

# LCFF Budget Overview for Parents

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

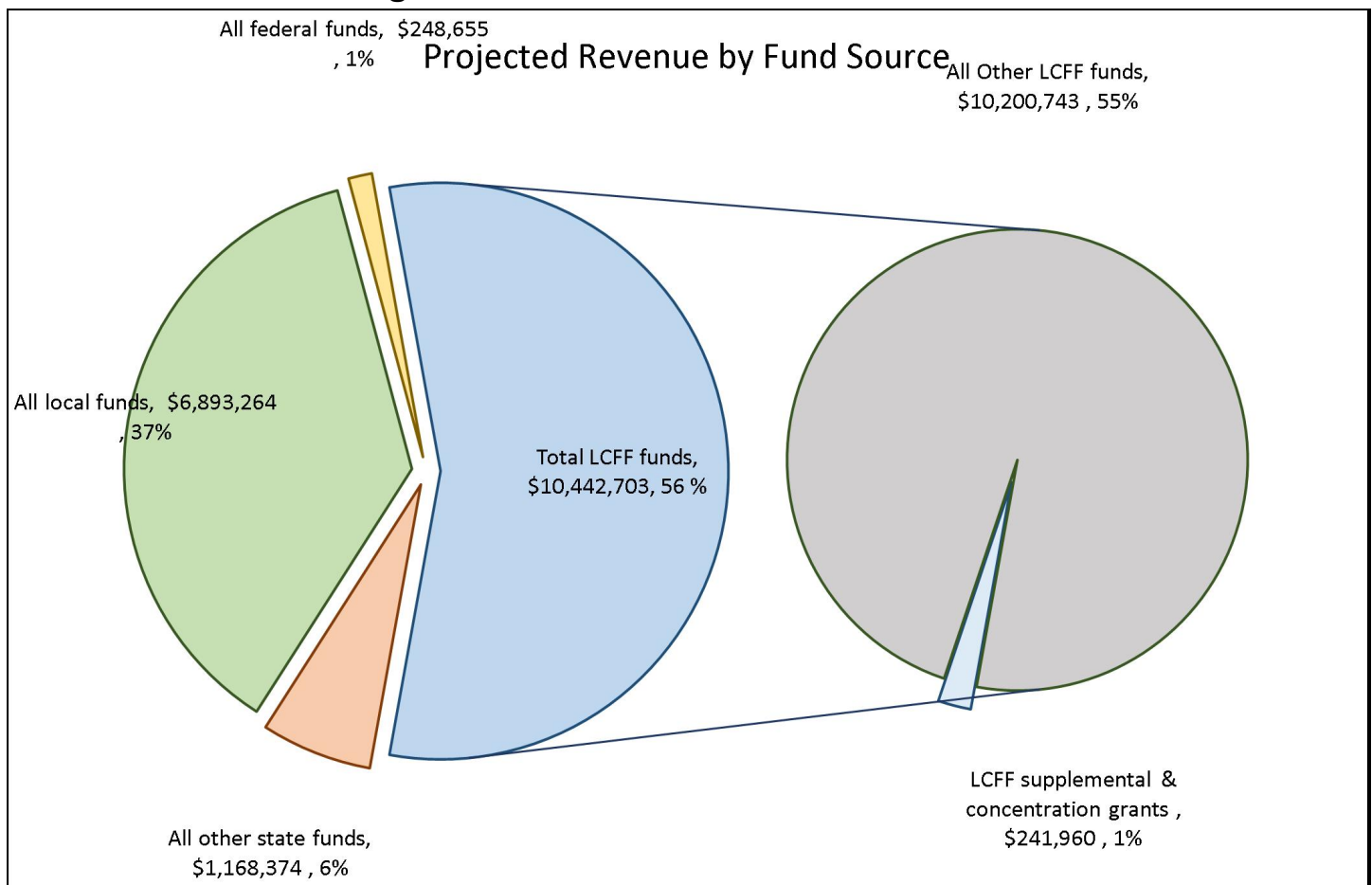
CDS Code: 21-65334

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Liz Schott, Superintendent

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

## Budget Overview for the 2019-20 LCAP Year

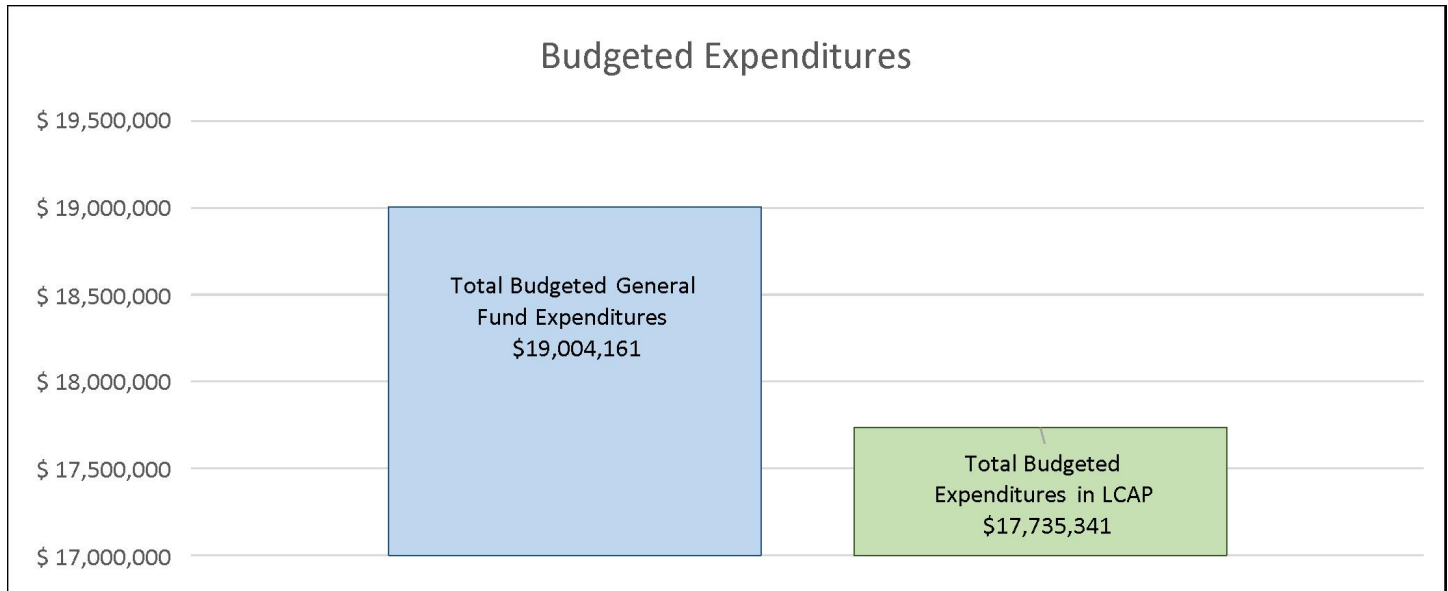


This chart shows the total general purpose revenue Kentfield Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Kentfield Elementary School District is \$18,752,996, of which \$10,442,703 is Local Control Funding Formula (LCFF), \$1,168,374 is other state funds, \$6,893,264 is local funds, and \$248,655 is federal funds. Of the \$10,442,703 in LCFF Funds, \$241,960 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Kentfield Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Kentfield Elementary School District plans to spend \$19,004,161 for the 2019-20 school year. Of that amount, \$17,735,341 is tied to actions/services in the LCAP and \$1,268,820 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

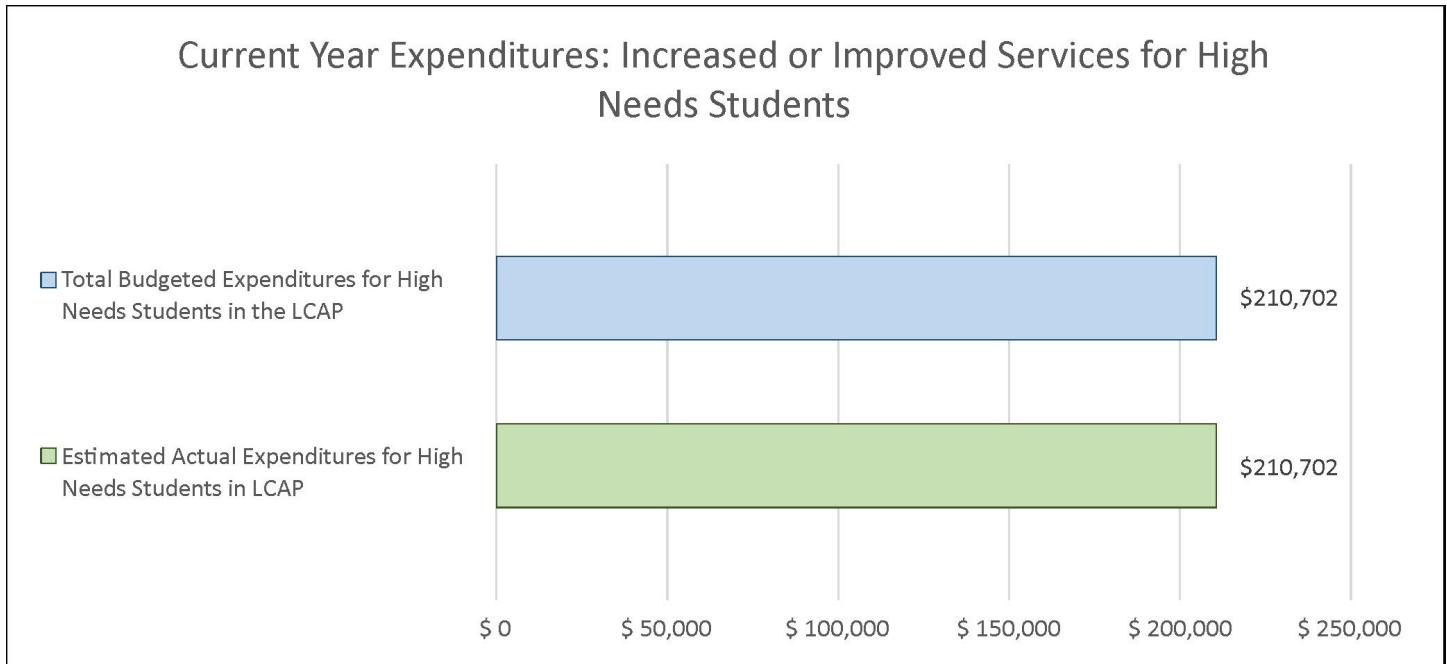
General Fund expenditures not included in the LCAP are operational costs including but not limited to utilities, insurance, legal fees, maintenance and repairs, contracted services, audits, and copy machine lease purchases totaling \$1,268,820.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Kentfield Elementary School District is projecting it will receive \$241,960 based on the enrollment of foster youth, English learner, and low-income students. Kentfield Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Kentfield Elementary School District plans to spend \$241,960 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Kentfield Elementary School District's LCAP budgeted \$210,702 for planned actions to increase or improve services for high needs students. Kentfield Elementary School District estimates that it will actually spend \$210,702 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Kentfield Elementary School District

Contact Name and Title

Liz Schott  
Superintendent

Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Kentfield School District is located in Kentfield, California and is comprised of two school sites: Bacich Elementary School, TK/K-4, with an enrollment of 635 students projected, and Kent Middle School, 5-8, with an enrollment of 566 students projected for the school year 2019-20.

The Kentfield School District is highly regarded by its parents, students and greater school community. The District is known for having strong core academic programs along with rich visual and performing arts, physical education, Spanish language, technology and character education curricula.

The average class size in grades TK/K-4 is 22.2 and in grades 5-8 it is 21.8. All District teachers are credentialed by the State of California and are working within their subject area of competence. The District enjoys the generous support of its active PTA, School Site Councils, and the Kentfield Schools Foundation, a non-profit organization which currently has a \$1,000,000 annual fundraising goal. In addition, the District has been very successful over the past two decades in passing parcel tax and facilities bond measures. In March 2018, our community renewed the District's Parcel Tax for 10 years which will generate approximately \$50 million total.

**Our Vision:** Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

**Our Mission:** The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

**We believe that:** by creating learning experiences that engage our students' creativity and curiosity, we motivate and inspire them to become life-long learners; educators who have access to

appropriate and innovative teaching tools and professional development opportunities are most effective in engaging students in their learning; project-based, active learning encourages students to take risks and learn from their mistakes.

We believe that: when our learning community works together, the outcome for our students is richer; when we engage in healthy, collaborative relationships that focus on student success, we enhance the educational experiences of our students; by building strong partnerships among students, staff and parents, we will provide the support our students need to acquire the knowledge, skills, and values in our graduate profile.

We believe that: education is most meaningful when it is a journey of exploration, inspired by curiosity and personal engagement; learning experiences that develop intellectual curiosity, critical thinking, and problem solving skills encourage students to take risks and learn from their mistakes; students arrive at school equipped with curiosity, creativity, competence, courage and confidence, all essential ingredients of innovation. It is our challenge to unleash the learner within.

We believe that: perseverance and resilience are key elements in a child's learning and social development; it is important to engage students in real-world learning experiences, real-life challenges and problem solving.

We believe in: providing a safe, positive and supportive learning community that holds itself to the highest of standards of integrity; being empathetic and welcoming differences to create an inclusive community; actively listening to divergent opinions and perspectives and recognizing the contributions of all.

We believe in: social responsibility as personified by appreciating different cultures, giving back to our community, taking care of each other, and being stewards of our environment; being a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth and social responsibility; teaching, expecting and modeling good character in everything we do; the power of social responsibility through action to change the world.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The highlight of this LCAP is a commitment to doing more of "what works best" as identified by our progress markers, including the second year of the Youth Truth survey of students, staff and families which lets us know about the climate and culture of the schools.

Kentfield School District surveyed students, staff, and parents/guardians using YouthTruth's validated stakeholder feedback surveys during the 2018-19 academic year.

Student Survey: 798 students in grades 3 – 8, across two schools, provided their feedback about their overall experiences at school on themes like: relationships, engagement, culture, and academic rigor.

Staff Survey: 115 staff members – both instructional and non-instructional – across two schools, provided their feedback on their school with regards to the following themes: culture, relationships, engagement, and professional development & support.

Family Survey: 225 parents and guardians, of students in grades K – 8 at two schools, provided their feedback about their childrens' school with regards to the following themes: culture, engagement, relationships, communication & feedback, school safety, and resources.

The analysis of our 2018 data tells us the following:

The number of areas tested in the CAASPP program that showed improvement is the inverse of 2017 testing. While in 2017, two-thirds of the student groups and subjects lost proficiency, in 2018 two-thirds gained proficiency. Of specific interest is the growth in the student groups we targeted for improvement:

English Learners moved closer to standard in Language Arts at Kent, and decreased loss of ground by half at Bacich. English Learners lost ground in Math at both schools. Students with IEPs completely reversed their downward trend in Language Arts at both schools making solid gains, and performed about the same in Math as in 2017. Socioeconomically disadvantaged students gained proficiency at both schools in Language Arts and lost ground in Math. Students who are Asian, White, or two or more races made gains in Math at both schools, and in Language Arts at Kent, but not at Bacich. In response to these Math results, the district focused the Low Performing Student Block Grant funds on math intervention for qualifying students.

The Latino community is engaged in the school system at higher rates than in the past through the ELAC at Bacich and the DELAC. These groups are showing parents how to become more involved with their children's education and how to help their children at home. We were thrilled to host our first ceremony celebrating students in our schools who have been reclassified Fluent English Proficient. This honoring of their bilingualism was a highlight of the school year.

Our professional development for 2018-19 focused on STEAM, equity, social emotional learning, the arts, math, English Language Development, P.E., and Language Arts.

Hiring went well this year, enabling us to meet the need identified in Goal 2, "[Hire and retain] highly qualified certificated and classified staff and administrators [who] create academically rigorous and engaging learning opportunities for all students."

Our building projects continue apace, on time and within budget, and our community recently passed a 10-year renewal of our Parcel Tax, so facilities and fiscal systems are healthy. Bathroom renovations at both campuses this summer will answer a perennial parent/student survey plaint to please do something about the restrooms. We anticipate being able to accommodate the growth of the pension obligations on our budget through steady property tax increases.

We continue to work on our communication and community relations. Our website revamp is complete and a great improvement. Our single weekly newsletter is delivered through our student information system's communications module. Other communications from the classrooms are also being delivered through this system which allows families to receive written correspondence in the language they choose. We continue to seek the balance between giving parents and staff enough but not too much information.

Striving for balance, in fact, is a common thread in the Kentfield School District. Our commitment to the whole child, supported by our community's vote and donations, results in amazing opportunities for children to express their creativity and explore their passions. Latest CAASPP results indicate that our focus on the whole child has not wholly thwarted efforts to strengthen our academic program. Gains in Language Arts districtwide and for some student groups in Math indicate that



there is progress being made across disciplines. We will continue to build on the strong foundations in reading, math, social studies and science to support the integrated work being done in project based learning, maker, arts integration and other cutting edge practices Kentfield is recognized for infusing into our students' education.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Our greatest progress from 2016-17 to 2017-18 was in the area of Language Arts in all student groups at Kent, and for Low Income students and students with IEPs at Bacich. Our third and fourth graders with IEPs gained 3.5 points on top of a 3.7 point gain last year in Language Arts at Bacich. Asian students, and students of two or more races made double-digit gains toward proficiency in Math and Language Arts at Kent. Our English Learners across the district were reclassified at higher rates than previous years. Twenty seven English Learners were reclassified this year versus three in 2017-18, 16 in 2016-17, and 12 in 2015-16.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

Math progress has slowed at both schools for identified student subgroups with Hispanic and Low Income students at Kent, and English Learners at Bacich showing the least growth. Students with disabilities, Low Income, and English Learners are in the orange performance category at both schools. In Language Arts districtwide, Low Income students are 15.7 points below proficiency, students with disabilities are 38.8 points below standard, and English Learners are 24.2 below standards. In Math districtwide, Low Income students are 54.4 points below standard, students with disabilities are 77.4 points below standard, and English Learners are 49.4 points below standard. Students who are Asian, White, or Two or More Races all made solid gains in Math and Language Arts and are all above proficiency. Kent has begun the process of piloting two potential replacements for the curriculum they have used for the past five years. It is expected that this change will have a positive impact on our targeted student groups due to an increase in the resources for differentiation in the materials being piloted. Bacich will have to see if the interventions they introduced this year 2018-19 show positive results in the testing we are about to start. If they don't, there will need to be further study of where we can improve our practice. The Low Performing Student Block Grant is being used to supplement the math instruction of qualifying students at both schools. We will assess the grant's effectiveness by comparing students' grades, test scores, and love of math before and after the intervention series.

English Learners - particularly Long Term English Learners (LTELs) - require our attention. Overall, the number of ELs in the district has grown from 66 in 2014-15 to 96 in 2018-19. Bacich has seven LTELs (5 Latino) and Kent has 12, all of whom are Latino. The English Learner Roadmap is a resource the district has not yet accessed to improve the experience and outcome of our English Learners. The policies and principles of the Roadmap are integral to the strategic planning work the district is planning for the Fall of 2019 and to the newly announced Board Equity Committee.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Performance indicators reveal very different outcomes between Low Income students (LI), English Learners (EL) and students with disabilities and all other students. While the downward trend of results slowed or reversed from 2016-17 to 2018-19 at both schools in most areas, there is still a persistent and significant gap that the district is struggling to close. See the attached table "Dashboard at a Glance ~ Fall 2018". Knowing the impact of inequitable environments on students in our targeted subgroups, professional development is planned for all staff in Beyond Diversity I with follow-up to include students, families and the School Board. The analysis of interventions programs - what they deliver, how, to whom, and how effective are they are elevating student achievement - is also planned.

## Comprehensive Support and Improvement

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

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

We have not been identified as a comprehensive support and improvement LEA.

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A



# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

Engage, support and challenge all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Goal #1

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Metric: Dashboard; CAASPP results; Parent/Staff survey; Common Core-aligned report card at Bacich; all classrooms and students provided with Common Core-aligned curricula and materials; staff given adequate professional development and support to deliver Common Core aligned instruction; Master Schedule at Kent shows course offerings available to all students; CELDT/ELPAC results; English Learner reclassification rates</p>	<p>Gaps in 2018-19 CAASPP scores currently exist between students who are white, Asian, and mixed-race and those who are socioeconomically disadvantaged, learning English, and who have disabilities. The table below shows the difference between students who are in the subgroups of concern and those who aren't at both schools. An area that the district will home in on is the growing gap from Bacich to Kent in the area of Language Arts. While the gaps themselves are obviously of concern, they should not be actually increasing as students spend more time with us.</p>

## Expected

### 18-19

Evaluation of our progress toward this goal in 2017-18 will determine the effectiveness of our efforts and then a target percentage for closing the gap will be set for the coming year.

We will measure progress using CAASPP results, CELDT/ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.

We will maintain 100% participation in all courses including art, PE and music.

All students will make growth, and common core aligned report cards will be maintained as evidence of progress toward CCSS mastery.

Staff will participate in CCSS related professional development.

We will continue to monitor reclassification rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.

## Actual

Dashboard at a Glance – Fall 2018

Equity Indicators	District		Kent		Bacich	
	Status	Change	Status	Change	Status	Change
Suspension rate	1.5%	0%	2.2%	-0.30%	0.9%	0.30%
English Learner Progress	47.2%	N/A	65.4%	N/A	39.7%	N/A
English Language Arts	58.6	5.5	66.2	6.2	42	5.4
Mathematics	41.9	2.9	38.6	0.8	59.2	6.8

English Language Arts	District		Kent		Bacich	
	Status	Change	Status	Change	Status	Change
SED	-15.7	7.3	-4.7	2.9	-38.3	13
IEP	-38.8	4.9	-35.6	5.3	-48.2	9.7
EL	-24.2	6	-17.5	9	-41.1	-5.3
Hispanic	4.9	1.2	17.4	2.2	-23.7	-3.8
Asian	99.1	22.9	104	14.6	N/A	N/A
White	64.2	5.5	69.9	5.1	51.8	8.1
2 or more races	75.6	3.3	90.9	17.9	51.7	12.2

Math	District		Kent		Bacich	
	Status	Change	Status	Change	Status	Change
SED	-54.4	-2.2	-56.4	-2.8	-30.4	-8.5
IEP	-77.4	-11.1	-94.3	-13.4	-31.3	3.5
EL	-49.4	-13.4	-56.1	-6.3	-32.3	-17.8
Hispanic	-20.6	-12.9	-25.2	-1.9	-9.9	-2.9
Asian	93.5	14.6	93.9	15.1	N/A	N/A
White	51.4	4.7	44.5	3.2	67.8	7.5
2 or more races	69.1	9.1	64.1	11.5	76.9	2.2

increased significantly

increased

decreased

decreased significantly

SED - Socioeconomically Disadvantaged

EL - English Learner

IEP - Students with Disabilities

	Bacich 2017	Bacich 2018	Kent 2017	Kent 2018
Enrollment	656	645	600	588
SED	6.4%	9.5%	6.2%	11.2%
EL	8.1%	9.1%	3.3%	4.1%
Foster Youth	0%	0%	0%	0.5%

+/- indicates distance from standard

## Expected

### Baseline

Large gaps in 2016-17 CAASPP scores currently exist between students who are white, Asian, and mixed-race and those who are socioeconomically disadvantaged, learning English, and who have disabilities.

In the 5th-8th grades, 26% of socioeconomically disadvantaged students scored below proficient in Language Arts, compared to 2% who are not socioeconomically disadvantaged. In Math, the difference is 32% versus 7%.

In 3rd and 4th grade, 42% of socioeconomically disadvantaged students scored below proficient in Language Arts, compared to 7% who are not socioeconomically disadvantaged. In Math, the difference is 42% versus 4%.

In the 5th-8th grades, 22% of students with disabilities scored below proficient in Language Arts, compared to 2% who do not have disabilities. In Math, the difference is 49% versus 4%.

In 3rd and 4th grade, 46% of students with disabilities scored below proficient in Language Arts, compared to 5% who do not have disabilities. In Math, the difference is 25% versus 4%.

In the 5th-8th grades, 41% of students who are learning English scored below proficient in Language Arts, compared to 1% who are not English learners. In Math, the difference is 50% versus 6%.

In 3rd and 4th grade, 47% of students who are learning English scored below proficient in Language Arts, compared to 5% who are not English learners. In Math, the difference is 37% versus 4%.

Students are reclassified based on assessment, teacher input, grades and Board Policy as they become English Proficient.

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Based on data provided by the dashboard, the District will be focused on students who are EL, SED, and Special Education.

1. Begin adoption process of History-Social Science materials.
2. Decrease implicit/explicit bias and address inequities in student experience districtwide through partnership with MCOE's equity consortium.
3. Adjust level of after-school help at both schools according to need.
4. Adjust interventions at both schools according to student need.
5. Provide professional development in embedding ELD into Common Core subjects.
6. Use CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders.
7. Continue and refine Reading and Writing Workshop.
8. Continue and refine implementation of NGSS.
9. Continue aligning goals on IEPs and Special Education instruction with Common Core.
10. Consolidate all middle school reading/language interventions into one position to facilitate case management of at-risk students

1. Teachers at both sites have attended workshops at MCOE to learn about the History-Social Science adoption and have begun piloting materials. Some attended the History-SS cohort from January through April, 2019. Kent has completed the process and is ready to have the district purchase new textbooks and materials.

2. The district leadership team - Superintendent, Director of Student Services, Principal and Assistant Principal of Bacich and Principal and Assistant Principal of Kent - participated in equity-focused professional development throughout the year with the Pacific Education Group (PEG). They attended the two-day training known as Beyond Diversity I, and the six-day series called LEADS. In addition, the Superintendent attended PEG's national conference.

3. Homework help was provided at Bacich for 12 2nd graders, 10 3rd graders, and 5 4th graders. At Kent, 14 5th graders, eight 6th graders, 18 7th graders and three 8th graders received help after school. While progress has not yet been tracked quantitatively, students, parents, and teachers report anecdotally that the program helps immensely. The students are normally able to complete their math and writing homework during homework help sessions. Many parents have said that they are

1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

5000-5999: Services And Other Operating Expenditures Title II \$11,999

Professional development 5000-5999: Services And Other Operating Expenditures LCFF \$25,000

Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$14,491

Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$44,979

11. Continue aligning goals on IEPs and Special Education instruction with Common Core.

unable to help their children with homework and they really appreciate the help. The students feel comfortable and motivated while working at school. The Homework Club helps increase equity.

4. Intervention at both schools was added in math based on 2017-18 CAASPP results and the availability of funding through the Low Performing Student Block Grant.

In addition, Math intervention for 2nd-4th grades provides small group instruction for those most in need

At Kent, ELA teachers administered a reading assessment at the beginning of the school year to understand all students' areas of challenge and need in reading. ELA teachers use this information to design and implement small group and one on one instruction to address students needs in reading and writing. ELA teachers communicated student reading levels to all other grade level teachers so that teachers can modify instructional approaches and intentionally target reading and writing needs as they apply cross-curricularly. Mathematics teachers collaborate within the curriculum group to develop and implement differentiation strategies. The guidance process provides for dedicated time weekly to discuss struggling learners and

collaborate cross-curricularly about their learning and support needs.

5. The district's English Language Development Specialist has conducted mini-trainings at four staff workshops for teachers on ELL techniques/strategies.

She and the Superintendent also attended the statewide Title III Accountability conference in December.

6. CAASPP results were analyzed in the fall. At Kent, Gains in Language Arts for most student groups at both sites were celebrated, and losses in math for many student groups were puzzled over. Kent staff embarked on a process for choosing a new curriculum, in part due to this concerning student performance. Intervention in math by a credentialed teacher was provided at Bacich. The administration and coach at Bacich met to reflect on results, and to create and implement an action plan for students who did not meet standards. At Kent, faculty reviewed the 2018 CAASPP performance data during the 11/7/18 faculty meeting. Aeries analytics was introduced to enable analysis of subgroup and individual student performance. Curriculum groups further examined data and CAASPP data continues to inform practice, including creating cohorts



of students for the relationship mapping exercise.

7. In order to ensure continued progress in Language Arts, teachers at both schools have received professional development in Reading and Writing Workshop, either at Columbia Teachers College in New York, or with Momentum in Teaching. The Reading Specialist has led an 8-week series for Grades K-4 to demonstrate how to give assessments and support classroom instruction in Reading and Writing Workshop. K-1 has adopted the Teachers College Phonics Program.

At Kent, the ELA curriculum team set a three year transition plan to full implementation of Reading and Writing workshop in 5th-8th grades by 2020/21. Teachers are working within grade level teams to plan individual units, as well as with the whole department during release days to practice strategies and collaborate on instruction. The district has committed to supporting the development of leveled classroom libraries. Reading assessments for all students in grades 6-8 are administered at the end of each trimester.

8. The NGSS Coach at Bacich attended training on selecting quality curriculum. K-5 is piloting Amplify Science Curriculum in Spring 2019. Coach supports

integration of science across curriculum.

At Kent, the science department is working collaboratively to establish a NGSS-aligned scope and sequence for each grade level. The department has worked together utilizing curriculum time as well as a department release day to make progress on this document. Science teachers are also exploring new NGSS-aligned curriculum for implementation in 6th-8th grades.

9. This goal is dependent on how the goals in each student's IEP are measured against the standards. We are looking to modify this goal moving forward.

10. One teacher is now delivering instruction in ELD, reading intervention, and academic workshop, a class designed to assist students who struggle with organization and task completion. This consolidation of staffing allows for closer monitoring of students who are less successful in our system.

11. This duplicates #9 above.

## Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <ol style="list-style-type: none"> <li>1. Continue to refine practice through coaching and professional development in PBL.</li> <li>2. Continue to refine practice through coaching and professional development in Eureka Math.</li> <li>3. Continue to refine practice through coaching and professional development in Reading and Writing Workshop.</li> <li>4. Continue to refine practice through coaching and professional development in NGSS.</li> <li>5. Provide professional development for teachers to increase expertise in differentiation.</li> <li>6. Explore opportunities for professional development in the new Social Studies framework and materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. The district's Innovation Specialist and Math Coach continue to refine their coaching expertise so as to support teachers who wish to deliver instruction using PBL and other integration pedagogies.</li> <li>2. The Math Coach works to ensure new teachers receive the professional development they need to effectively provide instruction using Eureka Math from day one. She supports teachers through meetings with individuals and grade level teams and provides follow-up on survey responses of teachers' areas for support, needs, model lessons, materials curation and training. New teachers meet weekly with the Math/Science Coach.</li> </ol> <p>The Kent Math department successfully implemented the new administrative regulations regarding math instruction and placement. The department set two goals this year: 1) to explore and pilot new standards-aligned mathematical instructional materials for grades 6-8, and 2) to further deepen differentiated instructional practices. The math team has dedicated all curriculum meeting time to progress on both of these goals, including five publishers' demonstrations of curriculum currently used at middle schools in Marin County. The 5th grade team continues to refine the delivery of Eureka math, seeking</p>	<p>1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>
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guidance from the district Math coach when needed.

3. The Reading Specialist provides support to Bacich teachers in full implementation of Reading and Writing Workshop. New teachers complete an 8-week coaching cycle with the Reading Specialist on Reading Workshop structures and routines, benchmark assessments and delivery of instruction. In addition, some teachers attend Columbia Teachers College while all benefit from on-site training from Momentum in Teaching.

4. NGSS - see Action 1

5. The work being done with Math and with Reading/Writing workshop is focused on making learning accessible and relevant for all learners - the definition of differentiation. In addition, the Math/Science coach works with K-4 teachers to provide and model differentiation tools and practices, and she works with K-4 teachers to use assessment to drive and differentiate instruction (strategy groups, individual conferences).

At Kent, curriculum groups and grade level teams have discussed the purpose and use of opportunities class with an emphasis on utilizing opportunities for differentiation purposes. Mini lessons from the KSD EL coordinator focus on differentiating

language use and expectations for all students. Work around differentiation at Kent has focused on reaching struggling learners with little focus yet on addressing learners who 'already know it'.

6. Social Studies - see Action 1

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.</p> <p>1. Ensure access to Maker/STEAM curriculum at all grade levels.</p> <p>2. Continue building integrated arts practices into curriculum K-8.</p>	<p>The Art teacher collaborates with the Math/Science Coach and team to integrate content and connect learning in art and science curricula.</p> <p>Innovation Specialist collaborates with classroom teachers for maker/design projects. All K-4 classrooms are supported. Coding lessons/projects made available to all K-5 classrooms with over 550 students coding during December..</p> <p>Kent: 5th graders take a wood shop enrichment class, 6th graders take a makers class, 7th graders have the option to take Enterprise class, and 8th graders have the option to take a wood working and makers class.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>	<p>1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Assess the effectiveness of staffing change made in 2017-18.

Students at Bacich with IEPs gained 9.7 points in Language Arts in 2017-18 versus losing 11.4 points in 2018-19. In Math, they continued gaining with 3.5 point increase, just a bit off the 3.7 point increase of 2016-17. This position change was positive and will continue.

5000-5999: Services And Other Operating Expenditures LCFF  
See Goal 2, Action 3

5000-5999: Services And Other Operating Expenditures LCFF  
See Goal 2, Action 3

## Action 5

### Planned Actions/Services

Integrate community service and service learning into the curriculum.

1. Explore ways to replicate intrinsically motivating practices of Service Innovation Learning class and other highly engaging learning opportunities and environments to other areas of the curriculum.

### Actual Actions/Services

The collective impact initiative known as Together We Can (TWC) at Kent is tapping into the motivational aspects of the service innovation class to engage more students in projects that benefit the community.

### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

### Estimated Actual Expenditures

Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

## Action 6

### Planned Actions/Services

English Learner services and strategies will address this group of students' particular needs.

1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners.

### Actual Actions/Services

1. The district's new English Language Learner Coordinator and English Language Development Teacher at Bacich is full time instead of .8 FTE as was her predecessor. The current teacher decided she didn't need an aide, which was an open position, allowing us not to fill a 0.2 FTE classified.

### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Title II  
See Goal 1, Action 1

Certificated Salaries for EL Learners 1000-1999: Certificated Personnel Salaries LCFF  
\$123,768

### Estimated Actual Expenditures

Professional Development 5000-5999: Services And Other Operating Expenditures Title II  
See Goal 1, Action 1

Certificated Salaries for EL Learners 1000-1999: Certificated Personnel Salaries LCFF  
\$119,206



<p>2. Monitor reclassification rates to assure adequate progress of English Learners.</p> <p>3. Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.</p> <p>4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from subgroups to close the gap between their academic performance and that of the overall student population.</p> <p>5. Provide scholarship assistance to K-1 students to attend remedial summer school programs.</p> <p>6. Continue pull-out ELD.</p> <p>7. Use grade level time and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.</p>	<p>2. Students are being reclassified at higher rates than in previous years. Twenty-seven English Learners were reclassified Fluent English Proficient this year versus three in 2017-18, 16 in 2016-17, and 12 in 2015-16.</p> <p>3. The English Language Learner Specialist teacher regularly provides mini-lessons on embedding ELD into core curriculum at staff meetings. At Kent, progress of EL students is a regular discussion item at guidance meetings, as well as regularly agendaized on grade level and curriculum group time.</p> <p>4. Supplementary assistance for English Learners is adjusted to the need at both sites. At Kent, there is continuous monitoring of student enrollment and exit in extended math, extended reading, academic workshop, ELD, and homework club. Administration monitors CAASPP scores, student grades, reclassification rates, YouthTruth data, and guidance notes to understand student needs and response to intervention.</p> <p>5. The District pays for EL students to attend a remedial summer program run by Larkspur Rec. In the summer of 2018, 11 students attended. There has been no quantitative tracking of the effectiveness of this program</p>	<p>Classified Salaries for EL Learners 2000-2999: Classified Personnel Salaries Title I \$29,665</p> <p>After School Study Club for EL Learners 4000-4999: Books And Supplies LCFF \$8,300</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Title I \$0.00</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF \$12,450</p>
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historically although this is an area of growth.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services intended to address this goal has been solid.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This implementation has made a difference in the trajectory of progress for Low Income, Disabled and English Learning students in that they have gone from losing ground against the standard to gaining points. However there is still a persistent and unacceptable gap between their achievement and that of other students who do not face their learning and life challenges which we must figure out a way to close.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Until results from the Spring 2019 testing are available, it is difficult to say what changes will be made to this goal in 2019-20. Using data that is a year old to form plans is ill-advised.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Commit to exceptional and inspirational educators and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
Local Priorities:     Strategic Goal #2

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Metric: Personnel records indicating 100% of teachers are assigned to their credentialed areas or have Board approved waivers; teacher participation in leadership roles; improved assessment results for students</p> <p><b>18-19</b> Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.</p> <p><b>Baseline</b> We are currently able to attract and retain quality staff as openings occur. We are aware, however, that pressures are mounting due to an impending shortage of teachers, and the ability of neighboring districts to pay more than Kentfield.</p>	<p>At this time, we are experiencing no shortage of qualified candidates for open positions.</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attract, retain, develop and inspire an effective and innovative staff.</p> <p>1. Hire exceptional new staff.</p> <p>2. Retain exceptional staff.</p> <p>3. Orient new staff to district culture and programs.</p>	<p>1. All open positions were filled by the start of school and new employees received orientation and mentoring to ensure acclimation to the district culture.</p> <p>2. Staff leaving the district at the end of this year are moving out of the area or retiring.</p> <p>3. The reading specialist at Bacich completed an eight week coaching cycle for new teachers on Reading Workshop structures and routines, benchmark assessments, and delivery of instruction.</p> <p>New teachers meet weekly with the math/science coach.</p> <p>New teachers to Kent are supported by curriculum leads, grade level coordinators, administrators, and BTSA coaches (where applicable).</p>	<p>1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p> <p>2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Leverage the talents, skills, and passion of staff.</p> <p>1. Invest in professional development that increases teacher expertise in meeting the</p>	<p>1. The professional development budget indicates that teachers and administrators focused on the following: English Language Development, Language Arts, Math, Technology/Innovation, and</p>	<p>1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>

needs of our underperforming student groups.

2. Ensure that paraprofessionals are utilized as co-educators, not clerical support.

3. Encourage and support innovation that furthers our Strategic Plan goals.

Equity, all of which address Strategic Plan goals and the needs of our targeted student groups.

2. This action has been fully accomplished. Paraeducators are not being assigned clerical tasks, but rather are essential collaborators in the education of students with the classroom teacher.

3. See #1.

2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3

See Goal 2, Action 3

Classified Salaries 2000-2999: Classified Personnel Salaries LCFF See Goal 2 Action 3

### Action 3

#### Planned Actions/Services

Maintain high quality working conditions and competitive compensation packages.

1. Engage in good faith negotiations.

2. Continuously monitor desirability of health and welfare benefits for all employees.

3. Compensate staff competitively.

#### Actual Actions/Services

Negotiations were settled prior to the start of the school year. Employees received a 3% raise and a one-time, off-schedule \$200 bonus. Health and benefits remain at employee-plus-one in addition to other health and statutory benefits. Compensation in Kentfield remains in the top five of comparable Marin school districts.

#### Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF \$8,610,321

2000-2999: Classified Personnel Salaries LCFF \$2,129,636

3000-3999: Employee Benefits LCFF \$4,646,818

#### Estimated Actual Expenditures

Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF \$9,069,222

Classified Salaries 2000-2999: Classified Personnel Salaries LCFF \$2,284,350

Employee Benefits 3000-3999: Employee Benefits LCFF \$4,681,177

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Proof of the district's commitment to its staff can be found in their Youth Truth survey results which are overwhelmingly positive. Teachers are almost always able to attend professional development that interests them and that fits a Strategic Plan goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The challenge now is to translate those two working conditions into solid results for students in our underperforming groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are likely to be changes in this goal and others as the District embarks on a comprehensive Strategic Planning process in Fall 2019.



# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 3

Ensure appropriate stewardship of our facilities and fiscal systems.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
Local Priorities:     Strategic Goals # 2,3

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parent/Staff survey; student input; adult:student ratios; successful completion of bond projects; MCOE and outside audits, Citizens Oversight Committee annual report</p> <p><b>18-19</b> Building projects completed on time and within budget.</p> <p><b>Baseline</b> Kentfield is halfway through \$30 million worth of bond projects resulting in new construction and modernization of our facilities. Our Citizens Oversight Committee and Board of Trustees monitor the appropriate use of the funds, and the success of the projects in meeting the language of the bond measure. Our budget is currently in positive status, and it is expected to continue to meet the criteria for a positive certification.</p>	<p>Measure D Bond-funded building projects are nearing completion on both campuses. The projects are on time and in budget. The Prop 39 Citizens Oversight Committee monitors bond spending and parcel tax expenditures three times per year. The district's budget receives positive certification from the County at regularly scheduled intervals.</p>

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.	Steady, modest increases in property taxes and declining enrollment (with commensurate staffing reductions) have allowed the district to absorb pension contribution increases so far. The increases have, however, eaten up all available funds, forcing the district to access reserves for other items such as salary increases and curriculum adoptions. Class sizes are affected as well by the need to decrease staffing slightly.	CalSTRS and CalPERS Employer Contributions 3000-3999: Employee Benefits LCFF See Goal 2, Action 3	CalSTRS and CalPERS Employer Contributions 3000-3999: Employee Benefits LCFF See Goal 2, Action 3
1. Adjust budget for ongoing employer contribution rates to STRS and PERS.		1000s, 2000s Certificated and Classified Salaries 3000-3999: Employee Benefits LCFF See Goal 2, Action 3	Certificated and Classified Salaries 3000-3999: Employee Benefits LCFF See Goal 2, Action 3
2. Maintain District reserve level as required by SB 858.			
3. Maintain class sizes at locally-desired levels.			

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.	Facilities are receiving much-needed attention, not only with Measure D-funded new construction and modernization, but also deferred maintenance projects. Excess bond funds and proceeds from the sale of Grant Grover to the County have resulted in a prioritized list of improvements that will be fulfilled as long as funding lasts. We are also hopeful that the state facilities bond program will materialize again	Services and Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Bond Bond Fund	Services and Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures Bond Bond Fund
1. Work with project manager and architects to complete Measure D projects - new buildings and modernization.		HVAC 5800: Professional/Consulting Services And Operating Expenditures Prop 39 \$100,000	HVAC 5800: Professional/Consulting Services And Operating Expenditures Prop 39 \$95,515
2. Implement next phase of Prop 39 supported improvements.		Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3	Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3

3. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities.

since we have our application in the queue.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Expend Parcel Tax according to resolution categories in measure. 2. Engage Citizens Oversight Committee for Parcel Tax.</p> <p>Annual accounting of parcel tax expenditures can be located at the following link on the Kentfield School District website:</p> <p><a href="http://www.kentfieldschools.org/files/_iUFCp_/580c85d9d437fa0b3745a49013852ec4/2016-17_Annual_Accounting_of_Parcel_Taxes_11-20-2017.pdf">http://www.kentfieldschools.org/files/_iUFCp_/580c85d9d437fa0b3745a49013852ec4/2016-17_Annual_Accounting_of_Parcel_Taxes_11-20-2017.pdf</a></p>	<p>Parcel Tax expenditures were reviewed with the Board at its November 2018 regular meeting. The Citizens Oversight Committee for Measure D Bond expenditures is also functioning now as the oversight for the Measure A Parcel Tax. They reviewed and okayed the 2017-18 expenditures report at their January, 2019, meeting. This report and those from past years may be found at:</p> <p><a href="https://www.kentfieldschools.org/about-us/departments/business-services/parcel-tax-accounting-summaries/">https://www.kentfieldschools.org/about-us/departments/business-services/parcel-tax-accounting-summaries/</a></p>		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This goal was implemented with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions and services to achieve this goal exceeded expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics, or actions and services.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 4

Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	Strategic Goal #4

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Student suspension and expulsion rates; attendance rates; student interview input; parent input via interview or survey; California Healthy Kids Survey; chronic absenteeism; dropout rate</p>	<p>We have learned from the Dashboard that chronic absenteeism - as defined by the accountability system - is, in fact, an issue for us. The School Board will address this in its Strategic Planning work next Fall. We did not expel any students</p> <p>School connectedness at Kent, as measured by the Youth Truth survey, improved in the areas of culture and relationships with teachers. Positive responses to the statement "Most students in this school treat adults with respect", increased from 44% to 56%; to "Most adults in this school treat students with respect", from 60% to 75%; and to "Discipline in this school is fair", from 40% to 54%.</p> <p>Positive responses to the statement "Many of my teachers are willing to give extra help on school work if I need it" increased from 55% to 61%; to "How many of your teachers try to be fair?", from 54% to 64%; to "Many of my teachers believe that I can get a good grade if I try" from 85% to 89%; and to "Many of my teachers are not just satisfied if students pass, but care if students are really learning" from 60% to 63%. Results were flat on the statements "Many of my teachers connect what I'm learning in class with my life outside of school": no change at 21%; and "Many of my teachers make an effort to understand what my life is like outside of school": 22% to 21%.</p>

## Expected

### 18-19

Maintain or improve suspension and attendance rates from prior year;  
continue with no expulsions;  
maintain 0% chronic absenteeism;  
maintain 0% drop out rate

School connectedness, as measured by the Youth Truth survey, will improve in the areas of school culture and relationships with teachers at Kent School. Both of these indicators had positive ratings in the low 40 percent range.

### Baseline

One of the factors influencing student success in our schools is our cultural competence as an organization. If students - and staff - feel as though they are being undervalued for who they are and where they have come from, they cannot do their best work.

The evidence of our performance gap, as measured by CAASPP results, indicates that students who are socioeconomically disadvantaged, or who are learning English, or who have disabilities, are not learning as successfully as our white, Asian, and mixed-race students. This goal is intended to get at what could be one of the root causes for this discrepancy.

We know from our stakeholder engagement that we have work to do in this area.

Suspensions in 2016-17 = 28. No expulsions. Attendance = 96%.

We currently do not experience chronic absenteeism nor do any of our students drop out.

## Actual

Equity work continues and becomes more focused as we commit to the Beyond Diversity practices and plan for expanding them to all stakeholders in the system.

Suspensions in 2017-18 = 1.5% suspended at least once. Maintained from prior year.

Suspensions by school: 12 at Bacich; 17 at Kent.

No expulsions

Attendance = 96%

Chronic absenteeism = 5.8%, less than 1% difference from prior year.

No dropouts.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures



Build and promote cultural competence within the school community. Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.

1. Engage with MCOE equity consortium to improve cultural competence and student outcomes.
2. Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.

1. The Administrative Team participated in the Pacific Educational Group's leadership seminars at MCOE and completed Beyond Diversity I in August 2018. As a result of this work, all staff in the district will receive Beyond Diversity I training in August 2019.

2. Work with the PTA to align speakers with the District's efforts in this area have been indirect. There is an opportunity to make this work more explicit in 2019-20 and planning is underway to make that happen.

Cultural Competency work 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

Cultural Competency work 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Bacich will continue offering Mindfulness practice in second grade and will explore offering it in other grades. Use of Kimochis in TK-1 will be reinforced.	Mindfulness was expanded into third grade.	5000-5999: Services And Other Operating Expenditures LCFF \$5,000	Mindfulness 5000-5999: Services And Other Operating Expenditures LCFF \$4,650

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services was completed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We are hoping to see in our Spring 2019 CAASP scores indication of effectiveness of these actions. Youth Truth survey data shows positive movement in the areas of culture and relationships.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal, expected outcomes, metrics or actions and services.

# Annual Update

**LCAP Year Reviewed: 2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

Expand and strengthen communication and partnerships with our community.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)

Local Priorities: Strategic Goal #5

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Annual online Parent/Staff survey; sign-ins at parent education events; sign-ins at parent coffees and chats; administration/staff attendance at community events</p> <p><b>18-19</b> Monitor community and parent participation and partnerships via parent survey, social media traffic, and response to improved website.</p> <p><b>Baseline</b> We currently have a +/-50% open rate on our weekly electronic newsletter, and an annual print newsletter reaches every mailing address in the District. In addition, Bacich teachers are using Seesaw, an interactive digital portfolio, to share their school day and work with their parents.</p>	<p>We continue to enjoy a +/- 50% open rate on the district's weekly newsletter. The addition of occasional text messages was suggested by the Communications Committee as a way to reach those who are not responding to email.</p> <p>Other social media channels are teacher-dependent. The district is not currently utilizing them due to staffing/time constraints.</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
<p>1. Roll out new website.</p> <p>2. Work toward consistency of teacher presence on website.</p>	<p>The new website was launched at the start of the school year. Teacher websites have become more consistent and uniform at both sites allowing students and parents to access course content and assignments digitally. The Bacich Math Coach has a comprehensive and engaging website with resources for parents, teachers and students:  <a href="https://www.bacich-math-matters.com/">https://www.bacich-math-matters.com/</a></p> <p>An unanticipated change when the LCAP was developed was the acquisition of a new student information system - Aeries - to replace PowerSchool. The various features of Aeries - Aeries Analytics, the Report Card maker, the Communications feature, the Parent Portal - have created efficiencies systemwide and streamlined many administrative functions including the automatic translation of home-to-school translation depending on the language parents choose when registering.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$15,000</p>	<p>Website Communication 5000-5999: Services And Other Operating Expenditures LCFF \$19,898</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Collaborate with business and community partners to identify ways we can work together to support our learning goals.</p>	<p>Service learning, a key component of every Kentfield student's experience, has elevated to a new dimension at Kent with Together We Can, a collaborative between</p>	<p>1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3</p>

2. Evaluate service learning effectiveness. Adjust curriculum accordingly.

parents and staff to act collectively (by grade level) to have a greater effect on a community need. In its early stages, TWC activities before the end of this school year include a walk-a-thon, a family movie night, and lemonade sale, all to raise funds for student-identified organizations such as the Marin Humane Society.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refine use of Seesaw.	Now in its third year, Seesaw is a standard at Bacich. In a recent week, there were 430 student items posted, 380 likes, 96 comments and 383 parent visits.	4000-4999: Books And Supplies LCFF \$3,000	Seesaw Student Engagement 4000-4999: Books And Supplies LCFF \$2,163

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continually seek ways to improve communication with our families. A search feature was added to the website, and therefore, to the newsletter which is archived on the website, which allow people to find something they may have read once but forgot to make note of. We also responded to complaints of the newsletter being too long in email by providing links to complete articles rather than including them in their entirety in the body of the newsletter.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While never perfect, we have made every effort to provide all necessary information about the district in one weekly communication that is archived and searchable. In a district our size, with the staffing available, this is a job well done.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to this goal, expected outcomes, metrics, or actions and services.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The process by which the district gathers input for the LCAP has remained consistent through the years. The Superintendent attends several meetings at which she listens to parents' assessment of our progress toward goals - the good and the bad - which is then incorporated as appropriate into the following year's action plans. We have also administered a districtwide survey of students, staff and parents for the second year: YouthTruth. Our goal is to introduce Youth Truth data into every district discussion to represent all stakeholders' voices in every committee meeting, parent event, Board report, etc. This will ensure that the data is used in a formative way to inform all decision-making in real time.

Special Education Parent Partners (8 participants): April 2, 2019  
PTA (25 participants): May 13, 2019  
Bacich School Site Council: June 3, 2019  
Kent School Site Council: June 4, 2019  
District English Learner Advisory Council (15 participants): March 21, 2019  
Communication Committee (8 participants): May 13, 2019  
Kentfield Teachers Association leadership meeting: June 5, 2019  
Parent online survey (255 responses): December 2018  
Staff online survey (115 responses): December 2018  
Student online survey (798 responses): March 2019

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Responses to the Youth Truth (YT) survey will continue to deeply impact our work as a district in 2019-20. The sheer volume of the YT data brings to mind the riddle, "How do you eat an elephant?" Answer: "One bite at a time." This is how we are approaching the

YT responses. As mentioned above, we will be mentioning YT at every opportunity, in context. Further, every time the Superintendent meets with a group, she learns something that influences the LCAP for the subsequent year. Or years. Sometimes it takes years to be able to respond to input gathered in the LCAP process. For instance, in Kentfield, all stakeholder groups at some point in the past six years, has mentioned the need to improve the bathrooms on both campuses. This summer, that work will begin! Input from families regarding topics as varied as math, homework, technology, communication and leadership will inform the process the Board is undertaking in the fall to develop a new Strategic Plan for the district. Pending that process, changes to the LCAP are intentionally being kept to a minimum.

Kentfield is small enough that feedback is easily obtained and the demand for accountability constant. These two conditions ensure that our LCAP reflects the community's input.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Engage, support and challenge all students.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Strategic Goal #1

### Identified Need:

Need: Close performance gap as measured by CAASPP between low income students, students with disabilities, and English Learners, and those who are none of these.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Dashboard; CAASPP results; Parent/Staff survey; Common Core-aligned report card at Bacich;	Large gaps in 2016-17 CAASPP scores currently exist between students who are white, Asian, and mixed-race and those who are	Students who are English Learners, or who have special needs, or who are socioeconomically disadvantaged will make	Evaluation of our progress toward this goal in 2017-18 will determine the effectiveness of our efforts and then a target	Evaluation of our progress toward this goal in 2018-19 will determine the effectiveness of our efforts and then a target

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
all classrooms and students provided with Common Core-aligned curricula and materials; staff given adequate professional development and support to deliver Common Core aligned instruction; Master Schedule at Kent shows course offerings available to all students; CELDT/ELPAC results; English Learner reclassification rates	<p>socioeconomically disadvantaged, learning English, and who have disabilities.</p> <p>In the 5th-8th grades, 26% of socioeconomically disadvantaged students scored below proficient in Language Arts, compared to 2% who are not socioeconomically disadvantaged. In Math, the difference is 32% versus 7%.</p> <p>In 3rd and 4th grade, 42% of socioeconomically disadvantaged students scored below proficient in Language Arts, compared to 7% who are not socioeconomically disadvantaged. In Math, the difference is 42% versus 4%.</p> <p>In the 5th-8th grades, 22% of students with disabilities scored below proficient in Language Arts, compared to 2% who do not have</p>	<p>progress toward achieving academic success that is comparable to their White, Asian and mixed-race peers. English Learners will make expected progress toward achieving full English Language proficiency.</p> <p>The numbers of students these percentages represent are not large. In all cases but those with disabilities, the number is less than 10. For this reason, this gap can be attacked very personally and urgently.</p> <p>For example, if we want to decrease our percentage of socioeconomically disadvantaged 5th-8th graders scoring below proficient from 26% to 20%, just two students would need to move into the "approaching", "at", or "above" proficiency bands.</p>	<p>percentage for closing the gap will be set for the coming year.</p> <p>We will measure progress using CAASPP results, CELDT/ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.</p> <p>We will maintain 100% participation in all courses including art, PE and music.</p> <p>All students will make growth, and common core aligned report cards will be maintained as evidence of progress toward CCSS mastery.</p> <p>Staff will participate in CCSS related professional development.</p> <p>We will continue to monitor reclassification rates of all English Learners to ensure students who are Latino are not</p>	<p>percentage for closing the gap will be set for the coming year. An addendum will be developed based on CAASPP results.</p> <p>We will measure progress using CAASPP results, ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.</p> <p>We will maintain 100% participation in all courses including art, PE and music.</p> <p>All students will make growth toward CCSS mastery., Common Core aligned report cards will be utilized as evidence of progress toward this goal.</p> <p>Staff will participate in CCSS related professional development.</p> <p>We will continue to monitor reclassification</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>disabilities. In Math, the difference is 49% versus 4%.</p> <p>In 3rd and 4th grade, 46% of students with disabilities scored below proficient in Language Arts, compared to 5% who do not have disabilities. In Math, the difference is 25% versus 4%.</p> <p>In the 5th-8th grades, 41% of students who are learning English scored below proficient in Language Arts, compared to 1% who are not English learners. In Math, the difference is 50% versus 6%.</p> <p>In 3rd and 4th grade, 47% of students who are learning English scored below proficient in Language Arts, compared to 5% who are not English learners. In Math, the difference is 37% versus 4%.</p> <p>Students are reclassified based on assessment, teacher input, grades</p>	<p>Therefore, the target for our improvement in CAASPP scores in 2017-18 is a 5% reduction in the percentage of students in our three underperforming subgroups scoring below proficient.</p> <p>We will measure progress using CAASPP results, CELDT/ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.</p> <p>We will maintain 100% participation in all courses including art, PE and music.</p> <p>All students will make growth, and common core aligned report cards will be maintained as evidence of progress toward CCSS mastery.</p> <p>Staff will participate in CCSS related professional development.</p>	<p>disproportionately represented in the long-term EL subgroup.</p>	<p>rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and Board Policy as they become English Proficient.	We will monitor reclassification rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

## 2017-18 Actions/Services

Based on data provided by the dashboard, the District will be focused on students who are EL, SED, and Special Education.

1. Provide professional development for teachers to increase expertise in differentiation.
2. Decrease implicit/explicit bias districtwide through partnership with Blink Consulting, National Equity Project, or a similar organization.
3. Adjust level of after-school help at both schools according to need.
4. Adjust interventions at both schools according to student need.
5. Provide professional development in embedding ELD into Common Core subjects.
6. Increase staffing at Kent to provide EL coordination (0.2).
7. Use CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders.
8. Continue and refine Reading and Writing Workshop.
9. Continue and refine use of Eureka Math, expanding to 5th grade.

## 2018-19 Actions/Services

Based on data provided by the dashboard, the District will be focused on students who are EL, SED, and Special Education.

1. Begin adoption process of History-Social Science materials.
2. Decrease implicit/explicit bias and address inequities in student experience districtwide through partnership with MCOE's equity consortium.
3. Adjust level of after-school help at both schools according to need.
4. Adjust interventions at both schools according to student need.
5. Provide professional development in embedding ELD into Common Core subjects.
6. Use CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders.
7. Continue and refine Reading and Writing Workshop.
8. Continue and refine implementation of NGSS.
9. Continue aligning goals on IEPs and Special Education instruction with Common Core.

## 2019-20 Actions/Services

Based on data provided by the Dashboard, the District will continue to focus on students who are English Learners, Low Income, and Special Education participants.

1. Complete adoption process of History-Social Science textbooks and other learning materials at Kent; begin process at Bacich
2. Decrease implicit/explicit bias and address inequities in student and family experience districtwide through further work with the Pacific Educational Group. All staff will participate in Beyond Diversity I in August, and the School Board will be included in follow-up work with students, staff, and families.
3. Continue to monitor and adjust the level of after-school help at both schools according to need.
4. Continue to monitor and adjust interventions at both schools according to student need. Begin tracking progress of students who are participating in after school homework help and summer school with Larkspur Rec to evaluate effectiveness of these interventions.
5. Continue utilizing the English Language Learner Specialist to provide professional development in embedding ELD into Common Core subjects.

10. Continue and refine implementation of NGSS.

11. Continue aligning goals on IEPs and Special Education instruction with Common Core.

10. Consolidate all middle school reading/language interventions into one position to facilitate case management of at-risk students

11. Continue aligning goals on IEPs and Special Education instruction with Common Core.

6. Continue to analyze CAASPP data to evaluate effectiveness of overall program for 3rd-8th graders.

7. Monitor effectiveness of Reading and Writing Workshop by ensuring that students' needs in Reading and Writing instruction are being met through differentiation and individualization.

8. Assess effectiveness of implementation of NGSS by ensuring the adequacy of materials and professional development.

9. Continue aligning goals on IEPs and Special Education instruction with Common Core.

10. Monitor effectiveness of reading/language arts learning interventions.

11. Pilot new Math curricula at Kent in grades 6-8

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	\$121,512
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Additional .20 FTE for Kent EL Coordination	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$11,999	\$11,999	\$11,999
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$25,000	\$25,000	\$102,930
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development	5000-5999: Services And Other Operating Expenditures Professional development	5000-5999: Services And Other Operating Expenditures Professional development
Amount			\$44,900
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Textbooks & Reference Materials
Amount			\$379,221
Source			LCFF
Budget Reference			4000-4999: Books And Supplies General Supplies, Software, Technology

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Students performing at or above grade level

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

**2017-18 Actions/Services**

Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.

1. Continue to refine practice through coaching and professional development in PBL.
2. Continue to refine practice through coaching and professional development in Eureka Math.
3. Continue to refine practice through coaching and professional development in Reading and Writing Workshop.
4. Continue to refine practice through coaching and professional development in NGSS.
5. Provide professional development for teachers to increase expertise in differentiation.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

**2018-19 Actions/Services**

Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.

1. Continue to refine practice through coaching and professional development in PBL.
2. Continue to refine practice through coaching and professional development in Eureka Math.
3. Continue to refine practice through coaching and professional development in Reading and Writing Workshop.
4. Continue to refine practice through coaching and professional development in NGSS.
5. Provide professional development for teachers to increase expertise in differentiation.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2019-20 Actions/Services**

Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.

1. Assess the effectiveness of two years of coaching and professional development in PBL through teacher feedback and student engagement measures such as Youth Truth.
2. Assess the effectiveness of three years of coaching and professional development in Eureka Math in grades TK-5 through benchmark assessment results, teacher observation, grades, and CAASPP data.
3. Assess the effectiveness of five years of coaching and professional development in Reading and Writing Workshop through formative assessment results, teacher observation, grades, and CAASPP data.
4. Assess the need for professional development in NGSS in light of the



6. Explore opportunities for professional development in the new Social Studies framework and materials.

adoption of new textbooks and other materials at both schools.

5. Assess the need for further professional development in differentiation practices following analysis of the latest CAASPP data and other markers of student progress,

6. Assess the need for professional development in the Social Studies framework and materials in light of the adoption of new textbooks and other materials.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$12,000		
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures One time discretionary		
Amount	\$36,000		
Source	Other		
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness		

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.

1. Ensure access to Maker/STEAM curriculum at all grade levels.
2. Continue building integrated arts practices into curriculum K-8.

#### 2018-19 Actions/Services

Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.

1. Ensure access to Maker/STEAM curriculum at all grade levels.
2. Continue building integrated arts practices into curriculum K-8.

#### 2019-20 Actions/Services

Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.

1. Launch the newly-completed indoor-outdoor Maker Space at Bacich. Develop schedule, curriculum, protocols for the facility.
2. Maintain the quality of the Enterprise class at Kent. Enterprise integrates technology, make and business, and full responsibility for the class is being

assumed by one of the founding teachers. The other is retiring.

3. Expand music program to include string instruments in the 5th grade program for 19/20 and 6th grade program in 20/21.

4. The Board is forming a Technology Committee in 2019-20 which will likely include in its scope the intersection of innovation, integration and collaboration in our students' course of study.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Bacich

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Provide differentiated instruction to support the acquisition of core academic skills.

1. Replace a retiring paraprofessional in the Bacich Resource Specialist Program Learning Center with a certificated employee and increase hours to deepen the pool of expertise available to our Special Education students.

### 2018-19 Actions/Services

Provide differentiated instruction to support the acquisition of core academic skills.

Assess the effectiveness of staffing change made in 2017-18.

### 2019-20 Actions/Services

Provide differentiated instruction to support the acquisition of core academic skills.

Continue with staffing plan in the Bacich Learning Center. Student learning has improved under this configuration.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Integrate community service and service learning into the curriculum.

1. Explore ways to replicate intrinsically motivating practices of Service Innovation Learning class and other highly engaging learning opportunities and environments to other areas of the curriculum.

**2018-19 Actions/Services**

Integrate community service and service learning into the curriculum.

1. Explore ways to replicate intrinsically motivating practices of Service Innovation Learning class and other highly engaging learning opportunities and environments to other areas of the curriculum.

**2019-20 Actions/Services**

Integrate community service and service learning into the curriculum.

This action morphed this year into TWC - Together We Can - a collective impact initiative available to all Kent students which will expand its reach next year at Kent.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

English Learner services and strategies will address this group of students' particular needs.

1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners.
2. Monitor reclassification rates to assure adequate progress of English Learners.
3. Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.

**2018-19 Actions/Services**

English Learner services and strategies will address this group of students' particular needs.

1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners.
2. Monitor reclassification rates to assure adequate progress of English Learners.
3. Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.

**2019-20 Actions/Services**

English Learner services and strategies will address this group of students' particular needs.

1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners.
2. Monitor reclassification rates to assure adequate progress of English Learners.
3. Create structure in grade level, curriculum, and staff meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.

4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from subgroups to close the gap between their academic performance and that of the overall student population.

5. Provide scholarship assistance to K-1 students to attend remedial summer school programs.

6. Continue pull-out ELD.

7. Use grade level time and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.

4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from subgroups to close the gap between their academic performance and that of the overall student population.

5. Provide scholarship assistance to K-1 students to attend remedial summer school programs.

6. Continue pull-out ELD.

7. Use grade level time and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.

4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from identified student groups (English Learner, Low Income, Special Education) to close the gap between their academic performance and that of the overall student population.

5. Pay for K-1 students in identified student groups to attend remedial summer school programs. Monitor growth over the course of the program and persistence of gains in next school year.

6. Continue pull-out ELD.

7. This is a repeat of #3. See above.

8. The English Learner Roadmap is a resource the district will access to improve the experience and outcome of English Learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	See Goal 1, Action 1	See Goal 1, Action 1
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	\$121,939	\$123,768	\$121,512
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries for EL Learners	1000-1999: Certificated Personnel Salaries Certificated Salaries for EL Learners	1000-1999: Certificated Personnel Salaries Certificated Salaries for EL Learners
Amount	\$29,227	\$29,665	See Goal 2
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries for EL Learners	2000-2999: Classified Personnel Salaries Classified Salaries for EL Learners	2000-2999: Classified Personnel Salaries Classified Salaries for EL Learners
Amount	\$8,300	\$8,300	\$8,300
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies After School Study Club for EL Learners	4000-4999: Books And Supplies After School Study Club for EL Learners	4000-4999: Books And Supplies After School Study Club for EL Learners



# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Commit to exceptional and inspirational educators and staff.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Strategic Goal #2

### Identified Need:

Need: Highly qualified certificated and classified staff and administrators create academically rigorous and engaging learning opportunities for all students

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Personnel records indicating 100% of teachers are assigned to their credentialed areas or have Board approved waivers; teacher participation in leadership roles; improved assessment results for students	We are currently able to attract and retain quality staff as openings occur. We are aware, however, that pressures are mounting due to an impending shortage of teachers, and the ability of neighboring districts	Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life	Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life	Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	to pay more than Kentfield.	balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.	balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.	balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Attract, retain, develop and inspire an effective and innovative staff.

1. Hire exceptional new staff.

#### 2018-19 Actions/Services

Attract, retain, develop and inspire an effective and innovative staff.

1. Hire exceptional new staff.

#### 2019-20 Actions/Services

Attract, retain, develop and inspire an effective and innovative staff.

1. Hire exceptional new staff.

2. Retain exceptional staff.

3. Orient new staff to district culture and programs.

2. Retain exceptional staff.

3. Orient new staff to district culture and programs.

2. Retain exceptional staff.

3. Orient new staff to district culture and programs.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Leverage the talents, skills, and passion of staff.

1. Invest in professional development that increases teacher expertise in meeting the needs of our underperforming student groups.

2. Ensure that paraprofessionals are utilized as co-educators, not clerical support.

3. Encourage and support innovation that furthers our Strategic Plan goals.

#### 2018-19 Actions/Services

Leverage the talents, skills, and passion of staff.

1. Invest in professional development that increases teacher expertise in meeting the needs of our underperforming student groups.

2. Ensure that paraprofessionals are utilized as co-educators, not clerical support.

3. Encourage and support innovation that furthers our Strategic Plan goals.

#### 2019-20 Actions/Services

Leverage the talents, skills, and passion of staff.

1. Invest in professional development that increases teacher expertise in meeting the needs of our underperforming student groups.

2. Encourage and support innovation that furthers our Strategic Plan goals.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	Other		
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness		
Amount			\$37,500
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Office Supplies, Computer Equipment, Print Cartridges
Amount			\$48,544
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Staff Professional Development

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain high quality working conditions and competitive compensation packages.	Maintain high quality working conditions and competitive compensation packages.	Maintain high quality working conditions and competitive compensation packages.
1. Engage in good faith negotiations.	1. Engage in good faith negotiations.	1. Engage in good faith negotiations.
2. Continuously monitor desirability of health and welfare benefits for all employees.	2. Continuously monitor desirability of health and welfare benefits for all employees.	2. Continuously monitor desirability of health and welfare benefits for all employees.
3. Compensate staff competitively.	3. Compensate staff competitively.	3. Compensate staff competitively.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,566,924	\$8,610,321	\$8,882,041
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$2,237,756	\$2,129,636	\$2,260,915
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$4,309,823	\$4,646,818	\$4,844,891
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Ensure appropriate stewardship of our facilities and fiscal systems.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Strategic Goals # 2,3

### Identified Need:

Need: Maintain facilities and ensure adequacy of campus space.  
Deliver a balanced budget, aligned to Strategic Plan goals.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/Staff survey; student input; adult:student ratios; successful completion of bond projects; MCOE and outside audits, Citizens Oversight Committee annual report	Kentfield is halfway through \$30 million worth of bond projects resulting in new construction and modernization of our facilities. Our Citizens Oversight Committee and Board of Trustees monitor the appropriate	Increased satisfaction with facilities as measured by Parent/Staff/Student Survey; implementation of Facilities Master Plan; positive audits; positive budget certification; maintain positive Facilities Inspection Tool	Building projects completed on time and within budget.	Complete Measure D Bond projects on time and within budget.  Prioritize and complete deferred maintenance projects as budget allows to address needs identified through stakeholder input.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	use of the funds, and the success of the projects in meeting the language of the bond measure. Our budget is currently in positive status, and it is expected to continue to meet the criteria for a positive certification.	(FIT) result; building projects completed on time and within budget, pass Parcel Tax		Balanced budget with adequate reserves.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action



**2017-18 Actions/Services**

Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.

1. Adjust budget for ongoing employer contribution rates to STRS and PERS.
2. Maintain District reserve level as required by SB 858.
3. Maintain class sizes at locally-desired levels.

**2018-19 Actions/Services**

Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.

1. Adjust budget for ongoing employer contribution rates to STRS and PERS.
2. Maintain District reserve level as required by SB 858.
3. Maintain class sizes at locally-desired levels.

**2019-20 Actions/Services**

Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.

1. Adjust budget for ongoing employer contribution rates to STRS and PERS.
2. Maintain District reserve level as required by SB 858.
3. Maintain class sizes at locally-desired levels.
4. Adjust budget for staffing adjustments necessitated by declining enrollment.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits CalSTRS and CalPERS Employer Contributions	3000-3999: Employee Benefits CalSTRS and CalPERS Employer Contributions	3000-3999: Employee Benefits CalSTRS and CalPERS Employer Contributions
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits 1000s, 2000s Certificated and Classified Salaries	3000-3999: Employee Benefits 1000s, 2000s Certificated and Classified Salaries	3000-3999: Employee Benefits 1000s, 2000s Certificated and Classified Salaries

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.

1. Work with project manager and architects to complete Measure D projects - new buildings and modernization.

2. Implement next phase of Prop 39 supported improvements.

3. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities.

**2018-19 Actions/Services**

Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.

1. Work with project manager and architects to complete Measure D projects - new buildings and modernization.

2. Implement next phase of Prop 39 supported improvements.

3. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities.

**2019-20 Actions/Services**

Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.

1. Work with project manager and architects to complete Measure D projects - new buildings and modernization.

2. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	Bond Fund	Bond Fund	
Source	Bond	Bond	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Services and Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures Services and Operating Expenditures	
Amount	\$100,000	\$100,000	
Source	Prop 39	Prop 39	Prop 39
Budget Reference	5000-5999: Services And Other Operating Expenditures Energy Management System	5800: Professional/Consulting Services And Operating Expenditures HVAC	5800: Professional/Consulting Services And Operating Expenditures Boiler Replacements
Amount	See Goal 2, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries	2000-2999: Classified Personnel Salaries Custodial Salaries	2000-2999: Classified Personnel Salaries Custodial Salaries
Amount			\$127,055
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Furniture, Facilities Repair, Non-Capitalized Equipment

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Pass Parcel Tax

2018-19 Actions/Services

1. Expend Parcel Tax according to resolution categories in measure.
2. Engage Citizens Oversight Committee for Parcel Tax.

Annual accounting of parcel tax expenditures can be located at the following link on the Kentfield School District website:

[http://www.kentfieldschools.org/files/\\_iUFCp\\_/580c85d9d437fa0b3745a49013852ec4/2016-17\\_Annual\\_Accounting\\_of\\_Parcel\\_Taxes\\_11-20-2017.pdf](http://www.kentfieldschools.org/files/_iUFCp_/580c85d9d437fa0b3745a49013852ec4/2016-17_Annual_Accounting_of_Parcel_Taxes_11-20-2017.pdf)

2019-20 Actions/Services

1. Expend Parcel Tax according to resolution categories in measure.
2. Engage Citizens Oversight Committee for Parcel Tax.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000		
Source	LCFF		
Budget Reference	5000-5999: Services And Other Operating Expenditures Political consultant, information campaign		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Strategic Goal #4

### Identified Need:

Need: Support the social-emotional needs of students to enhance educational experience

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension and expulsion rates; attendance rates; student interview input; parent input via interview or survey; California Healthy Kids Survey; chronic absenteeism; dropout rate	One of the factors influencing student success in our schools is our cultural competence as an organization. If students - and staff - feel as though they are being undervalued for who they are and where they have come from, they	Equal or fewer suspensions (2016-17= 28); maintain or improve attendance (2016-17 = 96 %); students reporting fewer examples of inhospitable school climate; maintain no expulsions;	Maintain or improve suspension and attendance rates from prior year; continue with no expulsions; maintain 0% chronic absenteeism; maintain 0% drop out rate	Maintain or improve suspension and attendance rates from prior year; continue with no expulsions; reduce 5.8% chronic absenteeism; maintain 0% drop out rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>cannot do their best work.</p> <p>The evidence of our performance gap, as measured by CAASPP results, indicates that students who are socioeconomically disadvantaged, or who are learning English, or who have disabilities, are not learning as successfully as our white, Asian, and mixed-race students. This goal is intended to get at what could be one of the root causes for this discrepancy.</p> <p>We know from our stakeholder engagement that we have work to do in this area.</p> <p>Suspensions in 2016-17 = 28. No expulsions. Attendance = 96%.</p> <p>We currently do not experience chronic absenteeism nor do any of our students drop out.</p>	<p>maintain 0% chronic absenteeism; maintain 0% drop out rate</p>	<p>School connectedness, as measured by the Youth Truth survey, will improve in the areas of school culture and relationships with teachers at Kent School. Both of these indicators had positive ratings in the low 40 percent range.</p>	<p>Analysis of Youth Truth survey data from the 2018-19 school year administration will determine the EAMO for 2019-20 in the area of school connectedness. More to come!</p>

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Build and promote cultural competence within the school community. Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.

1. Engage with Blink Consulting, the National Equity Project, or other organization in a year-long, at minimum,

### 2018-19 Actions/Services

Build and promote cultural competence within the school community. Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.

1. Engage with MCOE equity consortium to improve cultural competence and student outcomes.

### 2019-20 Actions/Services

Build and promote cultural competence within the school community. Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.

1. Expand engagement with Pacific Educational Group to improve cultural competence and student outcomes.



organization-wide effort to increase cultural competence.

2. Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.

2. Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.

2. Continue to explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.

3. Continue to work toward fulfilling the Board goal of adding a student services liaison position (classified) to create better connections with families of students in identified subgroups.

4. The Board will introduce an Equity Committee to the community following Strategic Planning in October.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 2	See Goal 2, Action 3	See Goal 1, Action 2
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Cultural Competency work	1000-1999: Certificated Personnel Salaries Cultural Competency work	5000-5999: Services And Other Operating Expenditures Cultural Competency work
Amount			\$40,000
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Support Free & Reduced Programs

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Bacich

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Nurture the social development and emotional health of students.

1. Bacich will pilot new social-emotional curriculum, Institute for Social Emotional Learning, and continue with Mindfulness practice in second grade.

**2018-19 Actions/Services**

Nurture the social development and emotional health of students.

Bacich will continue offering Mindfulness practice in second grade and will explore offering it in other grades. Use of Kimochis in TK-1 will be reinforced.

**2019-20 Actions/Services**

Nurture the social development and emotional health of students.

1. Evaluate effectiveness of expanding Mindfulness into 3rd grade at Bacich through teacher feedback and anecdotal reporting. Future analysis may include mining Youth Truth data from 3rd graders to assess class climate, engagement and belongingness measures.

2. Evaluate Advisory curriculum at Kent utilizing teacher and student feedback initially.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	\$5,000
Source	Other	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 5

Expand and strengthen communication and partnerships with our community.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Strategic Goal #5

### Identified Need:

Need: Communicate thoroughly and effectively with parents, staff and community

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual online Parent/Staff survey; sign-ins at parent education events; sign-ins at parent coffees and chats; administration/staff attendance at community events	We currently have a +/- 50% open rate on our weekly electronic newsletter, and an annual print newsletter reaches every mailing address in the District. In addition, Bacich teachers are using Seesaw, an interactive digital portfolio, to share	Increase participation in school activities by reaching more parents through regular communication (newsletter), improved website, and social media. Online digital portfolios connect home and school to create a	Monitor community and parent participation and partnerships via parent survey, social media traffic, and response to improved website.	Monitor community and parent participation and partnerships via parent survey, social media traffic, and response to improved website.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	their school day and work with their parents.	partnership that benefits students' learning.		

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.

1. Refurbish district website and improve presence on social media.

#### 2018-19 Actions/Services

Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.

1. Roll out new website.

#### 2019-20 Actions/Services

Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.

1. Evaluate website effectiveness.

2. Establish communication strategy to inform community about our Parcel Tax.

2. Work toward consistency of teacher presence on website.

2. Assess uniformity of teacher's presence on website.

3. Evaluate, analyze, and improve grading practices and feedback to Kent students and families about student learning and progress.

4. Create conditions for teachers to successfully use Aeries Communicator to ensure families receive information in their desired language.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	Accounted for in Certificated Salaries
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Collaborate with business and community partners to identify ways we can work together to support our learning goals.

- Involve community in Parcel Tax Task Force and information campaign.
- Further integrate service learning into local community.

### 2018-19 Actions/Services

1. Collaborate with business and community partners to identify ways we can work together to support our learning goals.

2. Evaluate service learning effectiveness. Adjust curriculum accordingly.

### 2019-20 Actions/Services

Collaborate with business and community partners to identify ways we can work together to support our learning goals.

1. Engage all students at Kent in TWC - Together We Can - a collective impact community service initiative started this year.

2. Marin Zero Waste Project has been institutionalized at Bacich and will be introduced at Kent next year.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 3, Action 3	See Goal 2, Action 3	See Goal 2, Action 3
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Bacich

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Seesaw, an online digital portfolio, allows for differentiation and immediate feedback while also documenting a learner's growth through the year. All teachers at Bacich will implement Seesaw. Seesaw allows for differentiation and immediate feedback while also documenting a learner's growth through the year.

**2018-19 Actions/Services**

Refine use of Seesaw.

**2019-20 Actions/Services**

Evaluate use of Seesaw and adjust activities accordingly.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$241,960

Percentage to Increase or Improve Services

2.50%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the LCAP year, 2019-20, the Kentfield School District anticipates funds in the amount of \$241,960 to increase or improve services for our low-income students, foster youth and English learners. The District will expend these funds to improve or increase intervention and remediation services for these students, including, but not limited to: homework help for students and parents; English Language Development professional development and direct services. As stated in Goal 1, the District will engage, support and challenge all students and will identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.

The District provides professional, highly qualified staff that provides services and support for all students. In 2019-20 the full-time equivalent (FTE) certificated teachers total 82.73 FTE and the classified support staff totals 38.14 FTE. The Kentfield School District serves 1,201 TK/K-8 students with an unduplicated pupil count of 151 students or 12.53%. These unduplicated students include students of Low Income (LI), Foster Youth (FY), and English Learners (EL). To support these students, the District provides certificated teachers at both Bacich Elementary (1.00 FTE), and at Kent Middle School (1.20 FTE), providing a 2.66% to increase or improve services to these students. In addition, an After School Study Club at both Bacich Elementary School and Kent Middle School is designed with certificated teachers and classified paraprofessionals for targeted students for increased or improved services support outside the classroom.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$212,657

2.26%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the LCAP year, 2018-19, the Kentfield School District anticipates funds in the amount of \$212,657 to increase or improve services for our low-income students, foster youth and English learners. The District will expend these funds to improve or increase intervention and remediation services for these students, including, but not limited to: homework help for students and parents; English Language Development professional development and direct services. As stated in Goal 1, the District will engage, support and challenge all students and will identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.

The District provides professional, highly qualified staff that provides services and support for all students. In 2018-19 the full-time equivalent (FTE) certificated teachers total 83.60 FTE and the classified support staff totals 36.20 FTE. The Kentfield School District serves 1,238 TK/K-8 students with an unduplicated pupil count of 111 students or 9.01%. These unduplicated students include students of Low Income (LI), Foster Youth (FY), and English Learners (EL). To support these students, the District provides certificated teachers at both, Bacich Elementary (.80FTE), and at Kent Middle School (.40FTE), providing a 1.65% to increase or improve services to these students. The District also dedicates a classified EL paraprofessional (.30FTE) for support at Bacich Elementary School. In addition, an After School Study Club at both Bacich Elementary School and Kent Middle School designed with certificated teachers and classified paraprofessionals for targeted students for increased or improved services support outside the classroom.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$157,024

1.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the LCAP year, 2017-18, the Kentfield School District anticipates funds in the amount of \$157,024 to increase or improve services for our low-income students, foster youth and English learners. The District will expend these funds to improve or increase intervention and remediation services for these students, including, but not limited to: homework help for students and parents; English Language Development professional development and direct services. As stated in Goal 1, the District will engage, support and challenge all students and will identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.

The District provides professional, highly qualified staff that provides services and support for all students. In 2017-18 the full-time equivalent (FTE) certificated teachers total 85.80 FTE and the classified support staff totals 37.60 FTE. The Kentfield School District serves 1,209 TK/K-8 students with an unduplicated pupil count of 111 students or 8.65%. These unduplicated students include students of Low Income (LI), Foster Youth (FY), and English Learners (EL). To support these students, the District provides certificated teachers at both, Bacich Elementary (.80FTE), and at Kent Middle School (.40FTE), providing a 1.65% to increase or improve services to these students. The District also dedicates a classified EL paraprofessional (.30FTE) for support at Bacich Elementary School. In addition, an After School Study Club at both Bacich Elementary School and Kent Middle School designed with certificated teachers and classified paraprofessionals for targeted students for increased or improved services support outside the classroom.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.



## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	15,708,507.00	16,348,101.00	15,506,968.00	15,708,507.00	17,039,320.00	48,254,795.00
LCFF	15,566,843.00	16,238,095.00	15,319,742.00	15,566,843.00	17,027,321.00	47,913,906.00
Other	0.00	0.00	46,000.00	0.00	0.00	46,000.00
Prop 39	100,000.00	95,515.00	100,000.00	100,000.00	0.00	200,000.00
Title I	29,665.00	0.00	29,227.00	29,665.00	0.00	58,892.00
Title II	11,999.00	14,491.00	11,999.00	11,999.00	11,999.00	35,997.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	15,708,507.00	16,348,101.00	15,506,968.00	15,708,507.00	17,039,320.00	48,254,795.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	8,734,089.00	9,188,428.00	8,688,863.00	8,734,089.00	9,125,065.00	26,548,017.00
2000-2999: Classified Personnel Salaries	2,159,301.00	2,284,350.00	2,266,983.00	2,159,301.00	2,260,915.00	6,687,199.00
3000-3999: Employee Benefits	4,646,818.00	4,681,177.00	4,309,823.00	4,646,818.00	4,844,891.00	13,801,532.00
4000-4999: Books And Supplies	11,300.00	14,613.00	11,300.00	11,300.00	639,976.00	662,576.00
5000-5999: Services And Other Operating Expenditures	56,999.00	84,018.00	229,999.00	56,999.00	168,473.00	455,471.00
5800: Professional/Consulting Services And Operating Expenditures	100,000.00	95,515.00	0.00	100,000.00	0.00	100,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	15,708,507.00	16,348,101.00	15,506,968.00	15,708,507.00	17,039,320.00	48,254,795.00
0000: Unrestricted	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	8,734,089.00	9,188,428.00	8,688,863.00	8,734,089.00	9,125,065.00	26,548,017.00
2000-2999: Classified Personnel Salaries	LCFF	2,129,636.00	2,284,350.00	2,237,756.00	2,129,636.00	2,260,915.00	6,628,307.00
2000-2999: Classified Personnel Salaries	Title I	29,665.00	0.00	29,227.00	29,665.00	0.00	58,892.00
3000-3999: Employee Benefits	LCFF	4,646,818.00	4,681,177.00	4,309,823.00	4,646,818.00	4,844,891.00	13,801,532.00
4000-4999: Books And Supplies	LCFF	11,300.00	14,613.00	11,300.00	11,300.00	639,976.00	662,576.00
5000-5999: Services And Other Operating Expenditures	LCFF	45,000.00	69,527.00	72,000.00	45,000.00	156,474.00	273,474.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	46,000.00	0.00	0.00	46,000.00
5000-5999: Services And Other Operating Expenditures	Prop 39	0.00	0.00	100,000.00	0.00	0.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Title II	11,999.00	14,491.00	11,999.00	11,999.00	11,999.00	35,997.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Prop 39	100,000.00	95,515.00	0.00	100,000.00	0.00	100,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	198,732.00	191,126.00	244,465.00	198,732.00	790,374.00	1,233,571.00
Goal 2	15,386,775.00	16,034,749.00	15,114,503.00	15,386,775.00	16,073,891.00	46,575,169.00
Goal 3	100,000.00	95,515.00	120,000.00	100,000.00	127,055.00	347,055.00
Goal 4	5,000.00	4,650.00	10,000.00	5,000.00	45,000.00	60,000.00
Goal 5	18,000.00	22,061.00	18,000.00	18,000.00	3,000.00	39,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	198,732.00	191,126.00	196,465.00	198,732.00	668,862.00
LCFF	157,068.00	176,635.00	155,239.00	157,068.00	656,863.00
Other	0.00	0.00	0.00	0.00	0.00
Prop 39	0.00	0.00	0.00	0.00	0.00
Title I	29,665.00	0.00	29,227.00	29,665.00	0.00
Title II	11,999.00	14,491.00	11,999.00	11,999.00	11,999.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	15,546,774.00	16,216,445.00	15,310,503.00	15,546,774.00	16,248,946.00
LCFF	15,434,775.00	16,106,439.00	15,164,503.00	15,434,775.00	16,248,946.00
Other	0.00	0.00	46,000.00	0.00	0.00
Prop 39	100,000.00	95,515.00	100,000.00	100,000.00	0.00
Title I	0.00	0.00	0.00	0.00	0.00
Title II	11,999.00	14,491.00	0.00	11,999.00	0.00