

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-
Governing School Board
Wednesday, November 13, 2024
5:00 p.m.
Kashia School District

This meeting was cancelled on Wednesday, November 13, 2024

- | | 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. Closed Session | | |
| 4.1 Personnel (Government Code 54957: Public Employee Discipline/Dismissal/Release) | | |
| 5. Report on the Closed Session Agenda Items | | |
| 5.1 Report of actions taken in closed session (if any) | | |
| 6. Adjournment | | |

Next Board Meeting: December 4, 2024

4:00 p.m.

Kashia School District
31510 Skaggs Spring Road
P.O. Box 129 Stewarts Point, CA 95480
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Minutes
Governing School Board
Wednesday, December 4, 2024
4:00 p.m.
Kashia School District

Start: 4:17 p.m. End 5:31 p.m.

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

Glenda Antone X
Coleen McCloud X
Charlene Pinola X

Frances Johnson X

2. Approval of Agenda:

a The agenda was reviewed and items #3, 4 and 5 related to closed session were moved to the end of the meeting by motion of Trustee Pinola, with a second by Trustee McCloud. Approved unanimously.

3. Public Comment on Open Session Items (Limit 5 minutes)

Scott Carson gave public comments describing the volunteer work he has been doing for the district and shared a bit of his work history. Trustee McCloud asked what he will do as a volunteer. Scott stated he would like to volunteer with math, and that he is planning to sign up as a substitute teacher to cover for when there are absences.

Shawn Marrufo gave public comments, stating that the parents should be notified before a new person is on campus.

Frances Johnson (Superintendent) remarked that notice should also be given when there is a PTO meeting.

Leah Wilder gave public comments, asking why Scott was here prior to completing his background check.

4. Consent Agenda

7.1 Approval of the Minutes from the November 13, 2024 Board meeting.

- 7.2 Approval of Routine Budget Updates for the period of November 1, 2024 through November 15, 2024 (budget updates from Nov. 16-30, 2024 will be included in the January 8, 2025 Board meeting agenda)
- 7.3 Ratification of Accounts Payable Warrant Registers for the period of November 1, 2024 through November 30, 2024 (warrant registers from Nov. 16-30, 2024 will be included in the January 8, 2025 Board meeting agenda)

The Consent Agenda was approved in one motion by Trustee Pinola.
Second by Trustee McCloud, approved unanimously.

8 Reports and Communications

8.1 Governing Board Members

Trustees Antone and Pinola had no report. Trustee McCloud brought up ongoing concerns about needing an electrician and addressing the gutters/roofs. Superintendent Johnson replied that the electrical issue has been taken care of and she is reaching out to local contractors to get the gutters cleaned and the roof leaks fixed. Trustee McCloud remarked that the internet is not working well. Superintendent Johnson described the agreement with the Sonoma County Office of Education (SCOE) for managing the network, and also the grant that provides inexpensive internet services. Trustee McCloud requested follow-up regarding providing information about governance procedures and the Brown Act. Andi Stubbs (contracted CBO) stated that she and Superintendent Johnson discussed renewing a membership with the California School Boards Association (CSBA) and determined it be best to try to gather free resources for the board first.

Shawn Marrufo gave public comment stating that the Sonoma County Office of Education (SCOE) has materials and information related to the governance and the Brown Act.

8.2 Superintendent:

Described using the Friends of Kashia fund to pay for the gifts for students this year.

- 8.3 PTO: PTO President McCloud gave the report. She stated that she wants to donate the extra \$80 to raise the present expenditure budget on student gifts (using donated funds) from \$40 to \$50. (Superintendent Johnson and CBO Stubbs later agreed to raise the budget to \$50 using donated funds). Stubbs asked if PTO funding could be used for a Christmas tree requested by one of the PTO members (Deidre Wilder). Superintendent

Johnson directed her to use the Friends of Kashia funding instead. PTO President McCloud went on to report that the stockings will be covered by donation. She asked about the plan for a Christmas celebration for the students. Supt. Johnson stated that the district will provide the main course for the meal, and that she would check on the best day for the activity; e.g. on December 18th or 19th. President McCloud requested the sample bylaws and procedures provided during the November 13, 2024 Board meetings. She also requested sweatshirts and sweat pants for the students; e.g. P.E. uniform with school color and logo; stating that member Deidre Wilder may have a friend who can provide a discount. Teachers have requested that the students get aprons for when they are doing activities in the kitchen, and President McCloud suggested that Linda (last name?) and Adriana Ruiz could make them. President McCloud remarked that Vern at Ukiah is still looking for a van for the district and can potentially find a 15 passenger and take out a seat. CBO Stubbs remarked that she would need to discuss van modifications with district insurance.

- 8.4 Staff: Michele Taylor-Jones (Literacy Coach/Reading Specialist) gave the staff report, describing how Action Network has been helping with arts and crafts, social emotional learning/counseling, cultural learning, etc. Math support is being provided by the Sonoma County Office of Education, with a focus on basic math facts at the lower grades, etc. Students have been doing Read 180, and writing pen pal letters with a Canadian tribe. The teachers are emphasizing teamwork in PE doing court games. Students are using Discovery Ed activities for science, e.g. looking at different species. They are also learning about the weather. In history, they are learning about native relay races, etc. and doing a unit on the history of boarding schools (Action Network). Deidre Wilder is doing holiday crafts with the students. The Kashia school store is up and running for incentives. Teachers are especially working on transitions between subjects; homework reinforcement at home is a goal.

9 Items Scheduled for Information and Discussion

There were no items scheduled for information and discussion during the December 4, 2024 Regular Board meeting.

10. Items Scheduled for Discussion and Action

10.1 Review/Consideration of Approval, 2024-25 First Interim Report

Contracted Chief Business Official (CBO) Stubbs presented information about the 2024-25 First Interim Report. The district is able to meet its reserve requirements in the current and subsequent two years. A motion to approve

the report was made by Trustee Pinola; seconded by Trustee McCloud. Approved unanimously.

10.2 Review/Consideration of Approval, 2024-25 Comprehensive School Safety Plan (CSSP)

CBO Stubbs discussed the goals on page 151 of the plan, which include activities related to addressing school bullying. The full plan was presented during the November 13, 2024 Board meeting and brought back for approval during the December 4, 2024 Board meeting. A motion to approve the report was made by Trustee Pinola; seconded by Trustee McCloud. Approved unanimously.

Trustee McCloud remarked that the teachers were reaching out to local law enforcement to discuss bullying with the students.

10.3 Review/Consideration of Approval, Services Agreement between the District and Coleen McCloud for Cultural Education

A motion to approve the services agreement was made by Trustee Pinola with a second by Trustee Antone. Trustee McCloud abstained. Motion passed.

10.4 Reappoint Charlene Pinola as Board Trustee for another Two (2)-Year Term

Trustee Pinola's term expires December 31, 2024. A motion was made by Trustee McCloud and seconded by Trustee Antone to appoint Trustee to another two-year term, expiring December 31, 2026. Trustee Pinola accepted the appointment. Trustee Antone administered the oath of office.

Public comment was given by Shawn Marrufo, who asked about the procedures for appointing Board members and public notification of the opportunity.

11. Closed Session Personnel (Government Code 54957: Public Employee Discipline, Dismissal, or Release) – Discussion/Information - this item was moved from item #3 per board approval.

11.1 Public Comment on Closed Session Items: None.

11.2 Convene to Closed Session: The Board convened to Closed Session at approximately 5:30 p.m.

11.3 Reconvene to Open Session: The Board reconvened to Open Session approximately 5:31 p.m.

- 11.4 Report of Actions Taken in Closed Session (if any): No action was taken during Closed Session.

12. Items Scheduled for Future Board Meetings

12.1 Audit Report

12.2 Local Control and Accountability Plan (LCAP) – Mid-Year Report

12.3 Second Interim Report

12.4 2025-26 Original Budget – Public Hearing

12. Adjournment: The Open Session adjourned at approximately 5:31 p.m., followed by the Annual Organizational Meeting.

Next Board Meeting: Wednesday, January 8, 2024, 4:00 p.m.

Board Meeting
12/04/2024

Teacher Report:

- Trimester ended November, 11/22/2024
 - Report Cards, mailing home at the end of this week
- 2 Storm Days - 21st/22nd
 - Atmospheric River caused school closure
- Action Network
 - Linda: completed ribbon skirt for Ava, festive holiday painting, mini easel & canvas group work
 - Aiyana: SEL team building skills, team-building skills.
 - Juan: Permission to feel, student small group counsel, mood-meter, behavior plans, indigenous art(capes), learning about turkey feathers(right wing vs. left wing)
- SCOE - Math support
 - Part 1 - Lesson modeling
 - Part 2 - Lesson observation & feedback
- Subjects Grade 1-8:
 - **English:** Journeys textbook, Read 180, on task. Pen Pal project mailed to Canada. Creative writing, working on writing paragraphs.
 - **Math:** Independent work on DreamBox, GoMath grade level books. Focus on multiplication and division.
 - **PE:** team-building through Basketball, Individual play, Tetherball
 - **Science** - 8th Graders - Discovery Ed online curriculum, group work learning about observing and documenting the natural world from species (Yellowjackets, dragonflies, potato bugs). Weather unit: Hurricanes, Tsunamis, and Atmospheric Rivers.
 - **History** - Indian Relay Races - team work and origins. Action Network : Boarding Schools unit upcoming.
 - **Cultural Arts:** Ribbon skirts, shirts, capes with Action Network. Holiday crafts with Deidra. Guinness Book of World Records Landscapes, Alcatraz occupation, historical paintings, Zentangle feathers, etc.
- Kashia school store is up and running
 - Friday last period is when the store is open
 - December we have holiday themed items

K-3

- Working on numbers in class 1-120
- SCOE math support - daily counting activities
- Addition and subtraction
- HS - Site words can recognize
- LS - Alphabet
- Transitions can be challenging, SPED evaluations
- Homework and reinforcement with class work

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Annual Organizational Meeting of the Governing Board

Wednesday, December 4, 2024

Kashia School District

5:00 p.m.

Start: 6:32 p.m. End 6:39 p.m.

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

Glenda Antone X

Frances Johnson X

Coleen McCloud X

Charlene Pinola X

2. Approval of Agenda: **Motion: Trustee Antone. Second: Trustee Pinola.**
Approved unanimously.

3. Annual Organizational Meeting of the Board

Background: The Governing Board of each school district shall hold an annual organizational meeting. In a year in which a regular election for Governing Board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a Governing Board member elected at that election takes office. Organizational meetings in years in which no such regular election for Governing Board members is conducted shall be held during the same 15-day period on the calendar. The Annual Organizational Meeting of the Board of Trustees of the Kashia Elementary School District includes the following items:

- Election of Board President
- Election of Board Vice President
- Election of Board Clerk
- Election of a Voting Representative for Vacancies on the Sonoma County Committee on School District Organization
- Adoption of the Board Meeting Calendar for 2025

4. Items Scheduled for Discussion and Action

4.1 Election of the Board President: **Nomination of Trustee Antone by Trustee Pinola. Second by McCloud. Approved by Trustees Pinola and McCloud.**

4.2 Election of the Board Vice President: **Nomination of Trustee McCloud by Trustee Pinola. Second by Antone. Approved by Trustees Pinola and Antone.**

4.3 Election of the Board Clerk: Nomination of Trustee Pinola by Trustee McCloud. Second by Antone. Approved by Trustees McCloud and Antone.

4.4 Election of a Voting Representative for Vacancies on the Sonoma County Committee on School District Organization – Nomination of Trustee Antone by Trustee McCloud. Second by Pinola. Approved by Trustees McCloud and Pinola.

4.5 Adoption of the Board Meeting Calendar for 2025

Regular Board Meetings, 2025 Calendar (meetings are held in the District Office at 4:00 p.m. on the 2nd Wednesday of the month unless otherwise noted)
January 8, 2025
February 12, 2025
*March 5, 2025 (first Wednesday of March)
April 9, 2025
May 14, 2025
June 11, 2025
August 13, 2025
September 10, 2025
October 8, 2025
November 12, 2025
December 10, 2025

Approval of 2025 Governance Calendar: Motion by Trustee Pinola, second by Trustee McCloud.

5. Items Scheduled for Future Board Meetings

5.1 Audit Report

5.2 Local Control and Accountability Plan (LCAP) – Mid-Year Report

5.3 Second Interim Report

5.4 2025-26 Original Budget – Public Hearing

6. Adjournment: 6:39 p.m.

Next Board Meeting: Wednesday, January 8, 2024, 4:00 p.m

Transfer of Budget Appropriations

Ledger06a

Effective 12/08/2024

Fiscal Year 2025

Account		Description		From	To
JE # BR25-00036		JE Trans Date 12/08/2024	JE Posted 12/08/2024	Comment Title II funding	
01-4035-0-0000-0000-8290-000-0000		All Other Feder,Nclb-title II-t		DR	254.00
01-4035-0-1110-1000-5800-600-4035		Other Svcs & Op, Instruction,Regular Educati,Title II		CR	254.00
				Net increase to Appropriations	
				.00	508.00
				Total for Org 046	
				.00	508.00
Org 046 Net Increase in Estimated Fund Balance		0.00		Net increase to Appropriations	

10

Checks Dated 11/16/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2065137	11/20/2024	Gualala Unocal 76	01-4362	Fuel for field trips, etc.		126.49
2065138	11/20/2024	CDW Government	01-4340	Google licenses		310.00
2065139	11/20/2024	Employment Development Dept.	01-9555	SUI Jul 1 - Sept. 30, 2024		159.72
2065140	11/20/2024	Frontier Communications	01-5911	Phone utility		303.97
2065141	11/20/2024	Gualala Supermarket	01-4700	Student food		182.14
2065142	11/20/2024	HMH	01-5800	Read 180 PD		800.00
2065143	11/20/2024	Janet VanWinkle	Cancelled Oct., 2024	RSP hours		2,695.00 *
		Cancelled on 12/06/2024				
2065144	11/20/2024	Kashia Band of Pomo Indians	01-5530	Water utility through 11/7/2024		181.15
2065145	11/20/2024	Gene Parrish	01-5201	Mileage 11/12 - 11/15, 2024		224.45
2065146	11/20/2024	Gene Parrish	01-5200	Home2 11/12 - 11/15		510.48
2065147	11/20/2024	Patricia Capretta, RN	01-5811	Nursing hours		137.50
2065148	11/20/2024	Recology Sonoma Marin	01-5560	Waste disposal services		231.48
2065149	11/20/2024	Terminix	01-5800	Terminix services on 10/12/2024		142.00
2065150	11/20/2024	Deidra V. Wilder	01-5800	Beading class on 9/16, 9/23, 10/7		150.00
2066071	11/22/2024	Marcia I Lotter	01-5831	Pysch assessment and report		975.00
2066072	11/22/2024	Gene Parrish	01-5200	Home2 Nov. 18-19		159.95
2066073	11/22/2024	Gene Parrish	01-5201	Mileage 11/18-19, 2024		122.61
2066074	11/22/2024	Robert Scott Carson	01-5862	Fingerprinting services		62.00
2066075	11/22/2024	Leah Wilder	01-5800	Cultural activity with students 9/23 and 10/14, 2024		141.50
2067923	12/06/2024	Janet VanWinkle	01-5800	October hours - reissued check		2,695.00
2068616	12/11/2024	Andrea Stubbs	01-4350	Office supplies	35.34	
			01-5950	Postage stamps	43.80	79.14
2068617	12/11/2024	Frontier Communications	01-5911	Phone bill, balance due 12/10/2024		334.08
2068618	12/11/2024	Janet VanWinkle	01-5800	November hours, RSP-SPED svcs		1,750.00
2068619	12/11/2024	Frances Johnson	01-4350	Office supplies - printer		73.88
2068620	12/11/2024	Pacific Gas & Electric	01-5520	2834323877-1		39.82
2068621	12/11/2024	Gene Parrish	01-5200	Home2 Dec. 2-6		639.80
2068622	12/11/2024	Gene Parrish	01-5201	Mileage Dec. 2-6		261.97
2068623	12/11/2024	Presence Learning, Inc.	01-5807	Speech Svcs-Service coordination and weekly hours	2,049.30	
				Speech Svcs. - Service coordination and weekly hours	491.83	
				Speech Svcs., Implementation Fee	900.00	
				Speech Svcs- service coordination and weekly hours	1,639.44	5,080.57
2068624	12/11/2024	Recology Sonoma Marin	01-5560	1812654333		231.48

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

Generated for Andi Stubbs (ASTUBBS46), Jan 1 2025 8:49AM

Checks Dated 11/16/2024 through 12/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2068625	12/11/2024	Stephen Roatch Accountancy	01-5821	Progress billing #4		2,580.00
2068626	12/11/2024	Terminix	01-5800	Svcs on 11/20/2024		142.00
2068627	12/11/2024	Whitney Badgett	01-4310	Behavioral incentives, sports and art supplies	190.41	
				Classroom supplies-books, pen pal postage	148.69	339.10
2070251	12/18/2024	Gene Parrish	01-5201	Mileage 12/09-12/13		275.37
2070252	12/18/2024	Gene Parrish	01-5200	Home2 12/09-12/13		759.19
2071655	12/27/2024	Gualala Supermarket	01-4700	Student food items		262.37
2071656	12/27/2024	Independent Coast Observer	01-4310	Subscription renewal		100.00
2071657	12/27/2024	Frances Johnson	01-4390	Student gifts, donated funds		498.30
2071658	12/27/2024	Coleen McCloud	01-5800	Cultural ed hours, Nov. 2024		88.89
2071659	12/27/2024	Gene Parrish	01-5201	Mileage Dec. 16-20, 2024		275.37
2071660	12/27/2024	Gene Parrish	01-5200	Home2 Dec. 16-20, 2024		747.14
2071661	12/27/2024	Ryland Strategic Business Consulting	01-5831	Business services, Nov. 2024 hours		4,500.00
2071662	12/27/2024	Sonoma County Office Of Ed	01-4340	Domaine renewal		70.00
2071663	12/27/2024	Troy Williams	01-5800	Gutter cleaning		600.00
Total Number of Checks					43	30,038.91

	Count	Amount
Cancel	1	2,695.00
Net Issue		27,343.91

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	42	27,343.91
Total Number of Checks		42	27,343.91
Less Unpaid Tax Liability			.00
Net (Check Amount)			27,343.91

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

Generated for Andi Stubbs (ASTUBBS46), Jan 1 2025 8:49AM

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

District: Kashia Elementary School

Name & Title of Preparer: Andrea Stubbs, Chief Business Official

Quarter Reported: (check one)
☐ 1st Quarter: July 2024 through September 2024 – Due October 2024
☒ 2nd Quarter: October 2024 through December 2024 – Due January 2025
☐ 3rd Quarter: January 2025 through March 2025 – Due April 2025
☐ 4th Quarter: April 2025 through June 2025 – Due July 2025

Date for information to be reported publicly at governing board meeting: January 8, 2025

Please check the box that applies:

- ☒ 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	0	0	0

Name & Signature of Superintendent

Date: January 8, 2025

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

(13)

SUMMARY OF THE BROWN ACT*



FIRM OVERVIEW

Practice Areas

Administrative Hearings
Charter School
Community College
Facilities & Business
Governance
Investigations
Labor & Employment
Litigation
Municipal
Public Finance
Public Safety
Special Education
Student
Technology & Innovation
Title IX

Statewide

Sacramento
Walnut Creek
Fresno
Monterey
Bakersfield
San Luis Obispo
Los Angeles
San Diego

The Brown Act is the most important open-meetings law for local governments in California. Compliance with the Brown Act is a critical role for the governing body. *Note: This is only a summary of key provisions of the Act, rather than a detailed overview of all its requirements.

APPLICATION

The Brown Act applies to all "legislative bodies."

"Legislative body" means:

- > **Governing Bodies:** The governing body of a local agency or any other local body created by state or federal statute.
- > **Subcommittees and Commissions:** All subcommittees and commissions created by formal action of the legislative body, whether temporary, decision making, or advisory. There is one exception for ad hoc advisory committees consisting solely of less than a quorum of the legislative body.

MEETINGS

Definition

A meeting is any congregation of a majority of the legislative body that meets at the same time and place to hear, discuss, or deliberate upon any item within the body's subject matter jurisdiction. A "meeting" includes any use of direct communication, intermediaries, or technological devices such as e-mail.

Types of Meetings

A regular meeting is the fixed formal meeting of the legislative body. Agendas must be posted at least 72 hours in advance of the meeting.

A special meeting may be called at any time either by the presiding officer or a majority of the legislative body by delivering a written notice to each member and to each local newspaper of general circulation and radio or television station requesting such notice. The notice must be delivered and the agenda posted at least 24 hours before the meeting.

AGENDAS

Agendas must contain a brief general description of each item of business to be transacted or discussed at the meeting. All agendas must be posted in a location at the agency offices that is freely accessible to the public, and also on the agency's website.

School districts must allow members of the public to place matters directly related to school district business on the agenda. The school district can reasonably control when and how the item is placed on the agenda.

Action

A legislative body may not take action on an item not appearing on the agenda, except:

- > To respond to statements made or questions posed by the public during the public comment section;
- > To ask questions of staff or the public for clarification;

14



- > To ask staff to report back on an item not appearing on the agenda at a subsequent meeting; or
- > To make a brief announcement.

Public Comment

Each *regular meeting* agenda must provide an opportunity for public comment on any agenda item and on any item of interest to the public within the subject matter jurisdiction of the legislative body. For *special meetings*, the agenda must provide an opportunity for members of the public directly to address the legislative body concerning any item on the agenda; comments on items not on the agenda need not be allowed.

Inspection

Writings distributed to all or to a majority of the legislative body by any person for consideration at a public meeting are public records. Documents distributed to all or a majority of the legislative body less than 72 hours before a regular meeting must be made publicly available without delay. Writings given to the legislative body at the meeting by staff must be available at the meeting, and writings distributed at the meeting by others must be available after the meeting. The terms "writing" and "document" include electronic records such as e-mail.

In addition, every agenda must state the location of an office at the agency where members of the public may inspect these documents. The agency may also post the documents on the agency's Internet Web site in a position and manner that makes it clear that the documents relate to an agenda item for an upcoming meeting.

CLOSED SESSIONS

Closed sessions are meetings conducted in private without the attendance of the public. They are permitted for specific purposes; courts construe the statutory basis for closed sessions narrowly. Generally, to preserve the confidentiality of closed sessions, only essential staff should attend a closed session.

Primary Types of Closed Sessions

- > To instruct negotiators on real property transactions
- > To instruct labor negotiators
- > To discuss "pending litigation" with agency attorneys
- > To consider the appointment, employment, evaluation, discipline, or dismissal of a public employee
- > Employee Complaints or Charges

Before holding a closed session to hear complaints or charges brought against an employee, the employee must be delivered written notice of his or her right to have the complaints or charges heard in open session at least 24 hours before the meeting.

- > Meetings regarding threats to security of public buildings or essential public services
- > Meetings among Joint Powers Agencies formed for insurance pooling and local agency Self-Insurance Authorities to consider liability issues
- > Student matters such as discipline or records challenges

Announcements from Closed Session

- > After each closed session, the legislative body must report in open session certain actions taken in closed session, and the vote of each member, including:
- > Approval of an agreement concluding real estate negotiations
- > Approval for legal counsel to defend, initiate, or settle litigation
- > Disposition of claims
- > Action to appoint, employ, dismiss, release, accept resignation of, or affect the status of any employee
- > Approval of labor negotiation agreements

Reporting out may be deferred under certain circumstances, usually because it is contingent upon approval by another party.

Closed Session Confidentiality

No person may disclose confidential information that has been acquired by being present in an authorized closed session to unauthorized persons, unless the legislative body formally authorizes disclosure of confidential information. "Confidential information" means a communication made in a closed session that is specifically related to the basis for the closed session.

Penalties and Enforcement

A member who attends a meeting where action is taken in violation of the Brown Act, and where the member intends to deprive the public of information which the member knows or has reason to know the public is entitled, is *guilty of a misdemeanor*.

For legal advice on a particular Brown Act issue, or for any questions, please contact us at clientservices@lozanosmith.com or 559.431.5600.

15

Kashia Elementary School District

JOB DESCRIPTION

K-8 Principal/Lead Teacher

BRIEF DESCRIPTION OF POSITION:

Under the direction of the Superintendent, the Principal serves as the educational leader of the school, responsible for direction of the instructional program and assessment/evaluation of student progress as well as day-to-day school operations. Acts as the immediate supervisor of employees at the site, participates in staff and student activities, and exercises leadership in the community.

MINIMUM QUALIFICATIONS:

- Any combination of education and/or experience equivalent to a Master's Degree or higher from an accredited college or university with graduate courses
- Current Multiple Subjects Credential
- Current California Administrative Services Credential
- Minimum of three years teaching experience
- Minimum of three years of service in an administrative or supervisory position utilizing an administrative credential
- Valid California Class C Driver's License

DESIRABLE QUALIFICATIONS:

- Multi-level and/or middle school teaching experience preferred
- Knowledge of the Pomo culture preferred

MAJOR DUTIES AND RESPONSIBILITIES:

- Supervise students and staff.
- Coordinate, implement and supervise effective programs and assessments that address academic achievement and social emotional learning.
- Facilitate the implementation of a standards-aligned curriculum, personalized learning, and interventions.
- Prepare and implement lesson plans in core subject areas.
- Participate in direct instruction of students on a regular basis.
- Oversee and manage the daily schedule and ensure compliance with instructional minutes requirements.
- Oversee daily attendance, including sign-in and sign-out procedures for both students and staff.

- Identify needs and make recommendations for appropriate instructional materials and assessments that directly support and align to the state academic standards.
- Assist teachers with the collection and analysis of data results; use data to assess student learning and the effectiveness of teaching practices.
- Serve as support to teachers and staff in the implementation of the curriculum.
- Direct professional development activities for teachers and support staff.
- Evaluate certificated and classified employees with input from the Superintendent.
- Meet regularly with teachers and the superintendent to review instructional practices and progress while planning “next steps” for student and school improvement.
- Assist in the development and implementation of IEP goals and objectives through collaboration with special education staff.
- Implement student-specific interventions and tracks related progress for both academic and social-emotional needs.
- Administer student discipline and behavioral support to maintain proper student conduct and safety.
- Communicate regularly with parents and caregivers regarding student progress and challenges; engage parents in student learning.
- Provide resources and support to foster standards development at home and in the community.
- Establish effective communication with members of the school community to develop a productive school climate and a supportive community.
- Ensure that the school facilities are safe and in good operational order on a day-to-day basis.
- Confer with the superintendent regarding staff, programs, students, finances and legal requirements.
- Enforce applicable state and district codes, policies and laws.
- Perform other job-related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school.

Note: Expectation is approximately 75% of time will be spent on developing, implementing and supervising the delivery of lesson plans, and providing direct instruction; and 25% of time will be spent on administrative tasks.

SALARY AND WORK YEAR:

This assignment is part-time and temporary during the remainder of the 2024-25 school year, paid on an hourly timecard basis at a rate of \$80.00 per hour, which is based upon an annual salary of \$74,000 for five hours of work per day and a work year of 185 days. Specific days and hours of work during the remainder of the 2024-25 school year to be determined through mutual agreement with the Superintendent.

**KASHIA ELEMENTARY SCHOOL DISTRICT
RETIRED EMPLOYEE SERVICES AGREEMENT
(K-8 Principal/Lead Teacher)**

This Retired Employee Services Agreement ("Agreement") is made and entered into effective as of January 8, 2025 by and between the Kashia Elementary School District, a public school district of the State of California ("District") and Scott Carson, a retired annuitant certificated management employee (referred to herein as "Principal/Lead Teacher"); (collectively, the "Parties").

WHEREAS the District's Board of Trustees ("Board") desires to employ the Principal/Lead Teacher as the Principal/Lead Teacher of the District, and the Principal/Lead Teacher desires to accept employment as the Principal/Lead Teacher of the District upon the terms and conditions hereinafter set forth in this Agreement.

NOW, THEREFORE, in consideration of the foregoing and of the terms and conditions set forth herein, the Parties hereto agree as follows:

1. Employment and Essential Duties of the Principal/Lead Teacher

The Board hereby employs the retired annuitant as the Principal/Lead Teacher of the District. In said capacity, the Principal/Lead Teacher shall have primary responsibility for day-to-day supervision of students and staff and shall perform the following essential duties (see complete job description, Exhibit A):

- a. coordinate, implement and supervise the implementation of a standards-aligned curriculum, interventions, and social-emotional supports.
- b. Prepare and implement lesson plans in core subject areas.
- c. participate, on a regular basis, in the direct instruction of students.
- d. oversee and manage the daily schedule and ensure compliance with instructional minutes requirements.
- e. oversee daily attendance, including sign-in and sign-out procedures for both students and staff.
- f. assist teachers with the collection and analysis of data results, using data to assess student learning and the effectiveness of teaching practices.
- g. administer student discipline and behavioral support.

January 8, 2025

- h. communicate regularly with parents and caregivers regarding student progress and challenges.
- i. establish effective communication with members of the school community.
- j. evaluate certificated and classified employees with input from the Superintendent.
- k. ensure that the school facilities are safe and in good operational order.
- l. perform other job-related duties as described in the attached job description (Exhibit A) and as assigned for the purpose of ensuring the efficient and effective functioning of the school.

This is an agreement for the performance of professional services as the Principal/Lead Teacher of the District.

2. Term

The term of this Agreement ("Term") shall commence on January 9, 2025, and terminate on June 30, 2025 unless terminated earlier pursuant to the provisions of this Agreement, or unless extended as provided herein or as provided by law.

3. Salary

For the period of January 9, 2025, to June 30, 2025, the District shall pay the Principal/Lead Teacher an hourly rate of \$80.00 for hours worked, not to exceed 485 hours or \$38,800. This rate is based upon an annual salary of \$74,000 for five hours of work per day and a work year of 185 days. The Principal/Lead Teacher shall submit timesheets to the Superintendent for review and approval by the third day of the month for work performed during the preceding month.

4. Benefits

No health and welfare benefits are provided.

6. Work Year and Duty Days:

The Principal/Lead Teacher shall serve as a part-time, hourly employee of the District based on rendering up to twenty-five (25) hours per week of service during the period covered by this Agreement, with specific days and hours to be determined through mutual agreement between the Principal/Lead Teacher and Superintendent.

7. **Termination.**

This agreement may be terminated immediately at any time by either party.

8. **Indemnity**

In accordance with the provisions of Government Code §825 and 995, the District shall indemnify and defend the Principal/Lead Teacher from any and all demands, claims, suits, actions, and legal proceedings, including administrative proceedings, brought against the Principal/Lead Teacher in the Principal/Lead Teacher's individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Principal/Lead Teacher was acting within the scope of employment. The District may refuse to indemnify and defend the Principal/Lead Teacher if the act or omission was not, in fact, within the scope of her employment, or the act constitutes "actual fraud, corruption, or actual malice" as defined in §995.2(a) and interpreted by California precedents. The District may also decline to provide a defense in a criminal proceeding pursuant to §995.8.

Upon resignation from the District, the Principal/Lead Teacher will continue to be defended and indemnified for any actions taken against him within the scope of his former employment as the Principal/Lead Teacher. The same defense and indemnification shall be provided to the retired Principal/Lead Teacher if the District requires him to testify, or he is required to testify, as a witness on behalf of the District pursuant to Government Code §995.9.

The Agreement shall be ratified pursuant to Government Code §53262.

IN WITNESS WHEREOF, this Agreement has been executed this 8th day of January, 2025.

KASHIA ELEMENTARY SCHOOL DISTRICT

Dated: January 8, 2025,

By: _____
Glenda Antone, Board President

Dated: January 8, 2025,

By: _____
Frances Johnson, Principal/Lead Teacher

January 8, 2025

2024–25 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$254
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2024–25 Total allocation	\$254
Administrative and indirect costs	\$0
Reservation for equitable services for nonprofit private schools	\$0
2024–25 Title II, Part A adjusted allocation	\$254

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2024–25 Title II, Part A allocation	\$254
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2024–25 Title II, Part A allocation after transfers out	\$254

*****Warning*****

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2024–25 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Kashia Elementary (49 70888 0000000)

Home	Data Entry Forms	Certification Preview	Certify Data	Reports	Users	Contacts	FAQs
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[Program Information](#) [Data Entry Instructions](#)

2024–25 Title II, Part A / Title III Nonprofit Private School Participation

The local educational agency (LEA) must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

Note: Participation is based on the number of eligible students enrolled in the grade levels in a nonprofit private school located in areas served by the LEA.

No nonprofit private schools are showing as eligible for participation. Either the Nonprofit Private School Consultation form was not completed, or was completed, but conditions necessary for nonprofit private schools to display in this form were not met.

Lisa Fassett, Professional Learning Support & Monitoring Office | LFassett@cde.ca.gov | 916-323-4963
Geoffrey Ndirangu, Language Policy and Leadership Office | GNdirang@cde.ca.gov | 916-323-5831
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Policy 3515: Campus Security

Status: Adoption pending

Review Date: January 8, 2025

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

In consultation with the district's board of trustees, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Audio recording in the classroom shall only occur with written teacher consent.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

24 CCR 1010.2

24 CCR 1010.2.8.2

CA Constitution Article 1, Section 28

Ed. Code 17070.10-17079.30

Ed. Code 17583

Ed. Code 32020

Ed. Code 32211

Ed. Code 32280-32289.5

Ed. Code 35160

Ed. Code 35160.1

Ed. Code 35266

Ed. Code 38000-38005

Ed. Code 49050-49051

Ed. Code 49060-49079

Ed. Code 49390-49395

Gov. Code 11549.3

Pen. Code 469

Pen. Code 626-626.11

Description

Door operations

Lockable doors from the inside

Right to Safe Schools -

<https://simbli.eboardsolutions.com/SU/4uKslshNFWJwiWPc9Z3j2hmaA==>

Leroy F. Greene School Facilities Act -

<https://simbli.eboardsolutions.com/SU/fu4PsUtUAb4qYYOY9breHg==>

Classroom security locks; modernization projects

School gates; entrances for emergency vehicles

Threatened disruption or interference with classes

School safety plans

Authority of governing boards

Broad authority of school districts

Reporting of cyber attacks

Security departments

Searches by school employees

Student records

Homicide threats

Independent security assessment

Unauthorized making, duplicating or possession of key to public building

Weapons on school grounds and other school crimes

Federal References

20 USC 1232g

34 CFR 99.3

6 USC 665k

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Definition of education records

Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources References

Attorney General Opinion

Attorney General Opinion

California Department of Education Publication

Court Decision

Court Decision

National Institute of Justice Publication

US DOE Publication

Website

Website

Website

Website

Description

75 Ops.Cal.Atty.Gen. 155 (1992)

83 Ops.Cal.Atty.Gen. 257 (2000)

Safe Schools: A Planning Guide for Action Workbook, 2002

Brannum v. Overton County School Board (2008) 516 F. 3d 489

New Jersey v. T.L.O. (1985) 469 U.S. 325

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

FAQs on Photos and Videos under FERPA

California Military Department -

<https://simbli.eboardsolutions.com/SU/L0dgnky2UrB3E0JFwK4w9w==>

U.S. Department of Homeland Security, Fusion Centers -

<https://simbli.eboardsolutions.com/SU/PSVyV1hfKjpmRQXd5vTBKQ==>

California State Threat Assessment System -

<https://simbli.eboardsolutions.com/SU/CX8ou4hFcTRJKHzwyPRczQ==>

CSBA District and County Office of Education Legal Services -

<https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akQ==>

Website	U.S. Department of Education, Protecting Student Privacy - https://simbli.eboardsolutions.com/SU/GNvvR5HOI1z1slshpN79CN8BQ==
Website	National Institute of Justice - https://simbli.eboardsolutions.com/SU/OJiCldjfhnpHtlp5dK0Kwg==
Website	National School Safety Center - https://simbli.eboardsolutions.com/SU/DT4ecTE5xOmkiuXplMccKw==
Website	California Department of Education, Safe Schools - https://simbli.eboardsolutions.com/SU/AxdFslshFpyQ1QP0821fOy9pg==
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==

Cross References

	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.6	Personnel Files
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
4219.1	Civil And Legal Rights
4231	Staff Development
4258	Employee Security
4258	Employee Security
4319.1	Civil And Legal Rights

4331	Staff Development
4358	Employee Security
4358	Employee Security
5112.5	Open/Closed Campus
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior
6142.4	Service Learning/Community Service Classes
6164.2	Guidance/Counseling Services
6184	Continuation Education
6184	Continuation Education
7111	Evaluating Existing Buildings
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

**Kashia Elementary School District
AGREEMENT FOR CONTRACTED SERVICES
AMENDMENT FORM**

Consultant Name: Janet Van Winkle

Contract/PO #: Contract/Direct Payment

Original Contract Date: August 15, 2024

Original Contract/PO Amount: Not to exceed \$12,000 at a rate of \$70.00 per hour

TO BE COMPLETED BY REQUESTOR

Account Code: 01-6500-0-5760-1120-5800-600-6500

Amount of Increase: \$13,365

Funding Source: Restricted Special Education funding

New Contract Total w/Increase: \$23,835

Requested Amendment: \$11,235 has been paid to-date for services rendered between August and December, 2024. The original estimated cost of \$12,000 was based on the amount paid in 2023-24 and did not include additional time working with new staff in August, 2024 (attending in-service days, etc.) or hours needed to support an expanded caseload. Up to an additional 180 hours is needed for the period of January 1, 2025 – June 30, 2025 at a rate of \$70.00 per hour, not to exceed \$12,600 for a new contract total of \$23,835. The breakdown of additional time needed is as follows:

Specialized Academic Support (one-one time + preparation time):	10 hours per month
Push-in Classroom Support:	15 hours per month
File review, communication with parents, goal updates:	3 hours per month
Speech and Language therapy support; consult/collaboration with teachers:	3 hours per month
	31 hours per month

January, 2025 – May, 2025: 31 hours per month times five months: 155 hours

June, 2025 – Partial Month: 15 hours 15 hours

Individual Education Plans – development, meetings, etc. 10 hours

Total Hours Needed, January 1, 2025 – June 30, 2025: 180 hours

Date(s) of Service: August 15, 2024 – June 30, 2025

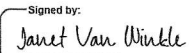
(X) The service(s) covered by the original Agreement were PARTIALLY completed

() The services covered by the original Agreement have been COMPLETED.

Signature page follows

TO BE COMPLETED BY CONSULTANT

Agree to terms of amendment

Consultant Signature  Date 12/30/2024

TO BE COMPLETED BY DISTRICT

CBO Signature  Date 12/31/2027

Board Approval Date: January 8, 2025

Copies To: - Accounts Payable

Kashia Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

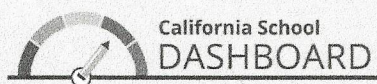
A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

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

2024-25 School Description and Mission Statement

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

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 4	2
Grade 7	3
Grade 8	1
Total Enrollment	9

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	22.2
Male	77.8
American Indian or Alaska Native	100
Socioeconomically Disadvantaged	100
Students with Disabilities	33.3

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	100.00	1.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	1.00	100.00	1.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	100.00	1.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	1.00	100.00	1.00	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.00	0.00	0.00	0.00	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	100.00	0.50	100.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	0.50	100.00	0.50	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

Sept. 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Harcourt - Journeys	Yes	0.00 %
Mathematics	Houghton Mifflin/Harcourt - Go Math!	Yes	0.00 %
Science	Discovery Education	Yes	0.00 %
History-Social Science	Discovery Education	Yes	0.00%
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Campus facilities are kept in good working order.

Year and month of the most recent FIT report

April, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Service to the HVAC system needed (service has been inspected/work set up).
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X	
Safety: Fire Safety, Hazardous Materials	X	Additional fire extinguisher signage needed (ordered). There are two binders with MDSD documents. There is a room attached to the outside of the office building with a Hazard Chemical container
Structural: Structural Damage, Roofs	X	Possible roof leak in the kitchen. Also a leak near street window. Roofers have been contacted to inspect/address.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	--	--	--	46	47
Mathematics (grades 3-8 and 11)	--	--	--	--	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	--	--	30.29	30.73

42

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	--	--	--	--	--

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	0	0	0	0	0
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate							7.8	8.2	8.9
Graduation Rate							87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00			0.00			3.17	3.60	3.28
Expulsions	0.00			0.00			0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0	0
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school safety plan is reviewed each November and approved during the December Board meeting. All Kashia students are within walking distance of their homes in the event of an emergency.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	9	1		

48

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	7	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	5	1		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.30
Resource Specialist (non-teaching)	
Other	

49

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$67,921	\$26,198	\$41,723	\$50,710
District	N/A	N/A	\$41,723	\$50,710
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	117.9	-44.1

Fiscal Year 2023-24 Types of Services Funded

NA

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,094	\$51,352
Mid-Range Teacher Salary	\$70,163	\$80,424
Highest Teacher Salary	\$77,177	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$0	\$145,237
Percent of Budget for Teacher Salaries	6%	26%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

STEPHEN ROATCH ACCOUNTANCY CORPORATION

Certified Public Accountants

Stephen Roatch - President
Habbas Nassar - Vice President

December 31, 2024

Management and Governing Board of
Kashia Elementary School District
P.O. Box 129
Stewarts Point, CA 95480

Year 1 of 3-year contract

This letter confirms that Kashia Elementary School District has requested our firm to perform only the audit services described in this letter and has not requested our firm to provide any specific internal control review or fraud audit service. This letter also confirms our understanding of the terms and objectives of our audit engagement and the nature and limitations of the services we will provide.

We are pleased to confirm our understanding of the services we are to provide Kashia Elementary School District for the years ended June 30, 2025, June 30, 2026, and June 30, 2027.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements of Kashia Elementary School District as of and for the year ended June 30, 2025. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Kashia Elementary School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Kashia Elementary School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's discussion and analysis
2. Budgetary comparison information
3. Schedules of the proportionate share of the net pension liabilities
4. Schedules of contributions

We have also been engaged to report on supplementary information other than RSI that accompanies Kashia Elementary School District's financial statements. We will subject the following supplementary information (combining nonmajor fund financial statements, reconciliation of annual financial and budget report with audited financial statements, and supporting schedules) to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements.

Audit Scope and Objectives (Concluded)

The Schedule of Financial Trends and Analysis will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the fourth paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2024-25 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*, prescribed in the *California Code of Regulations*, Title 5, section 19810 and following, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements (Concluded)

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions, as applicable. We will also request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry.

The anticipated significant risks of material misstatement are based on areas identified in the prior year's audit, which may be modified once the planning for the current year's audit is completed, are: 1) management override of controls, 2) revenue recognition (accounts receivable), and 3) accounts payable.

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the District and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Kashia Elementary School District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will also assist in preparing the financial statements and related notes, management's discussion and analysis, budgetary comparison information, depreciation schedule, schedules of the proportionate share of the net pension liabilities, schedules of contributions, and supplementary schedules and information (nonaudit services), as applicable, of Kashia Elementary School District in conformity with accounting principles generally accepted in the United States of America based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services (management's discussion and analysis, budgetary comparison information, depreciation schedule, schedules of the proportionate share of the net pension liabilities, schedules of contributions, and supplementary schedules and information, as applicable) we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and any other nonaudit services we provided and that you have reviewed and approved the financial statements and related notes and any other nonaudit services we provided prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services we provide by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements.

Responsibilities of Management for the Financial Statements (Continued)

You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with accounting principles generally accepted in the United States of America, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is responsible for making drafts of financial statements, all financial records, and related information available to us, for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers), and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole. As part of our engagement, we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on the financial statements.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, or contracts or grant agreements that we report.

With regard to an exempt offering document with which Stephen Roatch Accountancy Corporation is not involved, you agree to clearly indicate in the exempt offering document that Stephen Roatch Accountancy Corporation is not involved with the contents of such offering document.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with accounting principles generally accepted in the United States of America (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon.

Responsibilities of Management for the Financial Statements (Concluded)

Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period; and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Engagement Administration, Fees, and Other

We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

In accordance with Education Code 41020, audit reports will be filed with the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15th following the close of the fiscal year. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Stephen Roatch Accountancy Corporation and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office or its designee, Department of Education, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Stephen Roatch Accountancy Corporation personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties.

56

Engagement Administration, Fees, and Other (Continued)

These parties may intend, or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Habbas Nassar, Certified Public Accountant (CPA) is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. We agree that our all-inclusive fee will be **\$18,500** for the fiscal year ended June 30, 2025, **\$19,500** for June 30, 2026, and **\$20,500** for June 30, 2027. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. An additional fee will be charged for attending meetings with the District's Board, if deemed appropriate.

Either party may terminate this agreement at any time for any reason, providing 30 days written notice is given to the other party. It is understood that payment shall be made for services rendered to the point of termination.

It is agreed that the District will withhold ten (10) percent of the audit fee until the State Controller certifies that the report conforms to the reporting provisions of the *2024-25 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*.

In accordance with Education Code Section 14505, it is further agreed that the District will withhold fifty (50) percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the *2024-25 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*.

The State Controller of California has required that all Districts and auditors contracting for multi-year engagements include a stipulation that the contract is null and void if the auditor is declared ineligible to perform LEA audits.

In the event that the GASB, FASB, AICPA, GAO, OMB, or the Education Audit Appeals Panel's Office issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. Before starting the additional work, we will prepare an estimate of the time necessary, as well as the fee for performing the additional work. Our fee for addressing the additional requirements will be our standard hourly rates for each person involved in the additional work.

Engagement Administration, Fees, and Other (Concluded)

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

In the event we are required to respond to a subpoena, court order or other legal process for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this engagement, you agree to compensate us at our applicable hourly rates, for the time we expend in connection with such response, and to reimburse us for all of our out-of-pocket costs incurred in that regard.

In the event that we are or may be obligated to pay any cost, settlement, judgment, fine, penalty, or similar award or sanction as a result of a claim, investigation, or other proceeding instituted by any third party, then to the extent that such obligation is or may be a direct or indirect result of your intentional or knowing misrepresentation or provision to us of inaccurate or incomplete information in connection with this engagement, and not any failure on our part to comply with professional standards, you agree to indemnify us, defend us, and hold us harmless as against such obligations.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period, if requested. Please contact us if you would like us to provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period.

This engagement letter is contractual in nature and includes all of the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Reporting

We will issue a written report upon completion of our audit of Kashia Elementary School District's financial statements. Our report will be addressed to the Governing Board of Kashia Elementary School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement.

Management and Governing Board of
Kashia Elementary School District
December 31, 2024
Page Nine of Nine

Reporting (Concluded)

If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that Kashia Elementary School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

We appreciate the opportunity to be of service to Kashia Elementary School District and believe this letter accurately summarizes the significant terms of our engagement. If, after full consideration, you agree that the foregoing terms shall govern this engagement, please sign this letter in the spaces provided and return the original signed letter to our office, keeping a fully-executed copy for your records.

Sincerely,

STEPHEN ROATCH ACCOUNTANCY CORPORATION

Habbas Nassar

Habbas Nassar, Certified Public Accountant
Vice President

RESPONSE:

This letter correctly sets forth the understanding of Kashia Elementary School District.

Management - Approved by:

Name: _____

Title: _____

Date: _____

Governing Board - Acknowledged by:

Board President
