time reading specialist (funded through a grant), and one full-time instructional assistant. A part-time superintendent provides district oversight, and a contracted part-time business manager oversees non-instructional functions. Located in a remote rural setting along the northern California coastline of Sonoma County, 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 the 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 five fundamental goals that inform 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

Currently, the primary challenge facing the district is attendance. Improving attendance is key goal in increasing student achievement as

described within the 2024-25 LCAP.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Due to the small number of students, California School Dashboard data is not available. A summary of CAASSP data for 2023-24 will be added when available. Each of the five students tested scored in the "low" range on the MAP math assessment in each performance area (one student scored "Low Average" in Statistics and Probability). Of those students, two made slight progress between the fall and winter assessments, two were not present for the winter testing, and one student's performance declined slightly. All five students were present for the English Language Arts (ELA) MAP assessment, with similar trends in performance - slight gains between the fall and winter assessments for four out of five students, with scores across the performance areas ranging from "Low" to "Average" and one student scoring "High Average" in the "Informational Text" performance area.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Student attendance continues to impact academic achievement. Due to the small number of students, California School Dashboard data is not available. A summary of CAASSP data for 2023-24 will be added when available. The district is eligible for Differentiated Assistance due to local indicators not being met for two or more years. Staff is currently developing a plan to address the key performance areas in English Language Arts and Mathematics next year, to include additional targeted instructional support (a second instructional assistant was added beginning in 2023-24), professional development, and added services related to social-emotional education to address barriers to learning.

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.

The Kashia Elementary School District is not eligible for the Comprehensive Support and Improvement (CSI) program.

Support for Identified Schools

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

The Kashia Elementary School District is not eligible for the Comprehensive Support and Improvement (CSI) program.

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Monitoring and Evaluating Effectiveness

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

The Kashia Elementary School District is not eligible for the Comprehensive Support and Improvement (CSI) program.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
|-----------------------------------|---|
| Parents | Due to the small size of the school (nine students from 2-3 families), direct two-way communication with each parent was used as the process for engagement. |
| Students | Due to the small size of the school (nine students from 2-3 families), direct two-way communication with each student was used as the process for engagement. |
| Teachers | The part-time superintendent and classroom teacher engaged in discussion that informed the LCAP; e.g. informally and during staff meetings. |
| Principals and administrators | The part-time superintendent and part-time contracted consulting chief business official developed the LCAP in collaboration, taking into account input provided by educational partners. |
| Other school personnel | The part-time superintendent and two full-time instructional assistants engaged in discussion that informed the LCAP; e.g. informally and during staff meetings. |
| Local collective bargaining units | N/A; the school employees are not represented by bargaining units. |
| Parent Advisory Committee | Due to its small size; the school does not have a formal parent advisory committee but it does have a Parent-Teacher Organization. The part-time superintendent engaged the PTO in discussions regarding the goals and actions included in the LCAP; e.g. the potential use of PTO funds to support Pomo language instruction, etc. |
| English Language Parent Advisory | N/A; there are no English learners enrolled in the school. |

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| Educational Partner(s) | Process for Engagement |
|------------------------|--|
| SELPA | The county SELPA was consulted in relation to serving students with exceptional needs |
| Board trustees | Regular reports on attendance and academic activities during board meetings was used as the process for engaging the Board to garner input on goals and actions. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parents/board trustees/students and school personnel requested additional sports and play equipment to support physical education (Action 1.3). School personnel, in collaboration with an outside consultant, requested additional online learning platforms (Action 1.4) and technology (Action 1.6). The administration (part-time superintendent) recommended staff development/mentoring (Action 1.7) and developed the position/job description of Literacy Coach/Reading Specialist in collaboration with the contracted consulting CBO (Action 1.5). School personnel and administration (superintendent) requested more social-emotional services to address barriers to learning (Action 3.1). Students and school personnel requested more project-based learning activities and field trips (1.8), and parents/board trustees requested Pomo instruction (Action 4.1). School personnel requested that the Prop. 28 Arts and Music funds be used to purchase more music and arts supplies (Action 4.4). SELPA's guidance helped to inform the addition of more social-emotional services (Action 3.1), and the continuance of a full-time instructional assistant to support students with exceptional needs in the classroom (as well as continuance of outside contracted resource specialist support, which is not listed in the LCAP).

Given the extremely small size of the student population at Kashia Elementary School (nine students in 2023-24), contact with families is regular and continuous. The parents are generally happy with how the school is run and the learning that is taking place. They are appreciative of the necessary proximity of the school to the reservation. LCAP focus areas continue to be student proficiency, student attendance, and student/parent engagement. One of the strengths of the Kashia ESD is the ability to focus on the "whole child" - heart, head and hands.

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | Students will demonstrate an increase in proficiency in grade level standards. | Focus Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.1 | Number of teachers and credential information as reported to Human Resources | 100% of teachers are appropriately assigned and fully credentialed in 2023-24. | | | 100% of teachers will continue to be appropriately assigned and credentialed. The addition of a Reading Specialist to promote student literacy using the Reading Specialist/Literacy Coach Grant is planned. | |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
| 1.2 | % of materials Common Core State Standards (CCSS)-aligned per observation by administration | 100% of students have access to standards-aligned curriculum (Common Core and English Language Development {ELD} standards) in 2023-24. | | | 100% of students will continue to have access to standards-aligned curriculum (Common Core and ELD curriculum). | |
| 1.3 | % implementation of state board-adopted academic content and performance standards in English Language Development (ELD) per observation by administration | 80% implementation of state board-adopted academic content and performance standards in ELD in 2023-24 based on observation. Implementation was not easily measurable in light of the alternative teaching methods used. | | | 100% implementation of state board-adopted academic content and performance standards in ELD based upon an identified metric appropriate for the alternative teaching methods used. | |
| 1.4 | % of all students, including unduplicated pupils and students with exceptional needs who have access to a broad course of study as observed through lesson plans/report cards for all students | 100% of students all students, including unduplicated pupils and students with exceptional needs have access to a broad course of study. | | | 100% of students all students, including unduplicated pupils and students with exceptional needs will have access to a broad course of study to include additional experiences in Pomo language and culture. | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| 1.5 | Local and state Physical Education (PE) assessments | Test was not administered in 2023 because there were no fifth-grade students. | | | 80% of 5th graders will test proficient on the state-mandated P.E. assessment. | |
| 1.6 | California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) scores | 0% of students testing in 2022-23 have met the standard (Level 3 or above) | | | 80% of students will advance one level from where they are currently | |
| 1.7 | California Assessment of Student Performance and Progress (CAASPP) Math scores | 0% of students testing in 2022-23 have met the standard (Level 3 or above). | | | 80% of students will advance one level from where they are currently. | |
| 1.8 | Percentage of EL pupils who have made progress towards English proficiency on the English Language Proficiency Assessments for California (ELPAC) | N/A; Kashia ESD did not have any English learner (EL) students in 2023-24. | | | N/A if no new EL students enroll in 2024-25. If new EL students enroll, 80% of those students will advance one level from where they are currently. | |
| 1.9 | English learner (EL) reclassification rate | N/A; Kashia ESD did not have any English learner (EL) students in 2023-24. | | | N/A if no new EL students enroll in 2024-25. If new EL students enroll, 80% of those students will advance one level from where they are currently. | |
| 1.10 | English learner (EL) access to state standards, including ELD standards | N/A; Kashia ESD did not have any English learner (EL) students in 2023-24. | | | N/A if no new EL students enroll in 2024-25. 80% of those students will | |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|----------------------------------|----------------|----------------|--|----------------------------------|
| 1.11 | California Science Test (CAST) scores for 5th and 8th grade students. | 0% tested proficient in 2023-24. | | | advance one level from where they are currently. 80% of students taking the CAST in 2024-25 will advance one level from where they are currently. | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|--------------|--------------|
| 1.1 | Certificated teaching staff | Sustain adequate certificated staffing with one full-time, fully-credentialed and appropriately-assigned teacher. | \$113,134.00 | No |

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| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|--------------|--------------|
| 1.2 | Certificated administrative staff | A part-time Superintendent position will continue to be funded in 2024-25 to provide instructional oversight and leadership, as well as operational supervision. Note: 1/2 of the cost for this action is budgeted under Action 1.2, and 1/2 of the cost is budgeted under Goal #2, Action 2.3. | \$12,961.25 | No |
| 1.3 | Enhance physical education program | Replace broken and worn sports equipment and provide additional equipment, e.g. mats for under the play structure. Incorporate structured walking/hiking activities to increase awareness of the environment while concurrently increasing cardiovascular fitness. Incorporate yoga exercises into the school day. The Board also has an interest in exploring the possibility of replacing the play structure, e.g. using one-time reserves (and possibly funded by grants). | \$10,000.00 | No |
| 1.4 | Online learning platforms | Continue the use of Lexia and/or Great Leaps, IXL, and Happy Numbers as online learning platforms to support student achievement. Add NewsELA, BrainPop, Khan Academy, and the Renaissance program. | \$4,000.00 | No |
| 1.5 | Literacy Coach/Reading Specialist | The hiring of a full-time Literacy Coach/Reading Specialist is planned in 2024-25 using the Literacy Coach and Reading Specialist Grant funding. | \$104,306.00 | No |
| 1.6 | Textbooks, supplies, programs | Curriculum will continue to be updated to reflect integration and implementation of CCSS. An interactive smartboard will be purchased to support engagement and achievement. | \$9,000.00 | No |
| 1.7 | Professional development | Professional development will be provided to certificated and classified staff to support increased implementation of state board-adopted content standards. | \$3,000.00 | No |

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| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------|---|-------------|--------------|
| 1.8 | Project-based learning | Funds will be allocated to support project-based learning opportunities, including additional field trips to the extent feasible. | \$5,000.00 | No |
| 1.9 | Cultural education | Cultural education provided by local educational partners will continue and expand, to include additional projects and field trips. | \$4,000.00 | No |
| 1.10 | Staff mentoring | Staff mentoring/coaching provided by the on-site administrator to support Unduplicated pupils | \$12,961.25 | Yes |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | Parents will gain a great understanding and appreciation for the value of education. | Broad Goal |

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

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. Because parents play an important role in a child's learning and development, motivating parents to become more involved in the school and supporting their efforts to complete their General Educational Development (GED) certificate is a high priority.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|--|----------------------------------|
| 2.1 | Parents will provide input on the district's goals for increased student achievement, via an LCAP survey and/or through direct communication. | 50% of the parents provided direct input during the 2023-24 school year. | | | 100% of the parents will provide input on the district's goals for increased student achievement via an LCAP survey and/or through direct communication. | |
| 2.2 | Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs as | 100% participation in school events and meetings. | | | Sustain 100% participation in school events and meetings. | |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
| 2.3 | measured through attendance at school events and meetings (observation and sign-in sheets). Number of parents without a high school diploma who earn a GED certificate | No parents of students attending the school have earned a GED certificate | | | 50% of parents requesting assistance with a GED certificate will earn one. | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

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| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|-------------|--------------|
| 2.1 | Parent Information - Website | Website will be maintained as a site for updated legal and community services. | \$1,300.00 | No |
| 2.2 | Parent Information - Newsletter | Superintendent and/or classroom teacher will publish a monthly newsletter that will be distributed in hard copy. The newsletter will update parents on academic activities, school functions, opportunities to participate in the classroom as volunteers/assistants, etc. | \$0.00 | No |
| 2.3 | Parent Outreach | Superintendent will provide targeted outreach to families to increase participation and engagement in the school, and their students' learning. Regular meetings/events with families are planned for the 2024-25 school year to better engage parents/guardians in their children's learning. Costs represent 1/2 of Superintendent salary/statutory benefits - see also Goal #1, Action 1.2. | \$25,923.00 | Yes |
| 2.4 | GED Certificate Support | Locally donated funds will be set aside (pending approval by the Friends of Kashia) to support any incoming parents who wish to attain their GED certificate. | \$500.00 | No |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | Students will feel safe and secure at school, which will promote academic progress. | Broad Goal |

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|----------------|----------------|---|----------------------------------|
| 3.1 | FIT Inspection | "Good" rating. Last FIT inspection conducted in 2019, prior to the pandemic. RESIG (insurance) JPA conducts inspections every other year. | | | "Excellent" rating on an updated FIT inspection. | |
| 3.2 | Number of suspensions as reported by administration. | Zero suspensions | | | Sustain zero suspensions | |
| 3.3 | Number of expulsions as reported by administration. | Zero expulsions | | | Sustain zero expulsions | |
| 3.4 | School connectedness as measured by the California Healthy Kids Survey (CHKS), the California School Parent Survey (CSPS), and the | No formal survey of students, staff or parents was conducted in 2023-24. | | | 100% of students, parents and staff will report that they agree or strongly agree with the survey statement | |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|----------------|----------------|---|----------------------------------|
| | California School Staff Survey (CSPS). | | | | that "this school is a supportive and inviting place for students to learn." | |
| 3.5 | Safety as measured by the California Healthy Kids Survey (CHKS), the California School Parent Survey (CSPS), and the California School Staff Survey (CSPS). | No formal survey of students, staff or parents was conducted in 2023-24. | | | 100% of students, parents and staff will report that they agree or strongly agree with the survey statement that "this school is a safe place." | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

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| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 3.1 | Promote social-emotional education and development | Provide contracted social-emotional education services in 2024-25 to address barriers to learning, support communication and positive behavior, and enhance academic achievement. These efforts will contribute to sustaining zero suspensions/expulsions. Utilize free local resources and the Tribal Council as well to provide support for both parents and students. | \$10,000.00 | No |
| 3.2 | Student responsibility | Students will be given responsibilities for maintaining the school as a way to support character development. The classroom teacher will use the "Character First" curriculum to continue character building and social/emotional support. | \$750.00 | No |
| 3.3 | Facilities | Maintain current facilities with janitorial services and maintenance repairs/supplies. | \$8,500.00 | No |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | Students will be engaged in their learning. | Broad Goal |

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students cannot progress in their learning unless they are attending school regularly. Students, parents, and the community have a preliminary awareness of the relationship between pupil engagement, school climate, and sustainability of their culture and traditions. This understanding needs to be further developed to support increased attendance. For example, students and the community have an awareness that the projects offered at Kasha Elementary School such as steelhead raising and native plant propagation can lead to future careers in land management, incorporating historical native knowledge. An overarching goal for the school is that children come to know by first-hand experience the value and importance of the connection to their native land. This experiential knowledge is different from isolated academic knowledge. Much has been written about "Ways of Knowing." The children on the rancheria have an advantage in that they are immersed in the natural environment, thus having an opportunity to gain firsthand knowledge. This is one of the key reasons for the existence of Kasha Elementary School. It provides more than basic skills in reading and math (which can be learned in any school). If the children are properly educated, they may become the future preservers of our coastal lands. As the community further understands the importance of their role, self-esteem will increase, along with purpose. These factors will lead to increased attendance and community involvement.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---------------------------|----------------------------------|
| 4.1 | Attendance rate as reported at 2023-24 CaIPADS | 2023-24 attendance is estimated at 77% based on the P-2 Attendance Report (2023-24). | | | 90% | |
| 4.2 | Chronic absenteeism rate as reported in 2023-24 CaIPADS | 2023-24 rate of chronic absenteeism: 11.11% of students were absent more than 20% of the school year. | | | 5% or less | |

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| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|----------------|----------------|---|----------------------------------|
| 4.3 | Student access to Pomo language instruction. | 0% of students have access to Pomo language instruction. | | | 100% of students will have access to Pomo language instruction. | |
| 4.4 | Middle school drop-out rate | 0% | | | 0% | |

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

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

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| 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 the classroom, e.g. robotics activities. Local internet service is being provided; parents will be encouraged to assist students with homework and off-campus learning. | \$3,500.00 | Yes |
| 4.3 | Meals | Provide lunch at no cost to students | \$4,000.00 | Yes |
| 4.4 | Arts and music materials | Arts and Music in Schools" (AMS) funding will be used to purchase musical instruments, art materials, and other supplies to support instruction/student engagement. | \$3,522.00 | No |
| 4.5 | Parent input | Conduct parent meetings to gain input in decision-making and promote parental participation in programs for unduplicated pupils/students with exceptional needs. | \$0.00 | No |

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$48,887 | \$6,700 |

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 |
| 17.646% | 0.000% | \$0.00 | 17.646% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| 1.10 | <p>Action: Staff mentoring</p> <p>Need: Adequately trained certificated and classified staff to support student needs.</p> <p>Scope: LEA-wide</p> | <p>All of the students at the school are "Unduplicated Pupils" who are performing below grade level standards and need specialized instruction to increase academic achievement. Staff mentoring and coaching will provide site staff with the training they need to implement effective instruction. This action is provided on an LEA-wide basis due to the nature of the small school, which is comprised of 2-3 families.</p> | MAP, CAASSP results |

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| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|--|--|
| 2.3 | <p>Action: Parent Outreach</p> <p>Need: Increased parent participation and engagement</p> <p>Scope: LEA-wide</p> | <p>All of the students at the school are "Unduplicated Pupils" who are performing below grade level standards; and for whom increased parent participation and engagement will promote academic achievement. This will be achieved by targeted outreach by the Superintendent/Principal. This action is provided on an LEA-wide basis due to the nature of the small school comprised of 2-3 families.</p> | <p>Percentage of parent participation in school events/activities; improved student attendance</p> |
| 4.1 | <p>Action: Attendance incentives - cultural studies</p> <p>Need: Improved attendance and engagement</p> <p>Scope: LEA-wide</p> | <p>All of the students at the school are "Unduplicated Pupils" who are performing below grade level standards, due in part to poor attendance. Incentives and engaging curriculum related to the Pomo culture will encourage an increase in student attendance. This action is provided on an LEA-wide basis due to the nature of the small school comprised of 2-3 families.</p> | <p>Student attendance rates</p> |
| 4.2 | <p>Action: Technology</p> <p>Need: Improve attendance</p> <p>Scope: LEA-wide</p> | <p>All of the students at the school are "Unduplicated Pupils" who are performing below grade level standards, due in part to poor attendance. A school-wide yearbook and technology-based projects such as robotics and other Maker Space activities will promote an increase in attendance and student engagement. This action is provided on an LEA-wide basis due to the nature of the small school comprised of 2-3 families.</p> | <p>Student attendance, and observations of participation/engagement</p> |
| 4.3 | <p>Action: Meals</p> <p>Need: Improve attendance</p> | <p>All of the students at the school are "Unduplicated Pupils" who are performing below grade level standards. Providing meals will encourage students to attend, and help them to focus on learning. This action is provided on an LEA-wide</p> | <p>Student attendance, and observations of participation/engagement</p> |

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| | | | |
|-------------------|---------------------------|---|------------------------------------|
| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
| | Scope: LEA-wide | basis due to the nature of the small school comprised of 2-3 families. | |

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|------------------------------------|
| 1.10 | <p>Action: Staff mentoring</p> <p>Need: All of the students attending the school are low income/unduplicated pupils who need targeted instruction to achieve at grade level.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | Specialized training is needed so that staff can provide effective instruction. | MAP, CAASSP results |

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

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Additional Concentration Grant Funding

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 has added an instructional assistant beginning in 2023-24 to provide more one-to-one services. The district continues to invite Tribal leaders and community support groups to enhance 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 | N/A | 1:11 in 2024-25 (one full-time instructional assistant for up to 11 anticipated students in 2024-25). |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 2:11 in 2024-25 (one full-time classroom teacher, and one full-time reading specialist for up to 11 anticipated students in 2024-25). |

2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage from Prior Year (Input Percentage) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals | \$277,039 | 48,887 | 17.646% | 0.000% | 17.646% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Personnel | Total Funds | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-----------------|--------------|---------------------|
| Totals | \$199,779.50 | \$130,078.00 | \$1,500.00 | \$9,000.00 | \$281,285.50 | \$340,357.50 | \$59,072.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unclassified Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|------------------------------------|------------------|---|--|-------------------------------|--|--------------|-----------------|---------------------|------------|-------------------|-------------|---------------|--------------|---|
| 1 | 1.1 | Certificated teaching staff | All | No | | All Schools | Ongoing | \$113,134.00 | \$0.00 | \$113,134.00 | | | | | \$113,134.00 | |
| 1 | 1.2 | Certificated administrative staff | All | No | | All Schools | Ongoing | \$12,961.25 | \$0.00 | \$12,961.25 | | | | | \$12,961.25 | |
| 1 | 1.3 | Enhance physical education program | All | No | | All Schools | Beginning in September, 2024 | \$10,000.00 | \$0.00 | \$10,000.00 | | | | | \$10,000.00 | |
| 1 | 1.4 | Online learning platforms | All | No | | All Schools | Ongoing | \$4,000.00 | \$0.00 | \$4,000.00 | | | | | \$4,000.00 | |
| 1 | 1.5 | Literacy Coach/Reading Specialist | All | No | | All Schools | Beginning in the 2024-25 school year. | \$104,306.00 | \$0.00 | \$104,306.00 | | | | | \$104,306.00 | |
| 1 | 1.6 | Textbooks, supplies, programs | All | No | | All Schools | 2024-25 school year and each year thereafter | \$4,500.00 | \$0.00 | \$4,500.00 | | | | | \$4,500.00 | |
| 1 | 1.7 | Professional development | All | No | | All Schools | 2024-25 school year | \$3,000.00 | \$0.00 | \$3,000.00 | | | | | \$3,000.00 | |
| 1 | 1.8 | Project-based learning | All | No | | All Schools | 2024-25 school year and thereafter | \$5,000.00 | \$0.00 | \$5,000.00 | | | | \$5,000.00 | \$5,000.00 | |
| 1 | 1.9 | Cultural education | All | No | | All Schools | 2024-25 and ongoing. | \$4,000.00 | \$0.00 | \$4,000.00 | | | | | \$4,000.00 | |
| 1 | 1.10 | Staff mentoring | Low Income | Yes | LEA-wide Limited to Unclassified Student | All Schools | 2024-25 and ongoing | \$12,961.25 | \$0.00 | \$12,961.25 | | | | | \$12,961.25 | |

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| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--|------------------|---|----------|-------------------------------|-------------|---------------------------------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 2 | 2.1 | Parent Information - Website | All | No | | All Schools | All Schools | Ongoing | \$0.00 | \$1,300.00 | \$1,300.00 | | | | \$1,300.00 | |
| 2 | 2.2 | Parent Information - Newsletter | All | No | | All Schools | All Schools | 2024-25 and ongoing. | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |
| 2 | 2.3 | Parent Outreach | Low Income | Yes | LEA-wide | All Schools | All Schools | 2024-25 and ongoing. | \$25,923.00 | \$0.00 | \$25,923.00 | | | | \$25,923.00 | |
| 2 | 2.4 | GED Certificate Support | All | No | | All Schools | All Schools | 2024-25 only. | \$0.00 | \$500.00 | | | \$500.00 | | \$500.00 | |
| 3 | 3.1 | Promote social-emotional education and development | All | No | | All Schools | All Schools | 2024-25 school year | \$0.00 | \$10,000.00 | | \$10,000.00 | | | \$10,000.00 | |
| 3 | 3.2 | Student responsibility | All | No | | All Schools | All Schools | 2024-25 school year | \$0.00 | \$750.00 | | \$750.00 | | | \$750.00 | |
| 3 | 3.3 | Facilities | All | No | | All Schools | All Schools | 2024-25 school year and ongoing | \$0.00 | \$8,500.00 | | | | | \$8,500.00 | |
| 4 | 4.1 | Attendance incentives - cultural studies | Low Income | Yes | LEA-wide | All Schools | All Schools | 2024-25 school year | \$0.00 | \$4,000.00 | \$3,000.00 | | \$1,000.00 | | \$4,000.00 | |
| 4 | 4.2 | Technology | Low Income | Yes | LEA-wide | All Schools | All Schools | 2024-25 school year | \$0.00 | \$3,500.00 | \$3,500.00 | | | | \$3,500.00 | |
| 4 | 4.3 | Meals | Low Income | Yes | LEA-wide | All Schools | All Schools | 2024-25 school year | \$4,000.00 | \$0.00 | \$4,000.00 | | | | \$4,000.00 | |
| 4 | 4.4 | Arts and music materials | All | No | | All Schools | All Schools | 2024-25 and ongoing. | \$0.00 | \$3,522.00 | | \$3,522.00 | | | \$3,522.00 | |
| 4 | 4.5 | Parent input | All | No | | All Schools | All Schools | 2024-25 and ongoing. | \$0.00 | \$0.00 | \$0.00 | | | | \$0.00 | |

2024-25 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$277,039 | 48,887 | 17.646% | 0.000% | 17.646% | \$49,384.25 | 0.000% | 17.826 % | Total: | \$49,384.25 |
| | | | | | | | | LEA-wide Total: | \$49,384.25 |
| | | | | | | | | Limited Total: | \$12,961.25 |
| | | | | | | | | 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 (%) |
|------|----------|--|---|---|-------------------------------|-------------|--|---|
| 1 | 1.10 | Staff mentoring | Yes | LEA-wide Limited to Unduplicated Student Group(s) | Low Income | All Schools | \$12,961.25 | |
| 2 | 2.3 | Parent Outreach | Yes | LEA-wide | Low Income | All Schools | \$25,923.00 | |
| 4 | 4.1 | Attendance incentives - cultural studies | Yes | LEA-wide | Low Income | All Schools | \$3,000.00 | |
| 4 | 4.2 | Technology | Yes | LEA-wide | Low Income | All Schools | \$3,500.00 | |
| 4 | 4.3 | Meals | Yes | LEA-wide | Low Income | All Schools | \$4,000.00 | |

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2023-24 Annual Update Table

| Totals | | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) | | |
|--------------------|----------------------|--|--|--|---|
| Totals | | \$204,353.00 | \$262,062.00 | | |
| 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 | \$97,264.00 | \$114,231 |
| 1 | 1.2 | Textbooks, supplies, programs | No | \$5,500.00 | \$5,500 |
| 1 | 1.3 | Physical Education | No | \$0 | \$0 |
| 1 | 1.4 | Zoo-phonics Multisensory Language Arts Program | No | 0 | 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 | \$43,113 | \$51,845 |
| 3 | 3.1 | Suspension/Expulsions | No | \$0.00 | \$0.00 |
| 3 | 3.2 | Student responsibility | No | \$0.00 | \$0.00 |
| 3 | 3.3 | Facilities | No | \$8,500.00 | \$8,500 |

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| 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) |
|--------------------|----------------------|--|--|--|---|
| 4 | 4.1 | Attendance incentives - cultural studies | Yes | \$2,000.00 | \$2,000 |
| 4 | 4.2 | Technology | Yes | \$3,000.00 | \$1,000 |
| 4 | 4.3 | Meals | Yes | \$3,500.00 | \$3,500 |
| 4 | 4.4 | Instructional Assistants | No | \$41,476.00 | \$75,486 |
| 4 | 4.5 | Tech Support | No | \$0.00 | \$0.00 |

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2023-24 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) | |
|--|---|---|--|--|---|--|---|
| 40,129 | \$49,613.00 | \$56,345.00 | (\$6,732.00) | 0.000% | 0.000% | 0.000% | |
| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned 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 | \$43,113.00 | \$51,845 | 0 | |
| 4 | 4.1 | Attendance incentives - cultural studies | Yes | \$0.00 | \$0.00 | 0 | |
| 4 | 4.2 | Technology | Yes | \$3,000.00 | \$1,000 | 0 | |
| 4 | 4.3 | Meals | Yes | \$3,500.00 | \$3,500 | 0 | |

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2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (from Prior Year) | 10. Total 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) |
|---|---|---|---|--|---|--|--|---|
| \$270,794 | 40,129 | 0.00% | 14.819% | \$56,345.00 | 0.000% | 20.807% | \$0.00 | 0.000% |

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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 and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
 - **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
 - **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified 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.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

2024-25 Local Control and Accountability Plan for Kashia Elementary School District

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

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- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s) Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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, including relevant consultation with educational partners.

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Multiplier funds.

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ches and Reading Specialists (LCRS) Grant Program, and/or the California

unding that an Equity Multiplier schoolsite would otherwise receive to
Multiplier schoolsite would otherwise receive to implement provisions of the

quires that Equity Multiplier funds be used for the provision of evidence-
supports are based on objective evidence that has informed the design
and supports. Evidence-based supports and strategies are most
and/or student performance.

re goal.

measurable outcomes included for the goal.

ohesive and consistent manner.

itive or qualitative terms. A broad goal is not as specific as a focus goal. While
or measuring progress toward the goal.

Identify each of the state priorities that this goal is intended to address.

Provide an explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

Provide an explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

• **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

○ These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

• **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

complete the table as follows:

Metric #

• Enter the metric number.

Metric

• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

• Enter the baseline when completing the LCAP for 2024–25.

○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

○ Indicate the school year to which the baseline data applies.

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

▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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Timeline for school districts and COEs for completing the “Measuring and Reporting Results” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2024-25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2024-25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025-26. Leave blank until then. | Enter information in this box when completing the LCAP for 2026-27. Leave blank until then. | Enter information in this box when completing the LCAP for 2024-25 or when adding a new metric. | Enter information in this box when completing the LCAP for 2025-26 and 2026-27. Leave blank until then. |

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024-25 LCAP, use the 2023-24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024-25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

- **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in EC Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be succinctly to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with EC Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a][1], EC Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA’s goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).



LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:
LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it 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.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — *the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.



- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

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2024 Conflict of Interest Code Biennial Notice Instructions for Local Agencies

The Political Reform Act requires every local government agency to review its conflict of interest code biennially. A conflict of interest code tells public officials, governmental employees, and consultants what financial interests they must disclose on their Statement of Economic Interests (Form 700).

By July 1, 2024: The code reviewing body must notify agencies and special districts within its jurisdiction to review their conflict of interest codes.

By October 1, 2024: The biennial notice must be filed with the agency's code reviewing body.

The FPPC has prepared a 2024 Local Agency Biennial Notice form for local agencies to complete or send to agencies within its jurisdiction to complete before submitting to the code reviewing body. The City Council is the code reviewing body for city agencies. The County Board of Supervisors is the code reviewing body for county agencies and any other local government agency whose jurisdiction is determined to be solely within the county (e.g., school districts, including certain charter schools). The FPPC is the code reviewing body for any agency with jurisdiction in **more than one county** and will contact them.

The Local Agency Biennial Notice is not forwarded to the FPPC.

If amendments to an agency's conflict of interest code are necessary, the amended code must be forwarded to the code reviewing body for approval within 90 days. An agency's amended code is not effective until it has been approved by the code reviewing body.

If you answer yes, to any of the questions below, your agency's code probably needs to be amended.

- Is the current code more than five years old?
- Have there been any substantial changes to the agency's organizational structure since the last code was approved?
- Have any positions been eliminated or re-named since the last code was approved?
- Have any new positions been added since the last code was approved?
- Have there been any substantial changes in duties or responsibilities for any positions since the last code was approved?

If you have any questions or are still not sure if you should amend your agency's conflict of interest code, please contact the FPPC. Additional information including an online webinar regarding how to amend a conflict of interest code is available on [FPPC's website](#).

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2024 Local Agency Biennial Notice

Name of Agency: Kashia Elementary School District
Mailing Address: P.O. Box 129 Stewarts Point, CA 95480
Contact Person: Andrea Stubbs Phone No. 707-204-9794
Email: andi@rylandsbc.com Alternate Email: _____

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (check one BOX):

An amendment is required. The following amendments are necessary:

(Check all that apply.)

- Include new positions
- Revise disclosure categories
- Revise the titles of existing positions
- Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- Other (describe) _____

The code is currently under review by the code reviewing body.

No amendment is required. (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer

08/14/2024

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2024**, or by the date specified by your agency, if earlier, to:

(PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE)

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

RESOLUTION NO. 2025-01

Dated: August 14, 2024 _____

RESOLUTION OF THE KASHIA UNIFIED SCHOOL DISTRICT, STATE OF CALIFORNIA, ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code sections 81000 et seq., requires state and local government agencies to adopt conflict of interest codes, and

WHEREAS, the Fair Political Practices Commission has adopted a regulation, 2 Cal. Code of Regs. Section 18730, which contains the terms of a standard conflict of interest code and which can be incorporated by reference and may be amended by the Fair Political Practices Commission after public notice and hearings to conform to amendments to the Political Reform Act, and

WHEREAS, the District wishes to adopt this standard code and designate which officers and employees should disclose financial interests and describe which interests must be disclosed, and

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The terms of 2 Cal. Code of Regs. Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference and, along with the attached Appendix A and Appendix B, in which members and employees are designated and disclosure categories are set forth, constitute the Conflict of Interest Code of the Kashia Unified School District, and

2. Pursuant to Section 4 of the standard code, board members shall file statements of economic interest with the district clerk, who shall retain a copy and forward the original for filing with the Clerk of the Sonoma County Board of Supervisors. Designated employees shall file statements with the District clerk who shall retain them at the main place of business of the District. Any District board member or other designated employee already required to submit a disclosure statement (Form 700) pursuant to Government Code section 87203 may submit a copy of that statement in lieu of any filing required by this code provided that no additional disclosure would be required by this code.

Kashia Elementary School District

Passed and adopted at the regularly scheduled meeting of the Board of Trustees on August 14, 2024, by the following vote:

AYES

NOES

ABSENT

ABSTAINED

I, Glenda Antone, President of the Board of Trustees of the Kashia Elementary School District of Sonoma County, California, do hereby certify that the foregoing is a full, true and correct copy of a Resolution adopted by said Board at its regular meeting August 14, 2024.

Glenda Antone, President of the Board

Date

APPENDIX A

| <u>Designated Positions</u> | <u>Disclosure categories</u> |
|---|------------------------------|
| Member of the Board of Directors | 1 |
| Any other employee with decision-making authority | 2 |
| Consultants | * |

*Consultants shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following:

The Chairman may determine in writing that a particular consultant, although in a "designated position" is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant's duties and based upon that description, a statement of the extent of the disclosure requirements. The Chairman's determination is a public record and shall be retained for public - inspection in the same manner and location as this conflict-of-interest code.

APPENDIX B

Disclosure Categories¹

Category 1: All investments, business positions and sources of income, including gifts, loans and travel payments; all interests in real property.

Category 2: All investments, business positions and income, including gifts, loans and travel payments, from sources that provide goods, equipment, vehicles, machinery or services, including training or consulting services, of the type utilized by the District.

¹Only investments in and sources of income from business entities, and sources of income, which do business in the geographic area of the [fill in the blank] District, or real property interests located in the District, need to be reported.

Kashia Elementary School District
 Proposition 28 Arts and Music In Schools Act
 School Site Expenditure Plan – 2024-25

Proposition 28: the Arts and Music in Schools (AMS) Act provides an annual source of funding for arts education in California, between \$800 million and \$1 billion each year. This document, the School Site Expenditure Plan, supports the planning of these funds. Each school is required to submit an annual board-approved report to post on the school district’s and Department of Education’s website that details the types of arts education programs funded by the program, the number of full-time equivalent (FTE) teachers, classified personnel, the number of students served, and the number of school sites providing arts education programs with such funds.

Kashia Elementary School District is exempt from the provision requiring that at least 80 percent of funds are used to employ certificated or classified employees to provide arts education program instruction, due to its small size (less than 500 pupils).

Statute (California Education Code Section 8820[g][2]) requires that AMS funds be used to supplement and not supplant existing funding for arts education programs.

| AMS EXPENDITURE PLAN – 2024-25 | |
|---|----------------|
| Funds Received In 2023-24 (1 st year of funding; total allocation carried over): | \$1,511 |
| Funds Received in 2024-25: | \$1,511 |
| Total Available, 2024-25: | \$3,022 |
| <u>Plan Summary</u> : Funds will be used to purchase supplemental supplies, materials and equipment during the 2024-25 school year to support art and music instruction as allowable, based upon staff recommendation with input from parents and students. | |
| <u>Community Engagement</u> : Parents will have the opportunity to provide input on the expenditure plan during the August 14, 2024 Regular Board meeting. Additionally, staff will gather input from parents and students regarding expenditures through direct communication. | |

Board review/approval date: August 14, 2024

AGREEMENT FOR SERVICES

This Agreement (“Agreement”), made this 15th day of August, 2024, by and between the Kashia Elementary School District, a Local Educational Agency (LEA) organized and existing under the laws of the State of California (“Kashia ESD”) and Robert A. Sibley, who is duly qualified to render services in the area(s) of cultural education (“Contractor”).

KASHIA ESD and Contractor hereby agree as follows:

1. Scope of Services:

Contractor agrees to provide cultural education services to students in grades K-8 as requested and authorized by the Superintendent during the 2024-25 school year.

2. Contract Documents:

The contract documents consist of the Agreement for Services, the following General Provisions, any attachments, and completed insurance forms.

3. Compensation:

As full compensation for all services contemplated by this Agreement, Contractor shall be paid \$35.00 per hour, not to exceed \$8,000 during the 2024-25 school year. Contractor shall be reimbursed for supplies, materials, and other expenses upon pre-approval by the Superintendent.

4. Term of Agreement:

The term of this Contract shall be from August 15, 2024 to June 30, 2025 inclusive, subject to the provisions of Section 11 of the General Provisions.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

Kashia ESD:

Contractor:

s/ _____

s/ _____

Frances Johnson, Superintendent
Name/Title

Robert A. Sibley, Contractor
Name/Title

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GENERAL PROVISIONS

1. Contractor's Warranty: KASHIA ESD has relied upon the professional ability and training of Contractor as a material inducement to enter into this Agreement. Contractor hereby warrants that all its work will be performed in accordance with generally accepted professional practices and standards as well as the requirements of applicable federal, state, and local laws, it being understood that acceptance of Contractor's work by KASHIA ESD shall not operate as a waiver or release.
2. Status of Contractor: The parties intend that Contractor, in performing the services herein specified, shall act as an independent contractor, and shall have control of the work and the manner in which it is performed. Contractor is not to be considered an agent or employee of KASHIA ESD and is not entitled to participate in any pension plans, insurance, bonuses, or similar benefits, if any, that KASHIA ESD provides or may provide to its employees.
3. Conflict of Interest: Contractor represents that it presently has no interest which would conflict in any manner or degree with the performance of services contemplated by this Agreement, and Contractor further represents that, during the performance of this Agreement, no such conflict of interest shall exist. If Contractor participates in the planning, development, or negotiation of a contract or other matter for the KASHIA ESD, Contractor may not subsequently acquire a financial interest in that contract in violation of Government Code section 1090.
4. Extra (Changed) Work: Only the Executive Director may authorize extra (and/or changed) work. Other KASHIA ESD personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the Contractor to secure proper authorization for extra work shall constitute a waiver of any and all right to adjustment in the contract price or contract time due to such unauthorized extra work.
5. Nondiscrimination: Contractor shall comply with all applicable federal, state, and local laws, rules, and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap, or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.
6. Transfer of Rights: Contractor assigns to KASHIA ESD all rights throughout the work in perpetuity in the nature of copyright, trademark, patent, right to ideas, in and to all versions of the plans and specifications now or later prepared by Contractor in connection with the project, if any.
7. Ownership of Work Product: KASHIA ESD shall be the owner of and shall be entitled to immediate possession of accurate reproducible copies of any design computations, plans, correspondence or other pertinent data and information gathered or computed by Contractor prior to termination of this Agreement by KASHIA ESD or upon completion of the work pursuant to this Agreement.

8. Indemnification:

(a) Contractor shall indemnify, defend with counsel acceptable to KASHIA ESD, and hold harmless to the full extent permitted by law, KASHIA ESD and its Joint Powers Board, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with Contractor's performance of the project or its failure to comply with any of its obligations contained in these contract documents, except such Liability caused by the sole negligence or willful misconduct of KASHIA ESD. This indemnification obligation is not limited in any way by the compensation payable to Contractor or its agents under this contract, nor by the amount or type of damages under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Contractor shall be liable to KASHIA ESD for any loss or damage to KASHIA ESD property arising from or in connection with Contractor's performance hereunder.

9. Insurance and License(s): With respect to the performance of work under this Agreement, Contractor shall maintain and shall require all of its subcontractors, if any, to maintain insurance and/or license(s) as indicated below:

(a) Required/ Not Required: **Worker's compensation insurance** with statutory limits as required by the Labor Code of the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the KASHIA ESD."

(b) Required/ Not Required: **Commercial or Comprehensive General Liability insurance** covering bodily injury and property damage using an occurrence policy form, in an amount no less than \$1,000,000 per occurrence, \$2,000,000 aggregate. Such insurance shall include, but not be limited to: premises and operations liability, independent Contractor's liability, and personal injury liability.

(c) Required/ Not Required: **Automobile liability insurance** covering bodily injury and property damage in an amount no less than \$1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and nonowned vehicles. **Required if using personal vehicle to transport students, e.g. on field trips.**

(d) Required/ Not Required: **Sexual abuse/molestation insurance** in an amount no less than \$1,000,000 combined single limit for each occurrence.

(e) Each such insurance policy shall include the following:

(1) KASHIA ESD, its officers, and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to KASHIA ESD with respect to any insurance or self-insurance programs maintained by KASHIA ESD and no insurance held or owned by KASHIA ESD shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to KASHIA ESD.

(f) Required/ Not Required: **Professional Liability (Errors and Omissions) Insurance** for all activities of the Contractor arising out of or in connection with this Agreement is an amount no less than \$1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to KASHIA ESD."

(g) Required: **Business and/or Other License(s)**. Contractor represents and warrants that Contractor will comply with all federal, state, and local laws requiring business licenses, other license(s), and certificates required to carry out the services to be performed under this Agreement.

(h) Documentation: The following insurance and license documentation shall be submitted to the KASHIA ESD:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this Agreement.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.

(3) Upon KASHIA ESD's written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of KASHIA ESD's request.

(4) Copy of Contractor's business license, and any other license or certification required to carry out the service to be performed under this Agreement. All such license(s) shall be submitted prior to commencement of services under this Agreement.

(i) Policy Obligations: Contractor's indemnity and other obligations shall not be limited by the foregoing insurance and license requirements.

(j) Material Breach: If Contractor, for any reason, fails to maintain insurance coverage or have the license(s) which are required pursuant to this Agreement, the same shall be deemed a material breach of contract. KASHIA ESD, at its sole option, may terminate this Agreement and obtain damages from the Contractor resulting from the breach. Alternatively, KASHIA ESD may purchase such required insurance coverage or license(s) and, without further notice to Contractor, KASHIA ESD may deduct from sums due to Contractor any premium or other costs advanced by KASHIA ESD for such insurance or license(s). These remedies shall be in addition to any other remedies available to KASHIA ESD.

10. Method and Place of Giving Notice, Submitting Bills and Making Payments: All notices, bills, and payments shall be made in writing and may be given by personal delivery or by mail. Notice, bills, and payments sent by mail shall be addressed as follows:

KASHIA ESD:

KASHIA ESD
P.O. Box 129
Stewarts Point, CA 95480
707-204-9794
Attention: Andi Stubbs, CBO

Contractor:

Robert Sibley
[REDACTED]
[REDACTED]
[REDACTED]
Attn: Robert Sibley

and when so addressed, shall be deemed given upon receipt via United States Mail, postage prepaid, provided it is forwarded certified, or registered with proof of receipt. In all other instances, notices, bills, and payments shall be deemed given at the time of actual personal delivery. Changes may be made in names and addresses of the person to whom notices, bills, and payments are to be given by giving notice pursuant to this paragraph.

11. Termination:

(a) KASHIA ESD may terminate this Agreement without cause by giving thirty (30) calendar days written notice to Contractor. In the event KASHIA ESD elects to terminate the Agreement without cause, it shall pay Contractor for the reasonable value of services satisfactorily rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, either party may terminate this Agreement by giving written notice of such termination,

stating the reason for such termination. In such event, Contractor shall be entitled to receive payment as provided in the preceding paragraph.

12. Security. By execution of the Agreement, the Contractor acknowledges that Education Code section 45125.1 applies to contracts where the Contractor or its employees will have interaction with students, outside the immediate supervision and control of the student's parent or guardian or a school employee. Section 45125.1 requires that employees of entities providing such services to KASHIA ESD must be fingerprinted by the California Department of Justice for a criminal records check, unless KASHIA ESD determines that an exemption applies.

(a) KASHIA ESD Determination of Fingerprinting and TB testing Requirement

The KASHIA ESD has considered the Scope of Services being performed by the Contractor under this Agreement and has determined that the Contractor and Contractor's employees:

 X are subject to the fingerprinting requirements of Education Code sections 45125.1 and Paragraph (b) below, is applicable.

 X are subject to Tuberculosis ("TB") testing to demonstrate that he/she is free from active Tuberculosis, pursuant to Education Code section 49406.

 are not subject to TB testing or the fingerprinting requirements of Education Code section 45125.1, and Paragraph (c) below is applicable.

(b) If the KASHIA ESD has determined that fingerprinting is required, the Contractor expressly acknowledges that: (1) Contractor and all of Contractor's employees who will have interaction with students, outside the immediate supervision and control of the student's parent or guardian or a school employee, must submit or have submitted fingerprints in a manner authorized by the Department of Justice, as set forth in Education Code section 45125.1; (2) Contractor shall not permit any employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a felony, as defined in Education Code section 45122.1; (3) Contractor shall certify in writing to the Governing Board of the KASHIA ESD that none of its employees subject to Education Code section 45125.1 have been convicted of a felony, as defined in Education Code section 45122.1; and (4) Contractor shall provide to the Governing Board of the KASHIA ESD a list of names of its employees who are potentially subject to Education Code section 45125.1. The Contractor is required to fulfill these requirements at its own expense.

(c) Even if the KASHIA ESD has determined that fingerprinting is not required, the Contractor expressly acknowledges that the following conditions shall apply to any work performed by the Contractor and/or Contractor's employees on a school site: (1) Contractor

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and Contractor's employees shall check in with the school office each day immediately upon arriving at any school site; (2) Contractor and Contractor's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, Contractor and Contractor's employees shall not change locations without contacting the school office; (4) Contractor and Contractor's employees shall not use student restroom facilities; and (5) If Contractor and/or Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

(d) Contractor shall comply, as required by law, with the Child Abuse and Neglect Reporting Act as a mandated reporter of suspected child abuse.

13. COVID Protocols: In performing services under this Agreement, Contractor agrees to strictly, and without exception, follow all local, state, and federal guidelines and protocols regarding COVID, including all KASHIA ESD policies and procedures.

14. Due Performance: Each party to this Agreement undertakes the obligation that the other's expectation of receiving due performance will not be impaired. When reasonable grounds for insecurity arise with respect to the performance of either party, the other may, in writing, demand adequate assurance of due performance and until such written assurance is received may, if commercially reasonable, suspend any performance for which the agreed return has not been received. The KASHIA ESD further reserves the right to audit Contractor's compliance with the terms of this Agreement.

15. Taxes: Contractor agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In case KASHIA ESD is audited for compliance regarding any applicable taxes, Contractor agrees to furnish KASHIA ESD with proof of payment of taxes on those earnings.

16. Dispute Resolution: The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator, schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel. Pending resolution of the dispute, the Contractor shall continue to work as required by this Agreement.

17. Choice of Law and Venue: This Agreement shall be governed by California law, and venue shall be in the Superior Court of the County of Sonoma, California, and no other place.

18. Merger: This writing is intended both as the final expression of the Agreement between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the Agreement. No modification of this Agreement shall be effective unless and until such modification is evidenced by a writing signed by both parties.

19. Assignment/Delegation: Neither party shall assign, subcontract, or transfer any interest in this Agreement or any duty hereunder without prior written consent of the other.
20. No Third-Party Beneficiaries: There are no intended third-party beneficiaries to this Agreement.
21. No Waiver of Breach: The waiver by KASHIA ESD of any breach of any term or promise contained in this Agreement shall not be deemed to be a waiver of such term or promise or any subsequent breach of the same or any other term or promise contained in this Agreement.
22. Force Majeure: If either party is delayed or hindered in or prevented from the performance of any act required hereunder because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, or other reason beyond the reasonable control of the party delayed, excluding financial inability (“Force Majeure Event”), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period. Delays or failures to perform resulting from lack of funds shall not be Force Majeure Events.
23. Severability: If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.
24. Limitation of KASHIA ESD Liability: The KASHIA ESD’s financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. In no event shall the KASHIA ESD be liable, in tort or in contract, for special, consequential, indirect, or incidental damages arising out of the services performed pursuant to this Agreement.
25. Economic Sanctions: As required by Executive Order N-6-22, issued by Governor Gavin Newsom on March 4, 2022 (“EO”), the Contractor certifies compliance with the economic sanctions imposed in response to Russia’s actions in Ukraine, including with respect to, but not limited to, the federal executive orders identified in the EO and the sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>). Contractor understands that failure to comply may result in the termination of this Agreement.
26. Execution in Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.
27. Authorization: Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so, and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.
28. Attachments: The following Attachments, attached hereto, are incorporated herein by reference: No attachments.

AGREEMENT FOR SERVICES

This Agreement (“Agreement”), made this 15th day of August, 2024, by and between the Kashia Elementary School District, a Local Educational Agency (LEA) organized and existing under the laws of the State of California (“Kashia ESD”) and Janet Van Winkle, who is duly qualified to render services in the area(s) of special education (“Contractor”).

KASHIA ESD and Contractor hereby agree as follows:

1. Scope of Services:

Contractor agrees to provide special education services to students in grades K-8 as requested and authorized by the Superintendent during the 2024-25 school year.

2. Contract Documents:

The contract documents consist of the Agreement for Services, the following General Provisions, any attachments, and completed insurance forms.

3. Compensation:

As full compensation for all services contemplated by this Agreement, Contractor shall be paid \$70.00 per hour, not to exceed \$12,000 during the 2024-25 school year. Travel and lodging expenses are included. Contractor shall be reimbursed for supplies and materials upon pre-approval by the Superintendent.

4. Term of Agreement:

The term of this Contract shall be from August 15, 2024 to June 30, 2025 inclusive, subject to the provisions of Section 11 of the General Provisions.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

Kashia ESD:

Contractor:

s/ _____

s/ _____

Frances Johnson, Superintendent
Name/Title

Janet Van Winkle, Contractor
Name/Title

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GENERAL PROVISIONS

1. Contractor's Warranty: KASHIA ESD has relied upon the professional ability and training of Contractor as a material inducement to enter into this Agreement. Contractor hereby warrants that all its work will be performed in accordance with generally accepted professional practices and standards as well as the requirements of applicable federal, state, and local laws, it being understood that acceptance of Contractor's work by KASHIA ESD shall not operate as a waiver or release.
2. Status of Contractor: The parties intend that Contractor, in performing the services herein specified, shall act as an independent contractor, and shall have control of the work and the manner in which it is performed. Contractor is not to be considered an agent or employee of KASHIA ESD and is not entitled to participate in any pension plans, insurance, bonuses, or similar benefits, if any, that KASHIA ESD provides or may provide to its employees.
3. Conflict of Interest: Contractor represents that it presently has no interest which would conflict in any manner or degree with the performance of services contemplated by this Agreement, and Contractor further represents that, during the performance of this Agreement, no such conflict of interest shall exist. If Contractor participates in the planning, development, or negotiation of a contract or other matter for the KASHIA ESD, Contractor may not subsequently acquire a financial interest in that contract in violation of Government Code section 1090.
4. Extra (Changed) Work: Only the Executive Director may authorize extra (and/or changed) work. Other KASHIA ESD personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the Contractor to secure proper authorization for extra work shall constitute a waiver of any and all right to adjustment in the contract price or contract time due to such unauthorized extra work.
5. Nondiscrimination: Contractor shall comply with all applicable federal, state, and local laws, rules, and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap, or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.
6. Transfer of Rights: Contractor assigns to KASHIA ESD all rights throughout the work in perpetuity in the nature of copyright, trademark, patent, right to ideas, in and to all versions of the plans and specifications now or later prepared by Contractor in connection with the project, if any.
7. Ownership of Work Product: KASHIA ESD shall be the owner of and shall be entitled to immediate possession of accurate reproducible copies of any design computations, plans, correspondence or other pertinent data and information gathered or computed by Contractor prior to termination of this Agreement by KASHIA ESD or upon completion of the work pursuant to this Agreement.

8. Indemnification:

(a) Contractor shall indemnify, defend with counsel acceptable to KASHIA ESD, and hold harmless to the full extent permitted by law, KASHIA ESD and its Joint Powers Board, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with Contractor's performance of the project or its failure to comply with any of its obligations contained in these contract documents, except such Liability caused by the sole negligence or willful misconduct of KASHIA ESD. This indemnification obligation is not limited in any way by the compensation payable to Contractor or its agents under this contract, nor by the amount or type of damages under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Contractor shall be liable to KASHIA ESD for any loss or damage to KASHIA ESD property arising from or in connection with Contractor's performance hereunder.

9. Insurance and License(s): With respect to the performance of work under this Agreement, Contractor shall maintain and shall require all of its subcontractors, if any, to maintain insurance and/or license(s) as indicated below:

(a) Required/ Not Required: **Worker's compensation insurance** with statutory limits as required by the Labor Code of the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the KASHIA ESD."

(b) Required/ Not Required: **Commercial or Comprehensive General Liability insurance** covering bodily injury and property damage using an occurrence policy form, in an amount no less than \$1,000,000 per occurrence, \$2,000,000 aggregate. Such insurance shall include, but not be limited to: premises and operations liability, independent Contractor's liability, and personal injury liability.

(c) Required/ Not Required: **Automobile liability insurance** covering bodily injury and property damage in an amount no less than \$1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and nonowned vehicles. **Required if using personal vehicle to transport students, e.g. on field trips.**

(d) Required/ Not Required: **Sexual abuse/molestation insurance** in an amount no less than \$1,000,000 combined single limit for each occurrence.

(e) Each such insurance policy shall include the following:

(1) KASHIA ESD, its officers, and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to KASHIA ESD with respect to any insurance or self-insurance programs maintained by KASHIA ESD and no insurance held or owned by KASHIA ESD shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to KASHIA ESD.

(f) Required/ Not Required: **Professional Liability (Errors and Omissions) Insurance** for all activities of the Contractor arising out of or in connection with this Agreement is an amount no less than \$1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to KASHIA ESD."

(g) Required: **Business and/or Other License(s)**. Contractor represents and warrants that Contractor will comply with all federal, state, and local laws requiring business licenses, other license(s), and certificates required to carry out the services to be performed under this Agreement.

(h) Documentation: The following insurance and license documentation shall be submitted to the KASHIA ESD:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this Agreement.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.

(3) Upon KASHIA ESD's written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of KASHIA ESD's request.

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(4) Copy of Contractor's business license, and any other license or certification required to carry out the service to be performed under this Agreement. All such license(s) shall be submitted prior to commencement of services under this Agreement.

(i) Policy Obligations: Contractor's indemnity and other obligations shall not be limited by the foregoing insurance and license requirements.

(j) Material Breach: If Contractor, for any reason, fails to maintain insurance coverage or have the license(s) which are required pursuant to this Agreement, the same shall be deemed a material breach of contract. KASHIA ESD, at its sole option, may terminate this Agreement and obtain damages from the Contractor resulting from the breach. Alternatively, KASHIA ESD may purchase such required insurance coverage or license(s) and, without further notice to Contractor, KASHIA ESD may deduct from sums due to Contractor any premium or other costs advanced by KASHIA ESD for such insurance or license(s). These remedies shall be in addition to any other remedies available to KASHIA ESD.

10. Method and Place of Giving Notice, Submitting Bills and Making Payments: All notices, bills, and payments shall be made in writing and may be given by personal delivery or by mail. Notice, bills, and payments sent by mail shall be addressed as follows:

KASHIA ESD:

KASHIA ESD
P.O. Box 129
Stewarts Point, CA 95480
707-204-9794
Attention: Andi Stubbs, CBO

Contractor:

Janet Van Winkle
1011 Meadow Drive
Three Rivers, CA 95271
jvanwinkle@kashiaesd.org
Attn: Janet Van Winkle

and when so addressed, shall be deemed given upon receipt via United States Mail, postage prepaid, provided it is forwarded certified, or registered with proof of receipt. In all other instances, notices, bills, and payments shall be deemed given at the time of actual personal delivery. Changes may be made in names and addresses of the person to whom notices, bills, and payments are to be given by giving notice pursuant to this paragraph.

11. Termination:

(a) KASHIA ESD may terminate this Agreement without cause by giving thirty (30) calendar days written notice to Contractor. In the event KASHIA ESD elects to terminate the Agreement without cause, it shall pay Contractor for the reasonable value of services satisfactorily rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, either party may terminate this Agreement by giving written notice of such termination,

stating the reason for such termination. In such event, Contractor shall be entitled to receive payment as provided in the preceding paragraph.

12. Security. By execution of the Agreement, the Contractor acknowledges that Education Code section 45125.1 applies to contracts where the Contractor or its employees will have interaction with students, outside the immediate supervision and control of the student's parent or guardian or a school employee. Section 45125.1 requires that employees of entities providing such services to KASHIA ESD must be fingerprinted by the California Department of Justice for a criminal records check, unless KASHIA ESD determines that an exemption applies.

(a) KASHIA ESD Determination of Fingerprinting and TB testing Requirement

The KASHIA ESD has considered the Scope of Services being performed by the Contractor under this Agreement and has determined that the Contractor and Contractor's employees:

 X are subject to the fingerprinting requirements of Education Code sections 45125.1 and Paragraph (b) below, is applicable.

 X are subject to Tuberculosis ("TB") testing to demonstrate that he/she is free from active Tuberculosis, pursuant to Education Code section 49406.

 are not subject to TB testing or the fingerprinting requirements of Education Code section 45125.1, and Paragraph (c) below is applicable.

(b) If the KASHIA ESD has determined that fingerprinting is required, the Contractor expressly acknowledges that: (1) Contractor and all of Contractor's employees who will have interaction with students, outside the immediate supervision and control of the student's parent or guardian or a school employee, must submit or have submitted fingerprints in a manner authorized by the Department of Justice, as set forth in Education Code section 45125.1; (2) Contractor shall not permit any employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a felony, as defined in Education Code section 45122.1; (3) Contractor shall certify in writing to the Governing Board of the KASHIA ESD that none of its employees subject to Education Code section 45125.1 have been convicted of a felony, as defined in Education Code section 45122.1; and (4) Contractor shall provide to the Governing Board of the KASHIA ESD a list of names of its employees who are potentially subject to Education Code section 45125.1. The Contractor is required to fulfill these requirements at its own expense.

(c) Even if the KASHIA ESD has determined that fingerprinting is not required, the Contractor expressly acknowledges that the following conditions shall apply to any work performed by the Contractor and/or Contractor's employees on a school site: (1) Contractor

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and Contractor's employees shall check in with the school office each day immediately upon arriving at any school site; (2) Contractor and Contractor's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, Contractor and Contractor's employees shall not change locations without contacting the school office; (4) Contractor and Contractor's employees shall not use student restroom facilities; and (5) If Contractor and/or Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

(d) Contractor shall comply, as required by law, with the Child Abuse and Neglect Reporting Act as a mandated reporter of suspected child abuse.

13. COVID Protocols: In performing services under this Agreement, Contractor agrees to strictly, and without exception, follow all local, state, and federal guidelines and protocols regarding COVID, including all KASHIA ESD policies and procedures.

14. Due Performance: Each party to this Agreement undertakes the obligation that the other's expectation of receiving due performance will not be impaired. When reasonable grounds for insecurity arise with respect to the performance of either party, the other may, in writing, demand adequate assurance of due performance and until such written assurance is received may, if commercially reasonable, suspend any performance for which the agreed return has not been received. The KASHIA ESD further reserves the right to audit Contractor's compliance with the terms of this Agreement.

15. Taxes: Contractor agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In case KASHIA ESD is audited for compliance regarding any applicable taxes, Contractor agrees to furnish KASHIA ESD with proof of payment of taxes on those earnings.

16. Dispute Resolution: The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator, schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel. Pending resolution of the dispute, the Contractor shall continue to work as required by this Agreement.

17. Choice of Law and Venue: This Agreement shall be governed by California law, and venue shall be in the Superior Court of the County of Sonoma, California, and no other place.

18. Merger: This writing is intended both as the final expression of the Agreement between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the Agreement. No modification of this Agreement shall be effective unless and until such modification is evidenced by a writing signed by both parties.

19. Assignment/Delegation: Neither party shall assign, subcontract, or transfer any interest in this Agreement or any duty hereunder without prior written consent of the other.
20. No Third-Party Beneficiaries: There are no intended third-party beneficiaries to this Agreement.
21. No Waiver of Breach: The waiver by KASHIA ESD of any breach of any term or promise contained in this Agreement shall not be deemed to be a waiver of such term or promise or any subsequent breach of the same or any other term or promise contained in this Agreement.
22. Force Majeure: If either party is delayed or hindered in or prevented from the performance of any act required hereunder because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, or other reason beyond the reasonable control of the party delayed, excluding financial inability (“Force Majeure Event”), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period. Delays or failures to perform resulting from lack of funds shall not be Force Majeure Events.
23. Severability: If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.
24. Limitation of KASHIA ESD Liability: The KASHIA ESD’s financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. In no event shall the KASHIA ESD be liable, in tort or in contract, for special, consequential, indirect, or incidental damages arising out of the services performed pursuant to this Agreement.
25. Economic Sanctions: As required by Executive Order N-6-22, issued by Governor Gavin Newsom on March 4, 2022 (“EO”), the Contractor certifies compliance with the economic sanctions imposed in response to Russia’s actions in Ukraine, including with respect to, but not limited to, the federal executive orders identified in the EO and the sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>). Contractor understands that failure to comply may result in the termination of this Agreement.
26. Execution in Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.
27. Authorization: Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so, and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.
28. Attachments: The following Attachments, attached hereto, are incorporated herein by reference: No attachments.

AGREEMENT FOR SERVICES

This Agreement (“Agreement”), made this 15th day of August, 2024, by and between the Kashia Elementary School District, a Local Educational Agency (LEA) organized and existing under the laws of the State of California (“Kashia ESD”) and Mary Allen, who is duly qualified to render services in the area(s) of instructional and administrative services (“Contractor”).

KASHIA ESD and Contractor hereby agree as follows:

1. Scope of Services:

Contractor agrees to provide instructional and administrative support services as described in Exhibit A.

2. Contract Documents:

The contract documents consist of the Agreement for Services, the following General Provisions, any attachments, and completed insurance forms.

3. Compensation:

As full compensation for all services contemplated by this Agreement, Contractor shall be paid \$80.00 per hour, not to exceed \$15,000 during the 2024-25 school year. Contractor shall be reimbursed for supplies and materials upon pre-approval by the Superintendent.

4. Term of Agreement:

The term of this Contract shall be from August 15, 2024 to June 30, 2025 inclusive, subject to the provisions of Section 11 of the General Provisions.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

Kashia ESD:

Contractor:

s/ _____

s/ _____

Frances Johnson, Superintendent
Name/Title

Mary Allen, Contractor
Name/Title

GENERAL PROVISIONS

1. Contractor's Warranty: KASHIA ESD has relied upon the professional ability and training of Contractor as a material inducement to enter into this Agreement. Contractor hereby warrants that all its work will be performed in accordance with generally accepted professional practices and standards as well as the requirements of applicable federal, state, and local laws, it being understood that acceptance of Contractor's work by KASHIA ESD shall not operate as a waiver or release.
2. Status of Contractor: The parties intend that Contractor, in performing the services herein specified, shall act as an independent contractor, and shall have control of the work and the manner in which it is performed. Contractor is not to be considered an agent or employee of KASHIA ESD and is not entitled to participate in any pension plans, insurance, bonuses, or similar benefits, if any, that KASHIA ESD provides or may provide to its employees.
3. Conflict of Interest: Contractor represents that it presently has no interest which would conflict in any manner or degree with the performance of services contemplated by this Agreement, and Contractor further represents that, during the performance of this Agreement, no such conflict of interest shall exist. If Contractor participates in the planning, development, or negotiation of a contract or other matter for the KASHIA ESD, Contractor may not subsequently acquire a financial interest in that contract in violation of Government Code section 1090.
4. Extra (Changed) Work: Only the Executive Director may authorize extra (and/or changed) work. Other KASHIA ESD personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the Contractor to secure proper authorization for extra work shall constitute a waiver of any and all right to adjustment in the contract price or contract time due to such unauthorized extra work.
5. Nondiscrimination: Contractor shall comply with all applicable federal, state, and local laws, rules, and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap, or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.
6. Transfer of Rights: Contractor assigns to KASHIA ESD all rights throughout the work in perpetuity in the nature of copyright, trademark, patent, right to ideas, in and to all versions of the plans and specifications now or later prepared by Contractor in connection with the project, if any.
7. Ownership of Work Product: KASHIA ESD shall be the owner of and shall be entitled to immediate possession of accurate reproducible copies of any design computations, plans, correspondence or other pertinent data and information gathered or computed by Contractor prior to termination of this Agreement by KASHIA ESD or upon completion of the work pursuant to this Agreement.

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8. Indemnification:

(a) Contractor shall indemnify, defend with counsel acceptable to KASHIA ESD, and hold harmless to the full extent permitted by law, KASHIA ESD and its Joint Powers Board, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with Contractor's performance of the project or its failure to comply with any of its obligations contained in these contract documents, except such Liability caused by the sole negligence or willful misconduct of KASHIA ESD. This indemnification obligation is not limited in any way by the compensation payable to Contractor or its agents under this contract, nor by the amount or type of damages under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Contractor shall be liable to KASHIA ESD for any loss or damage to KASHIA ESD property arising from or in connection with Contractor's performance hereunder.

9. Insurance and License(s): With respect to the performance of work under this Agreement, Contractor shall maintain and shall require all of its subcontractors, if any, to maintain insurance and/or license(s) as indicated below:

(a) Required/ Not Required: **Worker's compensation insurance** with statutory limits as required by the Labor Code of the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the KASHIA ESD."

(b) Required/ Not Required: **Commercial or Comprehensive General Liability insurance** covering bodily injury and property damage using an occurrence policy form, in an amount no less than \$1,000,000 per occurrence, \$2,000,000 aggregate. Such insurance shall include, but not be limited to: premises and operations liability, independent Contractor's liability, and personal injury liability.

(c) Required/ Not Required: **Automobile liability insurance** covering bodily injury and property damage in an amount no less than \$1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and nonowned vehicles. **Required if using personal vehicle to transport students, e.g. on field trips.**

(d) Required/ Not Required: **Sexual abuse/molestation insurance** in an amount no less than \$1,000,000 combined single limit for each occurrence.

(e) Each such insurance policy shall include the following:

(1) KASHIA ESD, its officers, and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to KASHIA ESD with respect to any insurance or self-insurance programs maintained by KASHIA ESD and no insurance held or owned by KASHIA ESD shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to KASHIA ESD.

(f) Required/ Not Required: **Professional Liability (Errors and Omissions) Insurance** for all activities of the Contractor arising out of or in connection with this Agreement is an amount no less than \$1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to KASHIA ESD."

(g) Required: **Business and/or Other License(s)**. Contractor represents and warrants that Contractor will comply with all federal, state, and local laws requiring business licenses, other license(s), and certificates required to carry out the services to be performed under this Agreement.

(h) Documentation: The following insurance and license documentation shall be submitted to the KASHIA ESD:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this Agreement.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.

(3) Upon KASHIA ESD's written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of KASHIA ESD's request.

(4) Copy of Contractor's business license, and any other license or certification required to carry out the service to be performed under this Agreement. All such license(s) shall be submitted prior to commencement of services under this Agreement.

(i) Policy Obligations: Contractor's indemnity and other obligations shall not be limited by the foregoing insurance and license requirements.

(j) Material Breach: If Contractor, for any reason, fails to maintain insurance coverage or have the license(s) which are required pursuant to this Agreement, the same shall be deemed a material breach of contract. KASHIA ESD, at its sole option, may terminate this Agreement and obtain damages from the Contractor resulting from the breach. Alternatively, KASHIA ESD may purchase such required insurance coverage or license(s) and, without further notice to Contractor, KASHIA ESD may deduct from sums due to Contractor any premium or other costs advanced by KASHIA ESD for such insurance or license(s). These remedies shall be in addition to any other remedies available to KASHIA ESD.

10. Method and Place of Giving Notice, Submitting Bills and Making Payments: All notices, bills, and payments shall be made in writing and may be given by personal delivery or by mail. Notice, bills, and payments sent by mail shall be addressed as follows:

KASHIA ESD:

KASHIA ESD
P.O. Box 129
Stewarts Point, CA 95480
707-204-9794
Attention: Andi Stubbs, CBO

Contractor:

Mary Allen
[REDACTED]
[REDACTED]
[REDACTED]
Attn: Mary Allen

and when so addressed, shall be deemed given upon receipt via United States Mail, postage prepaid, provided it is forwarded certified, or registered with proof of receipt. In all other instances, notices, bills, and payments shall be deemed given at the time of actual personal delivery. Changes may be made in names and addresses of the person to whom notices, bills, and payments are to be given by giving notice pursuant to this paragraph.

11. Termination:

(a) KASHIA ESD may terminate this Agreement without cause by giving thirty (30) calendar days written notice to Contractor. In the event KASHIA ESD elects to terminate the Agreement without cause, it shall pay Contractor for the reasonable value of services satisfactorily rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, either party may terminate this Agreement by giving written notice of such termination,

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stating the reason for such termination. In such event, Contractor shall be entitled to receive payment as provided in the preceding paragraph.

12. Security. By execution of the Agreement, the Contractor acknowledges that Education Code section 45125.1 applies to contracts where the Contractor or its employees will have interaction with students, outside the immediate supervision and control of the student's parent or guardian or a school employee. Section 45125.1 requires that employees of entities providing such services to KASHIA ESD must be fingerprinted by the California Department of Justice for a criminal records check, unless KASHIA ESD determines that an exemption applies.

(a) KASHIA ESD Determination of Fingerprinting and TB testing Requirement

The KASHIA ESD has considered the Scope of Services being performed by the Contractor under this Agreement and has determined that the Contractor and Contractor's employees:

 X are subject to the fingerprinting requirements of Education Code sections 45125.1 and Paragraph (b) below, is applicable.

 X are subject to Tuberculosis ("TB") testing to demonstrate that he/she is free from active Tuberculosis, pursuant to Education Code section 49406.

 are not subject to TB testing or the fingerprinting requirements of Education Code section 45125.1, and Paragraph (c) below is applicable.

(b) If the KASHIA ESD has determined that fingerprinting is required, the Contractor expressly acknowledges that: (1) Contractor and all of Contractor's employees who will have interaction with students, outside the immediate supervision and control of the student's parent or guardian or a school employee, must submit or have submitted fingerprints in a manner authorized by the Department of Justice, as set forth in Education Code section 45125.1; (2) Contractor shall not permit any employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a felony, as defined in Education Code section 45122.1; (3) Contractor shall certify in writing to the Governing Board of the KASHIA ESD that none of its employees subject to Education Code section 45125.1 have been convicted of a felony, as defined in Education Code section 45122.1; and (4) Contractor shall provide to the Governing Board of the KASHIA ESD a list of names of its employees who are potentially subject to Education Code section 45125.1. The Contractor is required to fulfill these requirements at its own expense.

(c) Even if the KASHIA ESD has determined that fingerprinting is not required, the Contractor expressly acknowledges that the following conditions shall apply to any work performed by the Contractor and/or Contractor's employees on a school site: (1) Contractor

and Contractor's employees shall check in with the school office each day immediately upon arriving at any school site; (2) Contractor and Contractor's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, Contractor and Contractor's employees shall not change locations without contacting the school office; (4) Contractor and Contractor's employees shall not use student restroom facilities; and (5) If Contractor and/or Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

(d) Contractor shall comply, as required by law, with the Child Abuse and Neglect Reporting Act as a mandated reporter of suspected child abuse.

13. COVID Protocols: In performing services under this Agreement, Contractor agrees to strictly, and without exception, follow all local, state, and federal guidelines and protocols regarding COVID, including all KASHIA ESD policies and procedures.

14. Due Performance: Each party to this Agreement undertakes the obligation that the other's expectation of receiving due performance will not be impaired. When reasonable grounds for insecurity arise with respect to the performance of either party, the other may, in writing, demand adequate assurance of due performance and until such written assurance is received may, if commercially reasonable, suspend any performance for which the agreed return has not been received. The KASHIA ESD further reserves the right to audit Contractor's compliance with the terms of this Agreement.

15. Taxes: Contractor agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In case KASHIA ESD is audited for compliance regarding any applicable taxes, Contractor agrees to furnish KASHIA ESD with proof of payment of taxes on those earnings.

16. Dispute Resolution: The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator, schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel. Pending resolution of the dispute, the Contractor shall continue to work as required by this Agreement.

17. Choice of Law and Venue: This Agreement shall be governed by California law, and venue shall be in the Superior Court of the County of Sonoma, California, and no other place.

18. Merger: This writing is intended both as the final expression of the Agreement between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the Agreement. No modification of this Agreement shall be effective unless and until such modification is evidenced by a writing signed by both parties.

19. Assignment/Delegation: Neither party shall assign, subcontract, or transfer any interest in this Agreement or any duty hereunder without prior written consent of the other.
20. No Third-Party Beneficiaries: There are no intended third-party beneficiaries to this Agreement.
21. No Waiver of Breach: The waiver by KASHIA ESD of any breach of any term or promise contained in this Agreement shall not be deemed to be a waiver of such term or promise or any subsequent breach of the same or any other term or promise contained in this Agreement.
22. Force Majeure: If either party is delayed or hindered in or prevented from the performance of any act required hereunder because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, or other reason beyond the reasonable control of the party delayed, excluding financial inability (“Force Majeure Event”), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period. Delays or failures to perform resulting from lack of funds shall not be Force Majeure Events.
23. Severability: If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.
24. Limitation of KASHIA ESD Liability: The KASHIA ESD’s financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. In no event shall the KASHIA ESD be liable, in tort or in contract, for special, consequential, indirect, or incidental damages arising out of the services performed pursuant to this Agreement.
25. Economic Sanctions: As required by Executive Order N-6-22, issued by Governor Gavin Newsom on March 4, 2022 (“EO”), the Contractor certifies compliance with the economic sanctions imposed in response to Russia’s actions in Ukraine, including with respect to, but not limited to, the federal executive orders identified in the EO and the sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>). Contractor understands that failure to comply may result in the termination of this Agreement.
26. Execution in Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.
27. Authorization: Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so, and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.
28. Attachments: The following Attachments, attached hereto, are incorporated herein by reference: No attachments.

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EXHIBIT A

**Proposal of Services
Between
Mary Allen CA-LCSW, PPS
and
Kashia Elementary School District**

The purpose of this proposal is to outline the options available for services between Mary Allen and the Kashia Elementary School District (SHUSD) for the period of July 2024 to June 30, 2025. Ms. Allen will provide the following services within the terms of the agreement:

1) Planning and developing Kashia Comprehensive School Safety Plan

Ms. Allen agrees to:

- Review old plan and develop new plan with all components needed for State compliance. This will be accomplished remotely and in-person with the Superintendent as needed. (Copy of compliance checklist attached).
- Help in acquiring and setting up the "Second Step Bullying Prevention Curriculum".

2) Technology

- Acquire student Chromebooks, 3 dell computers plus one Mobile Smart board from SHUSD. Transport equipment to Kashia Elementary School
 - Assist in purchasing and setting up online learning resources to assist in building up student academic skills such as Lexia, Math Accelerator in MAP suites of products, BrainPOP, etc...
 - Assist new staff in setting up NWEA MAP benchmark cycle and program components
 - Provide additional services as determined by superintendent and CBO.

3) Local and State Testing

- Set up all testing procedures and acquire all necessary credentials
- Attend State trainings on new testing updates
- Complete all necessary online module training
- Administer testing

4) LCAP Development

- Work with Superintendent to developing new LCAP
- Write all updates to 25-26 LCAP for board approval
- Work with CBO on funding LCAP initiatives
- Purchase programs, services and materials as needed to meet LCAP for 24-25 SY and 25-26 SY

5) Professional Development

- Provide online and/or in-person training as needed based on curriculum

Kashia agrees to:

- Provide payment to Ms. Allen based on services received within the above parameters. Provide payment to Ms. Allen for coordination and administration of the services under this agreement. District compensation to Ms. Allen will be \$80.00 per hour to not exceed \$15,000.