

Kashia School District

School Accountability Report Card

Reported Using Data from the 2015–16 School Year

Address: P.O. Box 129 Stewarts Point, CA 95480
Principal: Frances Johnson

Phone: [707-785-9682](tel:707-785-9682)
Grade Span: K-8

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

About This School

District Contact Information (School Year 2016–17)

District Name	Kashia School District
Phone Number	707-785-9682
Superintendent	Frances Johnson
E-mail Address	fjohnson@scoe.org
Web Site	kashiaelementaryschool.weebly.com/

School Contact Information (School Year 2016–17)

School Name	Kashia School District
Street	P.O. Box 129
City, State, Zip	Stewarts Point, CA 95480
Phone Number	707-785-9682
Principal	Frances Johnson
E-mail Address	fjohnson@scoe.org
Web Site	kashiaelementaryschool.weebly.com/
County-District-School (CDS) Code	49-70888-6052013

School Description and Mission Statement (School Year 2016–17)

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

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

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

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

Student Enrollment by Grade Level (School Year 2015–16)

Grade Level	Number of Students
Kindergarten	5
Grade 1	1
Grade 2	0
Grade 3	2
Grade 4	2
Grade 5	2
Grade 6	1
Grade 7	1
Grade 8	0
Ungraded Elementary	0
Total Enrollment	14

Student Enrollment by Student Group (School Year 2015–16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	14
Asian	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	0
Two or More Races	0
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	0
Foster Youth	0

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

Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	1	0	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

Year and month in which the data were collected: _____ September 2016 _____

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin	Yes	0%
Mathematics	Envision	Yes	0%
Science	Envision	Yes	0%
History-Social Science	Envision	Yes	0%
Foreign Language	NA	NA	NA
Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

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

School Facility Conditions and Planned Improvements

- Kashia School has recently been painted inside the classroom and office area. Community clean-up day happened in the summer to provide a safe outside environment as well as a nature trail. All exits are in good repair as are the playground structure and outside field. Gates have been installed to prevent outside parties from driving on campus after hours. The school is exploring the possibility of installing outside camera's to deter vandalism.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			None
Interior: Interior Surfaces	x			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			None
Electrical: Electrical	x			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			None
Safety: Fire Safety, Hazardous Materials	x			None
Structural: Structural Damage, Roofs	x			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary	Good	Fair	Poor
		100%		

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014–15	2015–16	2014–15	2015–16	2014–15	2015–16
English Language Arts/Literacy (grades 3-8 and 11)	Na	Na	Na	Na	DPC	DPC
Mathematics (grades 3-8 and 11)	Na	Na	Na	Na	DPC	DPC

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015–16)

ELA – Grade 3

Student Group	Number Tested	Percent Tested	Percent Met or Exceeded
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Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

ELA – Grade 4

Student Group	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

ELA – Grade 5

Element	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

ELA – Grade 6

	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

ELA – Grade 7

Element	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

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.

ELA – Grade 8

Item	Number Tested	Percent Tested	Percent Met or Exceeded
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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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

Mathematics – Grade 3

Student Group	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

Mathematics – Grade 4

Element	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

Mathematics – Grade 5

Element	Number Tested	Percent Tested	Percent Met or Exceeded
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Mathematics – Grade 6

Element	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

Mathematics – Grade 7

Item	Number Tested	Percent Tested	Percent Met or Exceeded
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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.

Mathematics – Grade 8

Element	Number Tested	Percent Tested	Percent Met or Exceeded
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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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	Na	Na	Na	Na	Na	Na	DPC	DPC	DPC

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	Na
	Na	Na	na

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015–16)

- Kashia School does not offer any career technical education programs.

Career Technical Education Participation (School Year 2015–16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	na
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	na
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	na

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

California Physical Fitness Test Results (School Year 2015–16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	Na	Na	na
7	Na	Na	Na
9	Na	Na	na

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

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016–17)

Kashia has a very active PTO that is involved in all aspects of the educational happenings at Kashia School. The school also hires parent assistants in the classroom, on yard duty, for the lunch program, gardening, environmental studies and cultural awareness. Due to the extremely small size of the school, and the local community, parents are very involved in the governance and the education of the students at Kashia.

State Priority: Pupil Engagement

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

Students are involved in what happens in the classroom as well as field trips etc. on a daily basis.

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

Rate	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Suspensions	0	0	0	0	0	0	503101	420799	na
Expulsions	0	0	0	0	0	0	6724	5758	na

School Safety Plan (School Year 2016–17)

Kashia School is currently working on a comprehensive safety plan with the local community and the tribal council. Due to the size of the school district and the locale of the community, it will be imperative to engage all local parties in the event of an actual emergency.

C. Other SARC Information

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

Federal Intervention Program (School Year 2016–17)

Indicator	School	District
Program Improvement Status	Na	Na
First Year of Program Improvement	Na	Na
Year in Program Improvement	Na	na
Number of Schools Currently in Program Improvement	N/A	na
Percent of Schools Currently in Program Improvement	N/A	na

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	8				15				13			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Since Kashia is a one classroom school district – total number of students is listed in “other”.

Academic Counselors and Other Support Staff (School Year 2015–16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	0
Library Media Teacher (librarian)	0	0
Library Media Services Staff (paraprofessional)	0	0
Psychologist	0	0
Social Worker	0	0
Nurse	0	0
Speech/Language/Hearing Specialist	0	0
Resource Specialist (non-teaching)	0	0
Other	0	0

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014–15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	29096	Not available	Not available	45739
District	N/A	N/A	Na	45739
Percent Difference – School Site and District	N/A	N/A	0	0
State	N/A	N/A	9653	74090
Percent Difference – School Site and State	N/A	N/A	Not available	38%

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

Types of Services Funded (Fiscal Year 2015–16)

Kashia has a very active native American studies including language, music and cultural awareness education. The students also actively study the environment which is incorporated into their daily assignments. The community graded a nature trail through the woods in the back of the school where the students often hike and study plants and look for changes that occur each day. The teacher also used nature hikes for counting and letter learning in the lower grades.

Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38272	41085
Mid-Range Teacher Salary	46193	59415
Highest Teacher Salary	53404	75998
Average Principal Salary (Elementary)	Na	100438
Average Principal Salary (Middle)	Na	101868
Average Principal Salary (High)	Na	na
Superintendent Salary	87500	116069
Percent of Budget for Teacher Salaries	35%	6.73%
Percent of Budget for Administrative Salaries	65%	33.25%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

- Kashia is a one classroom school district with one teacher. This position is given 5 days per year for preparation and planning. They also work closely with the support staff on ethics, school structure, professional standards and professional treatment of students and community such as respectfulness and timeliness.