

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Kentfield Elementary School District
CDS Code:	21-65334
LEA Contact Information:	Name: Raquel Rose Position: Superintendent Email: rrose@kentfieldschools.org Phone: (415) 458-5130
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$11,117,196
LCFF Supplemental & Concentration Grants	\$263,614
All Other State Funds	\$1,243,562
All Local Funds	\$6,265,120
All federal funds	\$281,734
Total Projected Revenue	\$18,907,612

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$18,564,756
Total Budgeted Expenditures in the LCAP	\$17,756,641
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,344,293
Expenditures not in the LCAP	\$808,115

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$300,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$300,000

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$1,080,679
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP account for basic operational costs and requirements such as - electrical, insurance, legal fees, etc.

LCFF Budget Overview for Parents

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

CDS Code: 21-65334

School Year: 2021-22

LEA contact information:

Raquel Rose

Superintendent

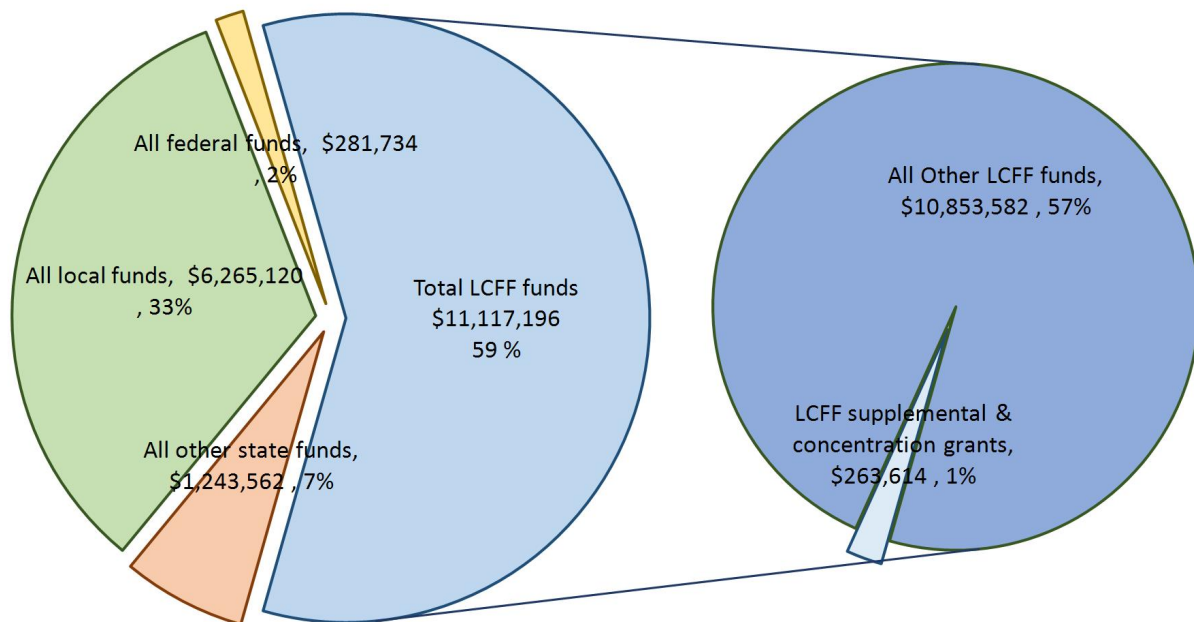
rrose@kentfieldschools.org

(415) 458-5130

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 2021-22 School Year

Projected Revenue by Fund Source



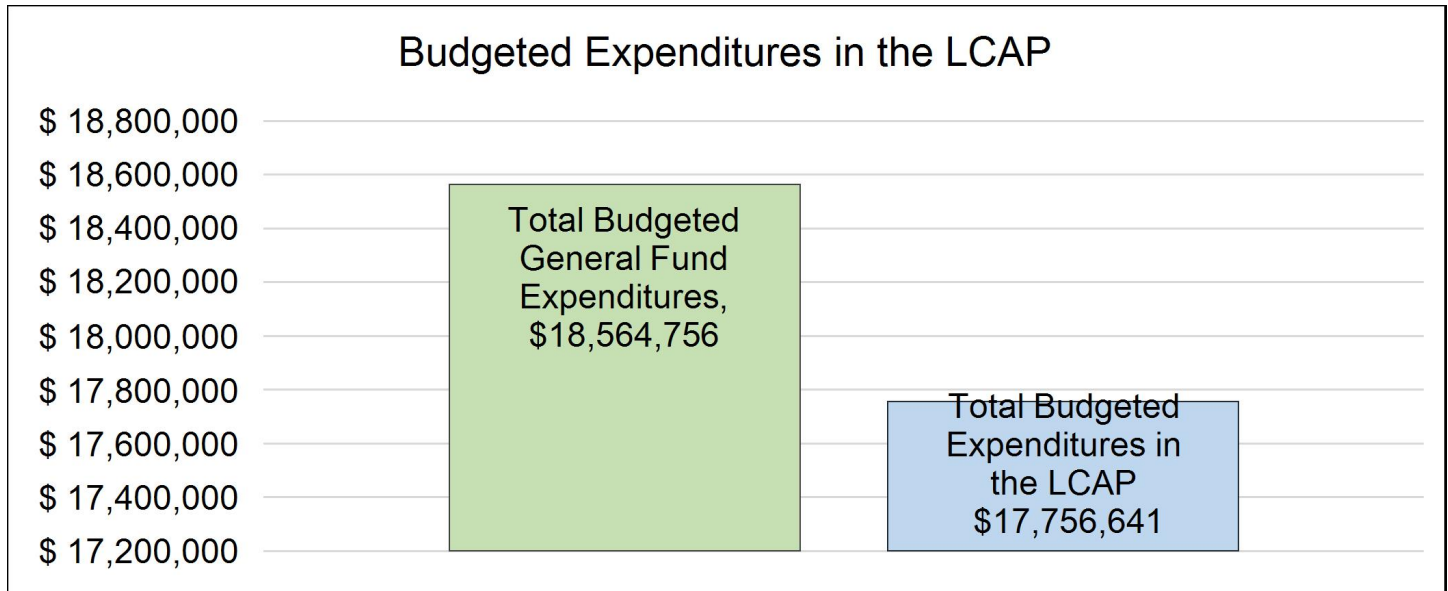
This chart shows the total general purpose revenue Kentfield Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Kentfield Elementary School District is \$18,907,612, of which \$11,117,196 is Local Control Funding Formula (LCFF), \$1,243,562 is other state funds, \$6,265,120 is local funds, and

\$281,734 is federal funds. Of the \$11,117,196 in LCFF Funds, \$263,614 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Kentfield Elementary School District plans to spend \$18,564,756 for the 2021-22 school year. Of that amount, \$17,756,641 is tied to actions/services in the LCAP and \$808,115 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

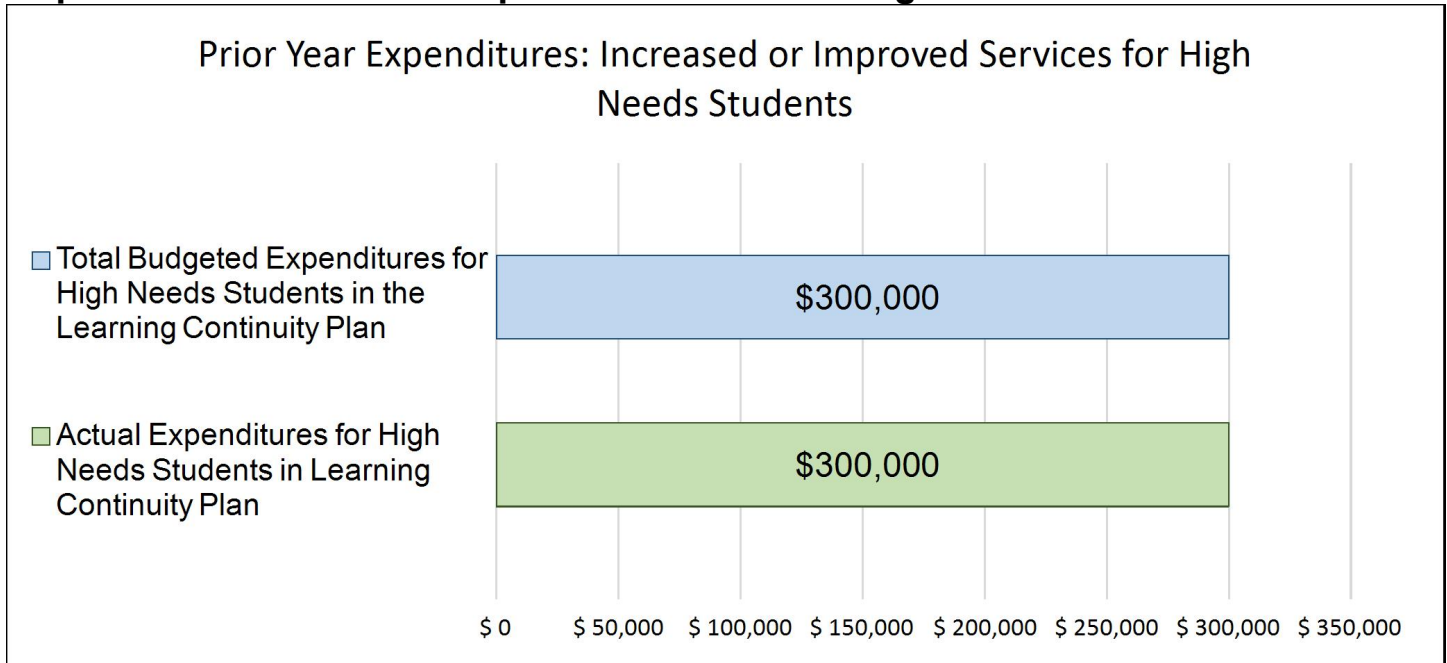
General fund expenditures not included in the LCAP account for basic operational costs and requirements such as - electrical, insurance, legal fees, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Kentfield Elementary School District is projecting it will receive \$263,614 based on the enrollment of foster youth, English learner, and low-income students. Kentfield Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kentfield Elementary School District plans to spend \$1,344,293 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

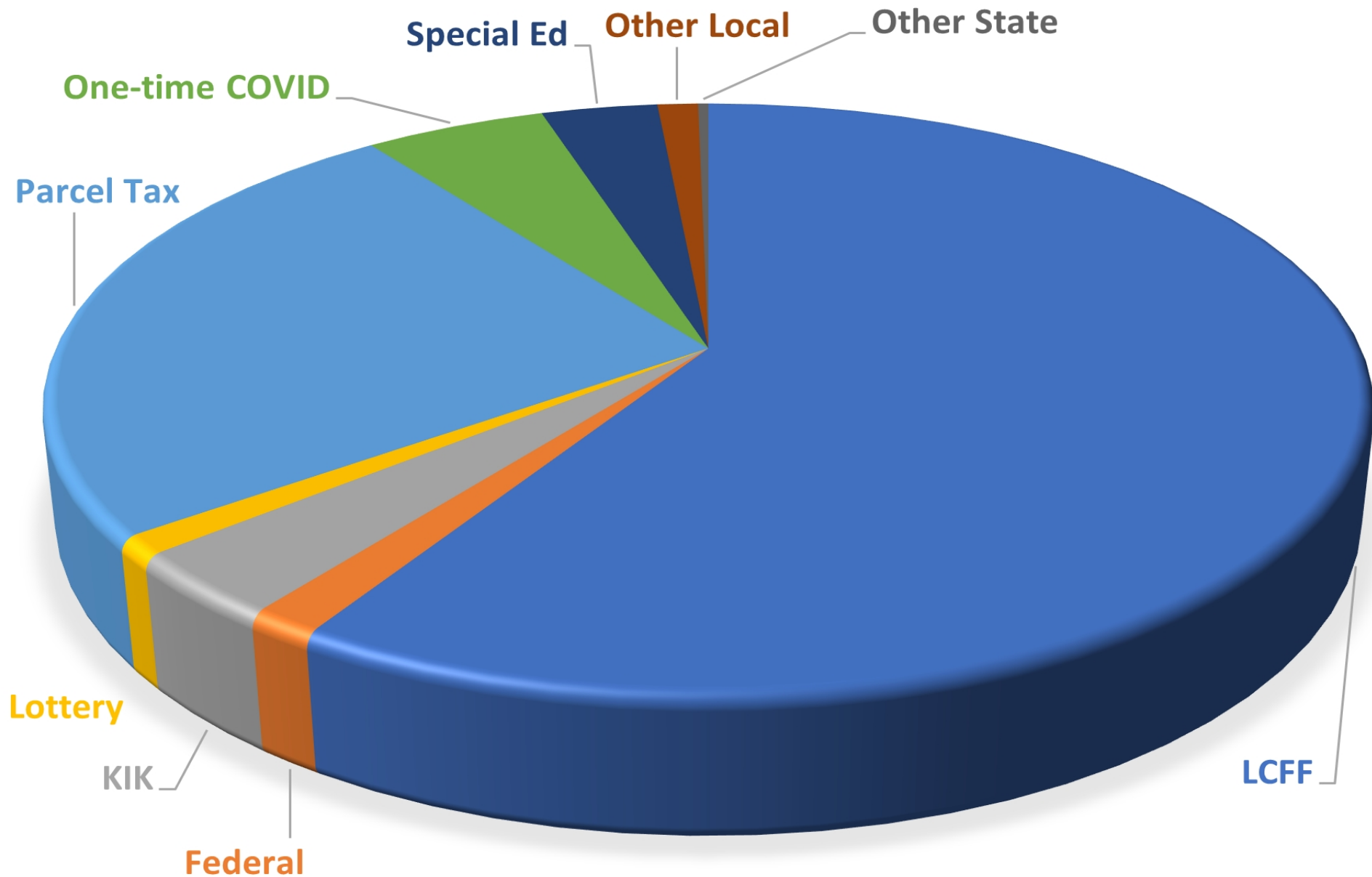
Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Kentfield Elementary School District budgeted last year in the Learning Continuity Plan 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 2020-21, Kentfield Elementary School District's Learning Continuity Plan budgeted \$300,000 for planned actions to increase or improve services for high needs students. Kentfield Elementary School District actually spent \$300,000 for actions to increase or improve services for high needs students in 2020-21.

REVENUES 2021-22



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Kentfield Elementary School District	Raquel Rose Superintendent	rrose@kentfieldschools.org (415) 458-5130

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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
Metric/Indicator 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	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 3-8 grades - Percent Met or Exceeded Standards: Socioeconomically Disadvantaged: ELA - 41.10% Math - 39.73% Students with Disabilities: ELA - 31.04% Math - 24.35% English Learners: ELA - 8.82% Math 20.0% Students are reclassified based on assessment, teacher input, grades and Board Policy as they become English Proficient.

Expected	Actual
<p>19-20</p> <p>Evaluation of our progress toward this goal in 2018-19 will determine the effectiveness of our efforts and then a target 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 rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.</p>	

Expected	Actual
<p>Baseline</p> <p>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.</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 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 and Board Policy as they become English Proficient.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <ol style="list-style-type: none"> 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. 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. 	<p>1000-1999: Certificated Personnel Salaries LCFF \$121,512</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$11,999</p> <p>Professional development 5000-5999: Services And Other Operating Expenditures LCFF \$102,930</p> <p>Textbooks & Reference Materials 4000-4999: Books And Supplies LCFF \$44,900</p> <p>General Supplies, Software, Technology 4000-4999: Books And Supplies LCFF \$379,221</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$121,512</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$11,999</p> <p>Professional development 5000-5999: Services And Other Operating Expenditures LCFF \$44,858</p> <p>Textbooks & Reference Materials 4000-4999: Books And Supplies LCFF \$44,900</p> <p>General Supplies, Software, Technology 4000-4999: Books And Supplies LCFF \$379,221</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8. Assess effectiveness of implementation of NGSS by ensuring the adequacy of materials and professional development.</p> <p>9. Continue aligning goals on IEPs and Special Education instruction with Common Core.</p> <p>10. Monitor effectiveness of reading/language arts learning interventions.</p> <p>11. Pilot new Math curricula at Kent in grades 6-8</p>		
<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>4. Assess the need for professional development in NGSS in light of the adoption of new textbooks and other materials at both schools.</p> <p>5. Assess the need for further professional development in differentiation practices following analysis of the latest CAASPP data and other markers of student progress,</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>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.		
<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. Launch the newly-completed indoor-outdoor Maker Space at Bacich. Develop schedule, curriculum, protocols for the facility.</p> <p>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.</p> <p>3. Expand music program to include string instruments in the 5th grade program for 19/20 and 6th grade program in 20/21.</p> <p>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.</p>	1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3	1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3
<p>Provide differentiated instruction to support the acquisition of core academic skills.</p> <p>Continue with staffing plan in the Bacich Learning Center. Student learning has improved under this configuration.</p>	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
Integrate community service and service learning into the curriculum.	1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3	1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>		
<p>English Learner services and strategies will address this group of students' particular needs.</p> <ol style="list-style-type: none"> 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 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. 	<p>5000-5999: Services And Other Operating Expenditures Title II See Goal 1, Action 1</p> <p>Certificated Salaries for EL Learners 1000-1999: Certificated Personnel Salaries LCFF \$121,512</p> <p>Classified Salaries for EL Learners 2000-2999: Classified Personnel Salaries Title I See Goal 2</p> <p>After School Study Club for EL Learners 4000-4999: Books And Supplies LCFF \$8,300</p>	<p>5000-5999: Services And Other Operating Expenditures Title II See Goal 1, Action 1</p> <p>Certificated Salaries for EL Learners 1000-1999: Certificated Personnel Salaries LCFF \$121,512</p> <p>Classified Salaries for EL Learners 2000-2999: Classified Personnel Salaries Title I See Goal 2</p> <p>After School Study Club for EL Learners 4000-4999: Books And Supplies LCFF \$8,300</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds not used as planned were reallocated to support adjusted actions and services based on circumstances in real time. All services were implemented with the intention to support students, families, teachers and staff due to the disruption of regular school operations.

Prior to shelter-in-place additional cleaning/disinfection protocols were put in place.

After shelter-in-place, the district focused on equity and access for students with disabilities, EL students and SED students. Identified students at both schools received- free and reduced lunches for pick-up, laptops, information about free or low cost wifi, hand delivery of materials, and individual family tech support with online platforms for families having difficulty accessing the Zoom platform, Seesaw, google classroom and other tools during distance learning.

Special education teams at both sites conducted family consultation, held office hours to support families with distance Learning. Bacich Learning Center held a training for families in distance learning strategies

Teams created Distance Learning Resource Pages on the district website for Kent, Bacich, and Student Services each site

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A highly enthusiastic group of teachers and administrators from both sites met regularly to continue our courageous conversations about race from beyond diversity training. The group discussed how school systems reinforce systemic racism and the group discussed and brainstormed ideas for social justice curriculum. This was interrupted by the pandemic and the group no longer met after shelter in place. The Bacich prereferral (SOC) team had multiple conversations about overidentification of English Language Learners in special education and had identified some next steps. This conversation was cut short by the pandemic. Staffing was increased in the Bacich Learning center due to student needs prior to the pandemic school closures. Sonday System reading intervention program was implemented in Learning centers of both sites for students far below grade level in reading.

There were many areas of growth and success in our implementation of the 2019/20 LCAP, as well as areas that need additional attention. Our district-wide participation in Beyond Diversity provided common language to begin to discuss systemic racism in our society and schools, and led to many productive discussions about our roles in leading systemic change and adjusting practices to lead to improved learning outcomes and a sense of belonging at school for all. We successfully adopted a new mathematics curriculum and history/social science curriculum, both of which have close alignment to the Common Core standards, and improved instructional approaches over previous curricular resources. Our ELA teachers committed to full implementation of the Units of Study in Reading and Writing, a transformative commitment to student-centered and individualized teaching in literacy. Students in intervention classes made incremental progress, and our intention is to overhaul our approach to intervention going forward, with a commitment to further improve student outcomes for students in these classes, and establish more clear entrance and exit criteria going forward.

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>Metric/Indicator 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>19-20 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>Baseline 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>All teachers were assigned to classes in which they were authorized to teach.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Attract, retain, develop and inspire an effective and innovative staff.</p> <ol style="list-style-type: none"> 1. Hire exceptional new staff. 2. Retain exceptional staff. 3. Orient new staff to district culture and programs. 	<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>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>Leverage the talents, skills, and passion of staff.</p> <ol style="list-style-type: none"> 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. 	<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>See Goal 2, Action 3</p> <p>Office Supplies, Computer Equipment, Print Cartridges 4000-4999: Books And Supplies LCFF \$37,500</p> <p>Staff Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$48,544</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>Office Supplies, Computer Equipment, Print Cartridges 4000-4999: Books And Supplies LCFF \$37,500</p> <p>Staff Professional Development 5000-5999: Services And Other Operating Expenditures LCFF \$48,544</p>
<p>Maintain high quality working conditions and competitive compensation packages.</p> <ol style="list-style-type: none"> 1. Engage in good faith negotiations. 2. Continuously monitor desirability of health and welfare benefits for all employees. 	<p>1000-1999: Certificated Personnel Salaries LCFF \$8,882,041</p> <p>2000-2999: Classified Personnel Salaries LCFF \$2,260,915</p> <p>3000-3999: Employee Benefits LCFF \$4,844,891</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$8,882,041</p> <p>2000-2999: Classified Personnel Salaries LCFF \$2,260,915</p> <p>3000-3999: Employee Benefits LCFF \$4,844,891</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. Compensate staff competitively.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds not used as planned was reallocated to support adjusted actions and services based on circumstances in real time. All services were implemented with the intention to support students, families, teachers and staff due to the disruption of regular school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have successfully secured a fantastic teacher in a science position with a high rate of turn-over in the past three years. We continue to offer robust support for teachers on our faculty, and creatively seek to fill open positions with exceptional educators. A very successful hiring process was conducted to administer a thorough process of identifying the qualities of a leader we desired, screening and interviewing candidates. Our panel included parents and teachers and represented all stakeholder groups in our community including parents of EL students and student with disabilities

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>Metric/Indicator Parent/Staff survey; student input; adult:student ratios; successful completion of bond projects; MCOE and outside audits, Citizens Oversight Committee annual report</p> <p>19-20 Complete Measure D Bond projects on time and within budget.</p> <p>Prioritize and complete deferred maintenance projects as budget allows to address needs identified through stakeholder input.</p> <p>Balanced budget with adequate reserves.</p> <p>Baseline 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>A survey was not administered in Spring 2020, next survey to administer will be June 2021.</p> <p>The Bond projects are in final stages and the Citizens Oversight Committee is preparing the final Community report.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.</p> <ol style="list-style-type: none"> 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. 	<p>CalSTRS and CalPERS Employer Contributions 3000-3999: Employee Benefits LCFF See Goal 2, Action 3</p> <p>1000s, 2000s Certificated and Classified Salaries 3000-3999: Employee Benefits LCFF See Goal 2, Action 3</p>	<p>CalSTRS and CalPERS Employer Contributions 3000-3999: Employee Benefits LCFF See Goal 2, Action 3</p> <p>1000s, 2000s Certificated and Classified Salaries 3000-3999: Employee Benefits LCFF See Goal 2, Action 3</p>
<p>Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.</p> <ol style="list-style-type: none"> 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. 	<p>Boiler Replacements 5800: Professional/Consulting Services And Operating Expenditures Prop 39</p> <p>Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3</p> <p>Furniture, Facilities Repair, Non-Capitalized Equipment 4000-4999: Books And Supplies LCFF \$127,055</p>	<p>Boiler Replacements 5000-5999: Services And Other Operating Expenditures Prop 39</p> <p>Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF See Goal 2, Action 3</p> <p>Furniture, Facilities Repair, Non-Capitalized Equipment 4000-4999: Books And Supplies LCFF \$127,055</p>
<ol style="list-style-type: none"> 1. Expend Parcel Tax according to resolution categories in measure. 2. Engage Citizens Oversight Committee for Parcel Tax. 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds not used as planned was reallocated to support adjusted actions and services based on circumstances in real time. All services were implemented with the intention to support students, families, teachers and staff due to the disruption of regular school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In late Fall into February 2020 the district faced unprecedented challenges related to balancing the district budget due to increased expenses which led to deficit spending. In order to address this fiscal challenge the District made significant reductions to the budget in Spring 2020.

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
Metric/Indicator Student suspension and expulsion rates; attendance rates; student interview input; parent input via interview or survey; California Healthy Kids Survey; chronic absenteeism; dropout rate	2020-21 1% Chronically Absent 2019-20 8% Chronically Absent Discipline - Suspension Rates 0.27% Discipline - Expulsion Rates 0% No student or parent survey was adminisitered.
19-20 Maintain or improve suspension and attendance rates from prior year; continue with no expulsions; reduce 5.8% chronic absenteeism; maintain 0% drop out rate 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!	

Expected	Actual
<p>Baseline</p> <p>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.</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>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>1. Expand engagement with Pacific Educational Group to improve cultural competence and student outcomes.</p>	<p>Cultural Competency work 5000-5999: Services And Other Operating Expenditures LCFF See Goal 1, Action 2</p> <p>Support Free & Reduced Programs 4000-4999: Books And Supplies LCFF \$40,000</p>	<p>Cultural Competency work 5000-5999: Services And Other Operating Expenditures LCFF See Goal 1, Action 2</p> <p>Support Free & Reduced Programs 4000-4999: Books And Supplies LCFF \$66,336</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Continue to explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.</p> <p>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.</p> <p>4. The Board will introduce an Equity Committee to the community following Strategic Planning in October.</p>		
<p>Nurture the social development and emotional health of students.</p> <p>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.</p> <p>2. Evaluate Advisory curriculum at Kent utilizing teacher and student feedback initially.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Though some committee work halted after the shelter in place, the schools committed to equity of access to distance learning and monitored and provided additional supports for at risk students during distance learning

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 19/20 school we we successfully refreshed our approach to advisory, with school-wide activities established, including a philosophy called Open Session. Additionally, we established the grade level throughlines of Independence, Impact, Perseverance, and Legacy to provide cohesion and connection between the many school-wide, grade level, advisory, and academic pursuits. Our Core Values are clear, and we are working to give students language to understand them and communicate their own application of these values in their own lives. Covid-19 put some of this work on hold, for example we were not able to hold advisory in spring, 2020. However, going into 20/21 teachers prioritized social and emotional learning through the creation of homeroom to protect time in the day for connection with students, as well as a safe place to check in on the academic expectations for the day. Our intentions going forward remain, with an emphasis on our grade level throughlines, and leveraging advisory as a protected time in our school day to promote social justice, social problem solving, and an emphasis on our core values.

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>Metric/Indicator 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>19-20 Monitor community and parent participation and partnerships via parent survey, social media traffic, and response to improved website.</p> <p>Baseline 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>No spring survey was administered. No records were provided and/or maintained.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.</p> <p>1. Evaluate website effectiveness.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Assess uniformity of teacher's presence on website.</p> <p>3. Evaluate, analyze, and improve grading practices and feedback to Kent students and families about student learning and progress.</p> <p>4. Create conditions for teachers to successfully use Aeries Communicator to ensure families receive information in their desired language.</p>		
<p>Collaborate with business and community partners to identify ways we can work together to support our learning goals.</p> <p>1. Engage all students at Kent in TWC - Together We Can - a collective impact community service initiative started this year.</p> <p>2. Marin Zero Waste Project has been institutionalized at Bacich and will be introduced at Kent next year.</p>	1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3	1000-1999: Certificated Personnel Salaries LCFF See Goal 2, Action 3
Evaluate use of Seesaw and adjust activities accordingly.	4000-4999: Books And Supplies LCFF \$3,000	4000-4999: Books And Supplies LCFF \$2,164

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

After shelter-in place our technology needs and costs increased. Laptops were needed for students to work from home. Technology director compared platforms for distance learning, recommended Zoom with teacher input, oversaw the purchase of district license, created needed PD for teachers and families in the use of Zoom and other platforms. In some cases he provided 1:1 support for a teacher or family who needed more support accessing the platform.

Teams created Distance Learning Resource Pages on the district website for Kent, Bacich, and Student Services each site

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Kent successfully progressed in our analysis of grading practices, though commitments for changes going into 20/21 were put on hold in March, 2020. Our school-wide community service work was also poised for a successful second year of implementation, though projects were put on hold in March, 2020. The pandemic did force our school to align with use of Google Classroom as a communication tool between the school and the home, and we will likely continue that practice going forward.

Uniformed communication system has been implemented district wide through the use of the Aeries Communication tool.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Essential Protective Equipment and Infrastructure to decrease the risk of disease transmission in schools and other community settings. Items include, but not limited to face coverings/humanity shields, hand soap, hand sanitizer, cleaning disinfectant, gloves, paper towels, physical distancing signage, portable hand washing stations, MERV-11 filters, outside space for teaching/learning, plexiglass shields/sheets, and touchless thermometers.	75,000	\$105,052	No
Professional Development and Collaborative Learning for all staff to support varied instructional modalities which include, but not limited to: remote teaching strategies using varied applications and programs, two-day institute with learning sessions such as writer's workshop, phonics, student conferencing, SEL, culturally responsive teaching strategies and collaborative work time.	250,000	\$113,327	No
Learning tools and supplies for students, which include technology devices, internet connectivity, learning applications and licenses, curriculum, digital formative assessments, nutrition, and general student materials and supplies.	100,000	\$209,162	No
Staffing targeted to support learning loss of students such as certificated reading intervention support (.4FTE), math intervention support (.2FTE), English Language coordination (.4FTE), and additional certificated support for special education services (FTE varied) and technology support (FTE varied).	300,000	\$300,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The KSD had four main areas of focus in preparation for in-person instruction – Infrastructure and Safety, Professional Learning and Collaboration, Learning tools, supplies and materials and increased staffing. Below is information related to actuals versus planned services and background on adjustments.

Infrastructure and Safety – KSD found the need to increase expenses in this area to based on the shifting nature of requirements of Cal OSHA, CDC and local Public Health. As a school district our goal was to offer the safest environment for our students and staff through increasing safety mitigation in the area of facilities and infrastructure.

Professional Learning and Collaboration – This area had a decrease in expenses due to not offering as much extra hire time and contracted services for professional learning due to the nature of the shifting instructional programing. Based on the modified schedule offered during the course of the school year much of the collaboration time among staff was able to happen during the workday. Additional professional consultants were not hired during the year as staff leaned on collective expertise and a focus on prioritizing collaborative work time for staff.

Learning tools, supplies and materials – This area had an increase in expenses due to the need to an increase in purchasing materials and supplies for classrooms in order for students to have individualized materials. Typically, in a school year student share materials – but due to the nature of COVID and the risk of transmission we needed to ensure students were equipped with individual supplies to access their learning.

Increased Staffing – This area had no significant change as we implemented the increased certificated staffing as planned to support intervention and learning acceleration and access to specialized services such as special education and technology usage.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Offering In-Person instruction beginning in November was a huge success for our students and families as it opened the opportunity for our children to begin integrating back on our school sites and engaging in in-person learning. The challenges with this transition were multifaceted as we had varied perspectives on how in-person instruction should occur.

In an effort to maintain safety, mitigate risk and increase in-person instruction we implemented a phased in Hybrid model that slowly increased the number of students served. The hybrid model at our elementary school was quite challenging for our team as it was a simultaneous approach – and was difficult to manage in-person and virtual instruction at the same time. That said our team did quite a remarkable job and maintained a great handle on offering exemplary instruction and monitoring student engagement and progress.

At our Middle School, the hybrid program was challenging in that community felt it was still too reliant on technology – although, as educators we found great benefit in having students on campus and engaging with their peers even if with one teacher and one cohort for the academic day. Our middle school team also implemented the simultaneous approach – and also experienced challenges with managing in-person and virtual instruction at the same time.

In March of 2021 KSD transitioned to full in-person classes with a Distance Only pathway that was able to offer students who choose a different model the opportunity to still engaged from afar. Staff expressed overwhelmingly their appreciation to transition back to a more typical mode of instruction as it brought back to life a more traditional way of teaching.

We are proud of our ability to get back to having students on campus in full class sizes and look forward to reverting to our traditional daily schedules in the Fall of 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development and Collaborative Learning for all staff to support varied instructional modalities which include, but not limited to: remote teaching strategies using varied applications and programs, two-day institute with sessions such as writer's workshop, phonics, student conferencing, SEL, culturally responsive teaching strategies, and collaborative work time.	See costs for In-Person Instruction	See costs for In-Person Instruction	No
Learning tools and supplies for students, which include technology devices, internet connectivity, learning applications and licenses, curriculum, digital formative assessments, nutrition, and general student materials and supplies.	See costs for In-Person Instruction	See costs for In-Person Instruction	No
Staffing targeted to support learning loss of students such as certificated reading intervention support (.4FTE), math intervention support (.2FTE), English Language coordination (.4FTE), and additional certificated support for special education services (FTE varied) and technology support (FTE varied).	See costs for In-Person Instruction	See costs for In-Person Instruction	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The KSD had three main areas of focus in preparation for Distance Learning –Professional Learning and Collaboration, Learning tools, supplies and materials and increased staffing. Below is information related to actuals versus planned services and background on adjustments.

Professional Learning and Collaboration – This area had a decrease in expenses due to not offering as much extra hire time and contracted services for professional learning. We did readjust roles of expert staff to support colleagues with digital instructional tools and found that our Director of Technology was spread quite thin.

Learning tools, supplies and materials – This area had an increase in expenses due to the need to purchase technology tools for all 3rd – 5th grades students and to increase our K-2 program to a 50/50 model. Having devices accessible for each student was essential and quite costly for the KSD.

Increased Staffing – This area had varied change as we implemented the increased certificated staffing as planned to support intervention and learning acceleration and access to specialized services such as special education and technology usage. In December of 2020 we contracted services for additional support, but with the transition to more full in person options we have seen our support for technology integration decrease. When we transition to full in-person and offered a Distance Learning only pathway for our K-4 students we had an adjusted cost as we needed to hire additional staff to teach multi-grade level distance learning classes (3.1FTE – March 22 to June 11, 2021).

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As mentioned above this school year the KSD transitioned between three instructional models – Distance Learning only, Hybrid and Full In-Peron and Distance Learning only pathway. These shifts had impact as they lead to instructional and staffing adjustments continuously. Below is an analysis of the various elements impacted.

Continuity of Instruction was prioritized for our students throughout the course of this year. Staff worked closely to ensure alignment and pacing in an effort to meet all essential standards and support core academic instruction. We found that our enrichment courses were impacted as they missed instructional time due to the modified schedule and the prioritization of core academic subjects.

Access to Devices and Connectivity was addressed through increase devices districtwide. We implemented a 1:1 program for grades 3rd – 8th and a 50/50 program for K-2. This offering ensured all students had access to devices and were able to engage in learning. Connectivity was an issue from time to time and when this arose we addressed it through connecting the students to our local learning hub so they could access learning in collaboration with our community partners.

Pupil Participation and Progress was monitored and adjusted as necessary. Due to the uniqueness of the year and the need to pivot regularly staff intervened quickly if students were identified as disengaged. During our Hybrid instruction we increased opportunities for students who we identified as needing more regular in-person instruction which allowed specialized services to be offered on site and minimize the remote instruction. Progress was maintained through formative assessment and observation. Our school teams used internal systems to address intervening as necessary based on student engagement and progress.

Staff Roles and Responsibilities adjusted as needed based on instructional program. During Distance Learning only teachers and paraprofessionals engaged in roles as moderators, aides and instructors. This support allowed us to more closely monitor students and support their engagement in learning. As we transitioned to Hybrid and In-Person instruction we increased supervision support

and staff engaged in varied roles from health checkers to yard monitors. We found the need to have an all hands on deck approach in an effort to support safety and well-being for all as we navigated a new approach to instruction during a global pandemic.

Support for Pupils with Unique Needs was one of the most challenging areas to address. There was a recognition that this population of students needed in-person support, although based on the services it also increased risk for staff to meet in-person with students due to their ongoing mixing of student groups. Staff was also challenged with scheduling due to the compressed instructional day. Once we transitioned to full In person we were able to solidify a schedule and increase safety supports, such as outside learning environments, to ensure our students had access to learning in the most effective modality.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development and Collaborative Learning for all staff to support varied instructional modalities which include, but not limited to: remote teaching strategies using varied applications and programs, two-day institute with sessions such as writer's workshop, phonics, student conferencing, SEL, culturally responsive teaching strategies, and collaborative work time.	See costs for In-Person Instruction	See costs for In-Person Instruction	No
Learning tools and supplies for students, which include technology devices, internet connectivity, learning applications and licenses, curriculum, digital formative assessments, nutrition, and general student materials and supplies.	See costs for In-Person Instruction	See costs for In-Person Instruction	No
Staffing targeted to support learning loss of students such as certificated reading intervention support (.4FTE), math intervention support (.2FTE), English Language coordination (.4FTE), and additional certificated support for special education services (FTE varied) and technology support (FTE varied).	See costs for In-Person Instruction	See costs for In-Person Instruction	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The KSD had three main areas of focus in preparation for in-person instruction – Professional Learning and Collaboration, Learning tools, supplies and materials and increased staffing. Below is information related to actuals versus planned services and background on adjustments.

Professional Learning and Collaboration – This area had a decrease in expenses due to not offering as much extra hire time and contracted services for professional learning due to the nature of the shifting instructional programming. Based on the modified schedule offered during the course of the school year much of the collaboration time among staff was able to happen during the workday. The use of a dedicated formative assessment such as MAP was instituted to help inform instruction and determine learning progression. If gaps were identified staff intervened accordingly and offered site based interventions to help accelerate student learning.

Learning tools, supplies and materials – This area had an increase in expenses due to the need to purchase new materials to address increased needs to monitor student progress. New purchases included intervention materials and districtwide formative assessment.

Increased Staffing – This area had no significant change as we implemented the increased certificated staffing as planned to support intervention and learning acceleration and access to specialized services such as special education and technology usage.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We are still in the process of determining if the KSD students had a significant learning loss. Through current assessments, we are examining student progress and identifying any gaps in learning. There are so many factors to consider as we determine the impact of COVID. At this time, we are working on reflecting on data and thinking through plans to support learning acceleration for all student's with targeted intervention to address needs of students as they arise in any of the core content areas and/or social emotional needs.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The KSD has prioritized social emotional well-being for students through a rich counseling program across our school sites. We have a total of 2.8 FTE counselors as well as interns on site to address social emotional needs of students. Beyond these direct resources, we also have a staff that is committed to connecting with students so they feel seen and heard.

Due to requiring stable student groups/cohorts we minimized social isolation of students and cultivated friendships that may have otherwise not have blossomed. This opportunity provided for a common experience among our young people which offers opportunity for increased inclusivity and belonging.

Our middle school also imbedded a homeroom/advisory section during the course of the year that allowed for important discussions and opportunities for students to engage in more personalized discourse.

We all recognize that COVID has been turbulent and challenging. The social and emotional well-being of our students is a key area for us to remain attuned to while also prioritizing how we bridge social emotional support with access to educational programming. It is essential that we keep this focus on the forefront so we don't lose sight of our focus as an educational entity and the prioritization to ensure children feel safe and cared for while also successful in accessing their education.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The KSD hosted a vast array of meetings and forums virtually through the course of the 2020-21 school year. This format allowed more access and engagement with our community, but also decreased the personal connection with the community. In March we transitioned to inviting volunteers on site which allowed for increased connection with our parent/guardian community, in May we began to host in-person meetings and celebrations such as DELAC, Reclassification Ceremony, Site Council, Advisory groups and parent/staff conferences/discussions. This opportunity for our families was welcomed and demonstrated the evolving nature of the pandemic and shifting permissibility.

As we transition to a more typical year we will leverage our comfort with virtual offerings while also increasing in-person opportunities to connect with families as the personal connection is invaluable in building community and connectivity.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Throughout this year, we have worked with our KSPTA to offer a school lunch program for our students. The program was contracted through School Foodies and was met with mixed review from families due to the frozen nature of the food. In March when we transitioned to full in-person instruction, we began serving warm meals on site to our 5th – 8th grade students. The transition to warm meals increased interest in the lunch services. Having this opportunity open to all students with a focus on supporting our socioeconomically disadvantaged students was paramount in being sure children had the essential nutrients to be present and access their learning.

The partnership between KSPTA, School Foodies and our school staff was a significant success for our community as it truly demonstrated the strength of partnerships.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Over the course of the 2020-21 school KSD implemented three instructional models and pivoted with the shift of the pandemic while rates of COVID transmission fluctuated and the accessibility of vaccinations became available.

We have learned a lot over the course of this year – with some of the most prominent lessons focused on flexibility and communication.

For our students we observed their resilience, struggles and joy in the transition back to a somewhat more typical learning environment. Through targeted interventions we were able to address needs of student in real time, but found that there were certain situations where we needed to have a higher level of service and more resources for our students. This learning has led to increasing personnel supports and committing to systematic progress monitoring of student performance in order to intervene in a timely and intentional manner.

Our staff demonstrated a willingness to stretch themselves in ways they may have never expected due to the circumstances. Teachers implemented the use of new instructional strategies and tools in an effort to do their very best on behalf of our children. They had increased opportunity to observe their colleagues, align and share grade level lesson plans and work in a setting that was significantly different from what they were traditionally used to. Because perspectives varied, between constituents, relationships were stretched and some were compromised. In order to provide our best selves we must all feel safe and supported – but we need to mend the relationships so we are in a better place to hear and understand one another. We have a common goal and interest in doing what is best for our students, but our approaches to achieving this goal may vary, and it will be important that we take time to articulate and understand the varied approach so we can collectively move forward as a unified community.

Our parents/guardians are an essential component to the interworking of a public school system. The school to home connection truly provides an opportunity to build bridges in working in partnership around our most precious asset – our students. When families/guardians feel disconnected it can significantly impact our common interest of educating our children. A parent/guardian is often an advocate for their child and part of our role is to listen and hear our families, while also providing them with information as to the why behind our decisions. Parent/guardian confidence in our work as educators is essential so we may be able to address the needs of their child – which may or may not align to the vision of a parent/guardian. Communication and connecting with our parent/guardians will help repair any broken relationships while allowing us to move forward in partnership with educating their children.

The KSD LCAP has four clear and focused goals: student academic engagement and achievement, staff retainment and support, fiscal solvency and community inclusion. These four key areas directly align to the above learnings related to students, staff and parents/guardians. Moving in to the next year our intentional focus of a professional growth and progress monitoring, supporting and engaging staff while maintaining fiscal solvency and conducive work environment, will build an inclusive and engaged school community.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Due to the disruption of COVID and access to current data we have pivoted as a system to embrace formative data to help guide our instruction and offerings to students. We recognize the importance of accelerating learning for our students as we move into the new year and want to offer program enhancement that will support our students in having the essential skills and knowledge to access their learning as they progress within our school district.

Through designing an infrastructure that offers a systematic approach to Multi-Tiered System of Support with a focus on exemplary Tier I teaching, targeted Tier II interventions and intensive Tier III support we are confident we will see our students maximize their potential. Through the use of MAP and other formative assessments we will progress monitor student outcomes based on intervention/acceleration programs in six (6) to eight (8) week increments. This form of monitoring will be used for all students including specific student groups such as students who are English Learners, Socioeconomically Disadvantaged, Homeless and Student with Special Needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The unduplicated pupil count that drives the supplemental/concentration services is based on 2.69% of our total student population. Currently, the district employs 1.83 FTE for direct intervention, next year, we will increase certificated intervention support to 3.3 FTE.

We will increase reading intervention from .4 FTE to .6 FTE, increase ELD sections at the middle school from .2FTE to .4FTE, and add 1.3 FTE Intervention for Math and/or Reading based on need across K-8 grades. We will also maintain 1.0 K-4 EL Teacher/Coordinator as well as offering a school lunch and healthy snack program free of charge for all students identified as socioeconomically disadvantaged.

Funds will also be spent on expanding learning and general services, case management/coordination services, and ELD/Intervention curriculum, and ELD professional development. These expenditures extend beyond the LCFF minimum proportionality requirements.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Due to COVID the 2019-20 LCAP goals and aligned actions and services were halted in March of 2020. Student outcome data from the 2019-20 year was unavailable due to waived standardized testing and a significant shift in instructional programming. As we prepared the 2021-22 through 2023-24 LCAP we utilized the KSD Strategic Plan adopted in February of 2020 and learnings from the 2020-21 school year to guide our goal development and the actions and services necessary to best support our school community.

The KSD LCAP has four clear and focused goals: student academic engagement and achievement, staff retainment and support, fiscal solvency and community inclusion. These four key areas directly align to how we intend to support our students, staff and parents/guardians into the new year and beyond. Through our intentional focus of professional growth and progress monitoring, supporting and engaging staff while maintaining fiscal solvency and conducive work environment, we will cultivate an inclusive and engaged school community.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	17,039,320.00	17,006,748.00
LCFF	17,027,321.00	16,994,749.00
Title II	11,999.00	11,999.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	17,039,320.00	17,006,748.00
1000-1999: Certificated Personnel Salaries	9,125,065.00	9,125,065.00
2000-2999: Classified Personnel Salaries	2,260,915.00	2,260,915.00
3000-3999: Employee Benefits	4,844,891.00	4,844,891.00
4000-4999: Books And Supplies	639,976.00	665,476.00
5000-5999: Services And Other Operating Expenditures	168,473.00	110,401.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	17,039,320.00	17,006,748.00
1000-1999: Certificated Personnel Salaries	LCFF	9,125,065.00	9,125,065.00
2000-2999: Classified Personnel Salaries	LCFF	2,260,915.00	2,260,915.00
3000-3999: Employee Benefits	LCFF	4,844,891.00	4,844,891.00
4000-4999: Books And Supplies	LCFF	639,976.00	665,476.00
5000-5999: Services And Other Operating Expenditures	LCFF	156,474.00	98,402.00
5000-5999: Services And Other Operating Expenditures	Title II	11,999.00	11,999.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	790,374.00	732,302.00
Goal 2	16,073,891.00	16,073,891.00
Goal 3	127,055.00	127,055.00
Goal 4	45,000.00	71,336.00
Goal 5	3,000.00	2,164.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$725,000.00	\$727,541.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$725,000.00	\$727,541.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$425,000.00	\$427,541.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$425,000.00	\$427,541.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,000.00	\$300,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$300,000.00	\$300,000.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kentfield Elementary School District	Raquel Rose Superintendent	rrose@kentfieldschools.org (415) 458-5130

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Kentfield School District is:

The Kentfield School District provides a rich, high-quality education in a learning environment that is physically and emotionally safe for all students and teachers. Social emotional learning and character development are valued alongside academics.

We strive to inspire students to pursue their passions through teaching practices that are student-centered, inquiry based, and provide a culture of innovation where students can discover and pursue their passions.

Our campuses are welcoming, inclusive, well-maintained and conducive to optimal student learning.

KSD's Core Beliefs:

Our diversity is an asset and a promise.

Our culture of bold thinking inspires teachers and students.

Community connections are vital.

The Kentfield Elementary School District is located in Kentfield, California and operates two schools - Bacich Elementary School, Grades K-4, and Kent Middle School, Grades 5-8. The total 2020-21 District enrollment is 1120 with 12.3% students in special education, 6.07% students English Learners, 13.9% students socioeconomically disadvantaged and 1.25% as homeless.

Anthony G. Bacich Elementary School is located in Kentfield and serves students in grades kindergarten through grade four (4) following a traditional calendar.

Social Justice elements are integrated age-appropriately into every classroom as well as throughout our school culture. Students begin by exploring and valuing their own individuality--self love--as well as learning about and accepting the diversity among them--respect for others. Then, we guide them through the elements of awareness raising and social action through art and community connections. While we stress academic success, we also believe in fostering the values found in our Six Pillars of Character: Responsibility, Caring, Respect, Citizenship, Trustworthiness and Fairness. These values are critical in helping our young children develop the well rounded skills necessary to maximize their potential as model members of our society. Our teachers are passionate about providing a learning environment in which our students are challenged and thrive. The teachers' grade level collaboration is unparalleled and produces inventive, robust and engaging instruction. We appreciate the partnerships we have with our Kentfield families to educate our children. Working in partnership with our parents, we provide a supportive and safe environment where our young students can take risks, develop a strong foundation of skills and experience a genuine love of learning. In addition to the core subject areas, we offer our students the opportunity to explore their interests and passions through service learning, outdoor experiences, art, music, and technology/maker education. Our website is a link to our vibrant school community. I extend a warm invitation to you to learn more about us and to get involved if you are currently a parent in our school.

Adaline E. Kent Middle School is located in Kentfield and serves students in grades five (5) through eight (8) following a traditional calendar.

Kent Middle School (Kent) is a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth, and social responsibility. Kent Middle School provides a high quality education that empowers every student to reach high, work hard, and be kind. Highlights of the campus include our extensive solar powered generation facilities, a fully stocked wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a full library, a state-of-the-art computer lab, our new music classroom, and two gymnasiums.

Kent Middle School focuses on educating the whole child, balancing academic rigor with social and emotional wellness. In 2019/20 we established grade level through lines to help students develop essential life skills, and a mindset for learning and growth (5th grade - Independence, 6th grade - Impact, 7th grade - Perseverance, 8th grade - Legacy). We also strive to pique student interest and curiosity, creating independently driven learners. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. With the first bell, students are greeted at the door by their teachers. The Falcon News Webcast, a daily news show produced by students, makes timely announcements and highlights the many extra-curricular activities available. Often the Falcon News features short films produced and directed by students. Kent Middle School staff are committed and exceptional educators who work collaboratively to create inquiry-based learning activities and specific student intervention strategies. Our English Language Arts and Math teachers design and implement rigorous, challenging, and differentiated common core aligned instruction designed to meet the diverse needs of all learners. Our Science department implemented the Next Generation Science Standards (NGSS) for which we earned the California Gold Ribbon Award in 2014. Social and emotional development is also a focus and a strength at Kent. Our character program received a California Distinguished School designation in 2012, and our school continues a robust advisory program where students have common experiences around social and emotional learning and shared problem solving utilizing common lessons and common language across the school. All of these elements, and more, combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth are nurtured daily.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Kentfield School District latest performance levels in CAASPP academic areas of the State Indicators showed varied overall results.

ELA - 75.36% of 3rd - 8th grade met or exceed standards (Green)

Math - 72.19% of 3rd - 8th grade students met or exceed standards (Blue)

English Learner Progress showed high progress of English Language proficiency at a rate of 56.9% proficient

In review of student groups we noted our Students with Disabilities increased performance levels in ELA and Math and our students identified as socioeconomically disadvantaged increased in performance levels in Mathematics.

Conditions and Climate Indicators were maintained and or had minimal increases.

Chronic Absenteeism - Yellow

Suspensions - Green

Standards were met for all Local Indicators

Basics: teachers, instructional materials, facilities

Parent and family engagement - full and initial implementation

Local climate survey - administered Spring 2018

Access to a broad course of study

There were many areas of growth and success in our implementation of the 2019/20 LCAP, as well as areas that need additional attention. Our district-wide participation in Beyond Diversity provided common language to begin to discuss systemic racism in our society and schools, and led to many productive discussions about our roles in leading systemic change and adjusting practices to lead to improved learning outcomes and a sense of belonging at school for all. We successfully adopted a new mathematics curriculum and history/social science curriculum, both of which have close alignment to the Common Core standards, and improved instructional approaches over previous curricular resources. Our ELA teachers committed to full implementation of the Units of Study in Reading and Writing, a transformative commitment to student-centered and individualized teaching in literacy. Students in intervention classes made incremental progress, and our intention is to overhaul our approach to intervention going forward, with a commitment to further improve student outcomes for students in these classes, and establish more clear entrance and exit criteria going forward.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP Data reflected student groups' performance levels varied in ELA and Mathematics.

ELA Data indicates 1 Student group increased meeting standards, 3 student groups maintained meeting standards and 4 student groups declined meeting standards

Math Data indicates 2 Student group increased meeting standards, 3 student groups maintained meeting standards and 2 student groups declined meeting standards

This information allowed us to further reflect on how we can use formative data throughout the school year to address student progress in real time and adjust instruction to support students in addressing their needs regularly and intentionally. Our data demonstrates a need to focus on offering intentional interventions that support student growth and opportunities for staff to collaborate around instructional practices, student data and core instruction. Through the use of data and establishing a more clear entrance and exit criteria we will be able to address needs immediately. We also engaged in discussions related to overidentification of English Language Learners in special education and are working through key steps to address tiered interventions for students with a targeted needs. We continue to prioritize the academic needs of our students, but also recognize the need to support the social emotional well-being of students so that they are fully prepared to access their academic course of study.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In order to have impact and offer sustainable change, we must focus on key priorities. The KSD LCAP has four clear and focused goals: student academic engagement and achievement, staff retainment and support, fiscal solvency and a community of inclusion.

Due to the disruption of COVID and access to current data we have pivoted as a system and welcome the use of formative data to help guide our instruction and offerings to students. We recognize the importance of accelerating learning for our students as we move into the new year and want to offer program enhancement that will support our students in having the essential skills and knowledge to access their learning as they progress within our school district.

Through designing an infrastructure that offers a systematic approach to Multi-Tiered System of Support with a focus on exemplary Tier I teaching, targeted Tier II interventions and intensive Tier III support we are confident we will see our students maximize their potential. We also recognize that we must go beyond the classroom by engaging our families to play an active role in student learning. We are investing in a liaison to help bridge the school to home connection while also looking at ways we can bring together other parent groups so they may support and work together with our school staff.

Having intentional listening sessions/surveys to hear real time feedback from staff and parents, designating intervention classes with certificated and classified personnel to address learning gaps, ongoing connected professional development to support classroom teaching, ample administrative structure to address daily site operations, rich counseling staff to offer expertise in social emotional connections and

readiness for learning and a broad offering of instructional approaches that engage, inspire and motivate learning through agency and voice are all factors that will support the KSD in further offering our students and community an exemplary educational experience and program.

Key actions include: targeted professional development and district wide alignment, increased certificated and classified intervention offerings, adjusted administrative infrastructure, K-8 family support liaison, K-8 counseling services to support access to educational programs and systematic assessment to monitor progress and growth of student performance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

KSD engaged various stakeholder groups throughout the LCAP development process. Below are dates of meetings and listening sessions. Concurrent with the sessions staff developed the goals based on feedback received and discussed information with the LCAP - Strategic Plan Advisory groups to help refine goals, actions and services. This is a living document that will continue to be updated and adjusted as we implement actions and services aligned to our board and focused goals.

Board Meeting Updates - Jan. 12, Feb. 9, Mar. 9, Apr. 13, May 11, May 25

LCAP Advisory - Jan. 20, Feb. 10, Mar. 22, Apr. 21, May 12

KSD Admin Staff - Jan 14, 28, Feb. 11, Mar 4, 18 Apr. 22, 29, May 6

KSPTA - Jan. 25

DELAC - Feb. 2

Student Engagement - April 23 and May 6

KSD Staff - April 28

Certificated Staff - KTA - March 3 and March 11

Classified Staff - KESPA- March 29

Special Education - Parent Partners - Feb. 23

Special Education Local Plan Area (SELPA) - March 24, 2021

Parent Session - Families of Free and Reduced Lunch - English Learners - May 6

Bacich Site Council - March 22

Kent Site Council - Feb. 2

A summary of the feedback provided by specific stakeholder groups.

Areas of Growth:

Differentiation to address all learners

Systematic Targeted Intervention supports - Reading, EL, Math - before, during or after school

Racial bias and equity training and materials for staff and school community

Overall community reconnection and a sense of being cared for

SEL - Mental health/wellness

Family engagement and education - additional support for underrepresented groups

Communication - Public Relations

Diversify staff to reflect student population

Areas of Strength:

Highly qualified staff
Engaged community
Enrichments Offerings - Musc, Art, Maker, STEM/STEAM
Readers Workshop
Facilities and facilities team

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on the stakeholder feedback we attempted to offer actions that could be operationalized to help create a setting where maximum potential of all constituents is achieved. The broad goals offer an overarching vision -- while the focus goals are more measurable and time bound to support accountability for our actions and services.

The feedback provided for the LCAP was categorized in key areas that make up our broad goals. There is an interest in intentionally focusing on all learners, attracting and retaining a diversified workforce, maintaining fiscal solvency and quality facilities and cultivating a safe and inclusive school community.

The focus on all learners includes but is not limited to differentiation - meet students where they are and enhance their learning, accelerate learning for students below grade level, inspire and motivate creativity and curiosity through varied instructional approaches and ensure a culturally relevant curriculum and pedagogy. We will monitor student progress through formative metrics incrementally throughout the school year in a targeted progress monitoring format. Through the use of Measure of Academic Progress (MAP) Growth tool we will be able to monitor student performance using a standardized tool triannually. Student data will inform instruction as well as help devise enhancement and acceleration plans for student learning in their core areas of need.

The focus on attracting and retaining a diversified workforce provides our students and community the opportunity to see themselves reflected in our school staff and may provide an increased level of connectivity. Through leaning into conversations to understand multiple perspectives we may be able to better support and work cohesively towards our common goals.

The focus on maintaining fiscal solvency and quality facilities allows us to maintain district fiscal management and to offer facilities that provide for a safe and comfortable work space so employees and the public are proud of their schools and learning space.

The focus of cultivating a safe and inclusive school community provides a recognition of ensuring all our stakeholders - students, staff, parents/guardians - feel safe and able to offer perspective and views of how our system is impacting the social emotional and academic progress of our student population. By feeling safe and part of the school community students, staff and parents/guardians will feel more connected and heard within the school system.

Goals and Actions

Goal

Goal #	Description
1	<p>Broad Goal Engage, support and challenge all students with an intention to eliminate the opportunity gap.</p> <p>Focus Goal 1a. Annually all student groups will demonstrate a year's progress in core essential standards, English Language Arts and Mathematics each year as measured by standardized assessment measures such as MAP, CAASPP or other identified research based tools. 1b. All student groups will meet standards by 2023-24 as measured by standardized assessment measures such as MAP, CAASPP or other identified research based tools. 1c. Monitor participation rates of primary grade - early intervention support for general education students to address academic and social/emotional/behavioral needs.</p>

An explanation of why the LEA has developed this goal.

Goal was developed to intentionally focus on all students and monitor progress of one year's growth in one year's time, data will be used to inform a cycle of inquiry and continuous improvement to support student progression. Through this intentional focus we will be able to review student group data and examine efficacy of enhancement and interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP - Triannual administration	TBD				100% meet standard or above.
CAASPP - Annual administration	2019 Results Meet or exceed standards All ELA 75% - Math - 72% SED ELA 41% - Math - 40%				10% growth at minimum annually for each student group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD ELA 31% - Math 24% EL ELA - 9% - Math 20% Hispanic/Latino - ELA - 46% - Math - 43%				
ELPAC - Annual administration	2018-19 Overall - 56.9% High Well Developed (4) - 24% Moderately Developed (3) - 44% Somewhat Developed (2) - 28% Minimally Developed (1) - 4%				Very High (65%+ progress as measured by the California Dashboard
Reclassification rate	2020-21 6.61%				TBD
Participation rate of intervention - acceleration services	TBD				TBD
Master Schedule - Course Offerings - Broad Course of Study	Elementary: art, music, and physical education are supported by a specialist teacher Middle: students have a broad course of				Maintain elementary course offerings Maintain middle school broad course of study with at least one elective choice per student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	study that includes electives (music, art, technology, leadership, world languages, executive functioning/organization) and pathways for math advancement				
Participation rate in course offerings - broad course of study	TBD				100% Participation Rate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for students. (1a, 1b)	<p>Professional Development and Learning Materials</p> <p>Offer a range of learning opportunities and materials/supplies to enhance teaching and learning areas include, but are not limited to:</p> <ul style="list-style-type: none"> Differentiated Instruction Integrated and Designated ELD Instruction Progress Monitoring with Formative Assessment (MAP) Identified Intervention Programs - Reading, Writing and Math Culturally Relevant Pedagogy <p>Collaborative Alignment</p> <p>Provide up to 3 release days a year for grade level articulation meetings and use grade level meetings and staff meetings as opportunities for collaboration. Targeted collaboration time between grade levels and content areas supports district wide grade level alignment across curriculum and instructional strategies. Goal to identify and make visible grade level essential standards and learning targets</p>	\$398,788.00	No

Action #	Title	Description	Total Funds	Contributing
2	Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking. (1a, 1b)	<p>Course Offering Maintain and leverage the KSD broad instructional options with core academics to increase meaning and connectivity - Library/Media, Music, Performing and Visual Art, Maker/Design, Wood Working, STEM/STEAM, Life Skills, Poetry, Book Club, Coding, Service Learning/Innovation, Start Up, Film-Screenwriting, Public Speaking - Ted Talks, etc.</p> <p>Instructional Approach Through differentiation and culturally relevant pedagogy ensure students are met at their learning level and challenged to stay engaged and inspired while using a student centered approach to increase learning motivation, executive functioning and exploration of student interest.</p>	\$870,951.00	No
3	Based on local summative and formative data offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c)	<p>Targeted instructional support provided before,during or after-school - using targeted funds to offer intervention/acceleration support in Reading and Math with certificated and classified support staff</p> <p>Interventions Implemented will include, but are not limited to EL Achieve, LLI, Sonday, Lexia Core 5, Eureka Math, Big Ideas Math program, Aleks, etc.</p> <p>Use MAP and other formative assessments to progress monitor student intervention/acceleration outcomes in six (6) to eight (8) week increments</p> <p>Maintain and/or increase designated and integrated EL support through direct and indirect services for EL students with certificated and classified support staff. Targeted sections of Language</p>	\$248,607.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Development courses at the Middle School and self-contained small group language development instruction at the Elementary School</p> <p>Offer model teaching or classroom observations to demonstrate integrated ELD strategies in core classrooms.</p>		
4	Monitor unduplicated pupil assessment data and determine appropriate supplemental support for academic program and access to core standards.	<p>Targeted instructional support provided before, during or after-school - using targeted funds to offer intervention/acceleration support in Reading and Math with certificated and classified support staff - up to .3 FTE of Intervention staff at the Elementary site.</p> <p>Interventions Implemented will include, but are not limited to EL Achieve, LLI, Sonday, Lexia Core 5, Eureka Math, Big Ideas Math program, Aleks, etc.</p> <p>Use MAP and other formative assessments to progress monitor student intervention/acceleration outcomes in six (6) to eight (8) week increments</p> <p>The EL Coordinator (1.0 FTE) will support maintaining and/or increaseing designated and integrated EL support through direct and indirect services for EL students with certificated and classified support staff.</p> <p>Targeted sections of Language Development courses at the Middle School and self-contained small group language development instruction at the Elementary School, up to .4 FTE</p>	\$349,694.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Broad Goal Attract, retain and develop excellent and inspiring diverse teachers and staff who hold high expectations for all our students and are committed to lifelong learning.</p> <p>Focus Goal 2a. Ensure 100% of all open positions are filled with highly qualified staff. 2b. Recruit staff that reflect the racial demographics of our community with proportional alignment by August 2023. 2c. Maintain a 95% staff retention rate for continuity of learning and school culture. 2d. Offer quarterly opportunities for staff to provide feedback related to job assignment, school culture and work environment.</p>

An explanation of why the LEA has developed this goal.

Goal was developed to intentionally focus on supporting and offering an inspiring and diversified work space for staff and students with a goal to increase engagement and connectedness with school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Position Control - Open Positions	Spring 2021 .8 Spanish .8 Art 1.0 MS Science 1.0 Attendance Secre				100% positions filled by highly qualified staff.
Staff Demographics	Certificated Asian 1% Af. Am. - 1% Hispanic - 7%				Create parity between community and staff demographic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - 90% Classified Asian 8% Af. Am. - 5% Hispanic - 18% White - 70% Admin Hispanic - 20% White - 80% Community Demographics Asian 5% Af. Am. - 1% Hispanic - 15% 2 or More Race - 13% White - 66%				
Rate of Masters/National Board Certification for Certificated Employees	Total Certificated - MA - 50 National Board Certification - 1 Doctorate - 1				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attract, retain, develop and inspire an effective and innovative staff. (2a, 2b, 2c, 2d)	Work with diverse community agencies and Institutions for Higher Education (IHE) to promote a diverse applicant pool in order to diversify the workforce and develop a targeted pipeline of educators. Create KSD recruitment strategy, including but not limited to: campaign video and pamphlet to highlight why candidates would want to work with the KSD community	\$49,171.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Invest in staff - through promoting their learning and growth as opportunities avail themselves, honor increased certifications such as National Board Certification, Masters degrees and/or Doctorates.</p> <p>Set up a system for quarterly listening or feedback sessions for staff during the school year related to job assignment, school culture and work environment.</p> <p>Institute an exit interview/feedback opportunity for staff within 30 days of their official separation from the KSD.</p>		
2	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (2d)	<p>Offer/support unique courses, clubs and experiences based on staff expertise to provide inspiration and exposure to students.</p> <p>Leverage virtual options for staff to effectively and efficiently communicate with students, colleagues, parents/guardians and community</p> <p>Ensure compensation package is competitive with like districts.</p>		No
3	Refine current evaluation tool for all staff to support growth and development. (2a, 2c, 2d)	<p>Establish an internal staff committee to review and refine the certificated and classified evaluation tool.</p> <p>Research option to hire an outside consultant to facilitate and support the development of a growth based evaluation tool for all staff.</p>		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Broad Goal Maintain a balanced budget with ample staffing, sufficient materials and supplies and well-maintained facilities to optimize teaching and learning for our school community</p> <p>Focus Goal 3a. Produce a multi-year budget that has a minimum reserve level of 10% or higher by 2023-24 3b. Expend 100% of general and restricted funds in alignment with identified purpose (annually). 3c. Expend 100% of restricted facility funds within the required timeline (annually).</p>

An explanation of why the LEA has developed this goal.

Goal was developed to intentionally focus on increasing the budget reserve, aligning resources to district priorities and expending bond funds in alignment with community interest.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Budget	Reserve Level for Multi - Year Projections Y1 - 1,518,827 Y2 - 1,812,862 Y3 - 2,378,471				10% + Reserve Level
Interim Budget Reports	Reserve Level Dec. 2020 - 6.01% March 2021 - 6.09%				10% + Reserve Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AB 1200 Review	Positive Budget Certification				Positive Budget Certification
Annual COC Report	Ending Fund Balance				Expend 100% of Bond funds
Local Donations	KIK Annual Fund - \$1M KSPTA Funds - \$36,790				TBD
Quarterly Williams Report	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good - Excellent				Maintain no Williams Complaints Maintain FIT Rating of Good - Excellent

Actions

Action #	Title	Description	Total Funds	Contributing
1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (3ab, 3b, 3c)	Strategically align resources to meet their intention: General Fund - class size and offerings, integrated supports and supervision and administration (certificated and classified staff) and materials and supplies for optimal classroom instruction. Allocate supplemental and concentration funds to increase and improve services for identified student groups - English Learners, Homeless, and Socio-Economically Disadvantaged (2.69%)	\$18,554,756.00	No

Action #	Title	Description	Total Funds	Contributing
		Restricted Federal and State funds to support In-Person Learning (IPI) and Expanded Learning Opportunities (ELO)		
2	Evaluate current financial landscape (3a, 3b)	Establish a facilitated Financial Advisory sub group to review current finances and evaluate where levers can be adjusted to address reserve level and work with identified assumptions Outline a multi-year financial plan to address potential revenue shortfalls (parcel tax - KIK Foundation - local taxes) and increased liabilities (PERS and STRS) Explore ways to generate revenue by renting facilities to outside vendors. This would increase revenue and offer enhanced after-school options for students.		No
3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (3c)	Prioritize facility projects to offer safe and quality learning environments that support teaching and learning for the school community. Current projects include, but are not limited to: Air Conditioning - HVAC Upgrade, Facility Outdoor Cameras, Play Structure, etc.	\$2,600,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	<p>Broad Goal</p> <p>Provide a safe and inclusive education environment that leverages community partnerships and supports alignment of core beliefs of diversity as an asset and a promise, cultivate a culture of bold thinking to inspire teachers and students and recognize community connections are vital.</p> <p>Focus Goal</p> <p>4a. Define K-8 Learner profile to guide reinforcement of KSD Core Beliefs</p> <p>4b. Increase parent/guardian and staff collaborative engagement in school sponsored events and feedback - with intentional focus on underrepresented communities.</p> <p>4c. Address behavioral and discipline infractions through restorative intervention practices</p>

An explanation of why the LEA has developed this goal.

Goal was developed to intentionally focus on making visible the KSD's core beliefs and increasing parent/community engagement in supporting school efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Climate Survey Results completed by Students, Parents and Staff	TBD				TBD
Student Chronic Absenteeism Rate	2020-21 1% Chronically Absent 2019-20 8% Chronically Absent				Decrease chronic absenteeism to .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Guardian Participation Rates	Participation in KIK - 356 Donors KSPTA - 103 Family Members 68 Individual Members 37 Teacher Membership Total - 494 Members ELAC/DELAC - 45 potential families Survey Response Rate TBD				Increase participation rate by 10% of population annually
Discipline - Suspension Rates	0.27%				Decrease rate by .05%
Discipline - Expulsion Rates	0%				Maintain 0%
Dropout Rate	0%				Maintain 0%
Average Daily Attendance Rates	TBD				TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Foster a culture of inclusivity within the Kentfield School District community by acting and communicating as one school, two campuses. (4a, 4b)	Evaluate the district and site websites from the viewer/user perspective Streamline communication to mitigate confusion and offer clarity of student information for parents/guardians - Google Classroom, ParentSquare, etc.	\$641,743.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Increase family engagement opportunities for gathering and connecting, as permissible -- identify multiple events a year that are inclusive of the entire community</p> <p>Examine how KSD staff and community can continue to emphasize a sense of belonging and acceptance for students and parents/guardians, offer special events for identified grade levels increase sense of belonging at school</p> <p>Celebrate student successes in a public and honorable manner - highlighting diverse areas of specialty - Examples Reclassification Ceremony, Bacich Bear Cards, etc.</p> <p>Hire 15 hours a week Community - Family Liaison to help increasing home school connection related to student academic and social emotional progress</p>		
2	Create a continuum of Kentfield School District learners that nurtures the social development and emotional health of students while highlighting core beliefs and expanding depth between grade levels. (4a, 4c)	<p>Employ restorative justice approaches district wide while supporting staff connection with students to cultivate a culture of learning and growth</p> <p>Identify and make visible K-8 KSD learner profile in alignment with grade level learning targets and IEP or language goals.</p> <p>Provide counseling support at both school sites to offer expertise around social development and emotional well-being. Areas of interest include but not limited to Social Anxiety, Peer Groups - Friendships, mindfulness, self-regulation, speaker series, clubs, etc.</p>	\$453,943.00	No
3	Build and promote cultural competence and diverse	Use culturally relevant curriculum and instructional pedagogy to promote and celebrate diversity - texts may be in alternate languages		No

Action #	Title	Description	Total Funds	Contributing
	perspectives within the school community. (4a, 4b)	<p>Hire outside consultants to facilitate school and community culture sessions to hear perspective and insight as to how to promote a supportive working environment and cultivate relational collaboration while working towards a common goal.</p> <p>Establish, support and Implement Social Justice - Equity & Inclusion Committees - site & district level to support Social Justice curriculum, Ethnic Studies, H/SS Civic Learning embedded throughout the school year with culturally relevant pedagogy</p>		
4	Collaborate with business, community partners and district/site committees to identify ways we can work together to support our learning goals. (4a, 4b)	<p>Offer Service Learning Projects/Activities to connect learning and community service objectives attempt to integrate Communities through Service Learning projects such as the Mosaic Project (Reed, SRCS, etc.)</p> <p>Partner with community college/local universities and community based agencies to recruit students to mentor, tutor and/or connect with identified families.</p> <p>Outreach to local business and community members to determine how we might collaborate as a community for student learning and building community responsibility.</p> <p>Use site and/or district committees to help operationalize goals and build community connection.</p>		No
5	Provide targeted support for unduplicated pupils to increase parent engagement and connection while	Hire 15 hours a week Community - Family Liaison to help increasing home school connection related to student academic and social emotional progress	\$113,774.00	Yes

Action #	Title	Description	Total Funds	Contributing
	ensuring basic needs are met.	<p>Offer food services for students identified as economically disadvantaged - services may be offered as a healthy snack and/or lunch programs.</p> <p>Provide general school supplies to support student access to educational programming.</p>		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.69%%	\$263,614

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

EL Teacher/Coordinator and Certificated Intervention staff: These funds will be specifically dedicated and principally directed toward students who are learning English, students who are economically disadvantaged, and students who are homeless. CAASPP and local assessment data has demonstrated an achievement gap between these student groups and all students. Due to this gap a more intensive intervention is warranted. The certificated staff will increase and improve services through direct and indirect services for student groups. The staff will offer support to certificated and classified staff through professional learning/coaching, instructional modeling or small group instruction.

These services are directed towards meeting the District's goals in closing the achievement gap for unduplicated students. The programs provided are evidence based services through research studies and instructional strategy experts. EL, homeless and socioeconomically disadvantaged students benefit from tier II, small-group interventions including the use of evidence-based direct instruction in reading and language arts that explicitly targets skills such as phonological/phonemic awareness, letter-sound recognition, alphabetic decoding, fluency building listening and speaking and comprehension skills as well as math intervention supporting number sense, problem solving, math operations and measurement and data.

The programs and services will be provided to increase and improve services to unduplicated pupils in the 2021-22 school year as follows:
1) All students will be assessed three times using the MAP growth assessment in reading/language arts and math. These assessments will be disaggregated by ELL, SED and Homeless populations. Specific services will be given to students who are not meeting grade level standards. These services will be monitored by a multidisciplinary team made up of site administration, instructional staff and pupil personnel staff.

2) Students who are not meeting academic standards will receive Tier I interventions in classrooms and/or Tier II - Tier III interventions before, during or after school with a certificated specialist. The frequency and duration of support services will be individually determined based on student need.

3) Students who are not proficient in English will receive SDAIE and ELD instruction in an integrated and designated modality. The ELL Teacher/Coordinator will provide language intervention for students and coaching/professional development for staff. Student progress will be monitored through regular data analysis.

Goal 1 - Action 4

English Language Development (ELD) Sections, Middle School (2): Offer designated sections of Language Development courses at the Middle School. These funds will be specifically dedicated and principally directed toward students who are learning English. CAASPP and local assessment data has demonstrated an achievement gap between these student groups and overall students. Due to this gap a more intensive intervention is warranted. In 2021-22 we will expand middle school ELD support classes from one to two to provide increased targeted English Language development support for our English Learners.

The programs and services will be provided to increase and improve services to unduplicated pupils in the 2021-22 school year as follows:

1) All students will be assessed three times using the MAP growth assessment in reading/language arts and math. These assessments will be disaggregated by ELL, SED and Homeless populations. Specific services will be given to students who are not meeting grade level standards. These services will be monitored by a multidisciplinary team made up of site administration, instructional staff and pupil personnel staff.

2) Students who are not meeting academic standards will receive Tier I interventions in classrooms and/or Tier II - Tier III interventions before, during or after school with a certificated specialist. The frequency and duration of support services will be individually determined based on student need.

3) Students may move between ELD courses based on their academic performance and growth. As students progress the opportunity to transition to any mainstream courses may avail itself in an effort to keep students engaged and connected to varied learning opportunities on site.

Goal 1 - Action 4

Bilingual Community - Family Liaison: These funds will be specifically dedicated and principally directed toward students who are learning English, students who are economically disadvantaged and students who are homeless. Having a dedicated bilingual staff member dedicated to support home school connection, bridge services and a sense of belonging at the school site is imperative to cultivate an inclusive and supportive learning environment. A bilingual community - family liaison will institutionalize outreach opportunities and services for families especially those that are English Learners, Socioeconomically Disadvantaged and/or Homeless.

Families come in many shapes and sizes with multiple perspectives, expectations, and communication styles. Schools need to provide education to staff and families that encourages understanding and celebration of diverse family forms, cultures, ethnicities, linguistic backgrounds, and socio-economic status. Seeing diversity as a strength that provides multiple perspectives and information about a child becomes valued. When schools and families make the effort to understand and educate each other, they often find more similarities than differences. Collaboration is based on the assumption that families, children, and educators are doing the best they can; efforts are made to understand others' behavior and intentions rather than judge them as right or wrong. (2005 National Association of School Psychologists)

The programs and services will be provided to increase and improve services to unduplicated pupils in the 2021-22 school year as follows:

- 1) Provide translation services for meetings and events as needed as well as be onsite for students as needed.
- 2) Connect families to necessary services so they may understand how to support their child in the school setting and have their basic needs met.
- 3) Participate in parent-teacher conferences as needed to help bridge the school and home connection.
- 4) Participate in the daily milieu of staff among students to build connection to student community

Goal 4 - Action 5

Basic Needs - Food Services and School Supplies: These funds will be specifically dedicated and principally directed toward students who are learning English, students who are economically disadvantaged and students who are homeless. Ensuring our students are adequately fed and offered a nutritious meal is highly important for them to be able to access their education and be present. School lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health. (Food Research and Action Center) The KSD is also supporting each child with adequate school supplies to be fully prepared to access their daily academic program in grade K-8.

The programs and services will be provided to increase and improve services to unduplicated pupils in the 2021-22 school year as follows:

- 1) Students will receive daily meals and morning snacks, if needed, to ensure they have the adequate nutrition to access their education.
- 2) Student will receive school supplies for the 2021-22 school year.

Goal 4 - Action 5

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The unduplicated pupil count that drives the supplemental/concentration services is based on 2.69% of our total student population. Currently, the district employs 1.83 FTE for direct intervention, next year, we will increase certificated support to 3.5 FTE.

We will increase reading intervention from .4 FTE to .6 FTE, increase ELD sections at the middle school from .2FTE to .4FTE, and add 1.3 FTE Intervention for Math and/or Reading based on need across K-8 grades. We will also maintain 1.0 K-4 EL Teacher/Coordinator as well as offering a school lunch and healthy snack program free of charge for all students identified as socioeconomically disadvantaged. Funds will also be spent on expanding learning and general services, case management/coordination services, and ELD/Intervention curriculum, and ELD professional development. These expenditures extend beyond the LCFF minimum proportionality requirements.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$12,004,187.50	\$2,020,046.00	\$9,797,100.00	\$460,093.50	\$24,281,427.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$17,833,855.00	\$6,447,572.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for students. (1a, 1b)	\$51,000.00	\$331,793.00		\$15,995.00	\$398,788.00
1	2	All	Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking. (1a, 1b)			\$870,951.00		\$870,951.00
1	3	All	Based on local summative and formative data offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c)	\$84,327.50	\$155,509.50		\$8,770.00	\$248,607.00
1	4	English Learners Foster Youth Low Income	Monitor unduplicated pupil assessment data and determine appropriate supplemental support for academic program and access to core standards.	\$159,250.00	\$183,740.00		\$6,704.00	\$349,694.00
2	1	All Students with Disabilities	Attract, retain, develop and inspire an effective and innovative staff. (2a, 2b, 2c, 2d)	\$25,176.00	\$11,997.50		\$11,997.50	\$49,171.00
2	2	All Students with Disabilities	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (2d)					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3		Refine current evaluation tool for all staff to support growth and development. (2a, 2c, 2d)					
3	1	All Students with Disabilities	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (3ab, 3b, 3c)	\$11,030,172.00	\$1,141,006.00	\$6,101,844.00	\$281,734.00	\$18,554,756.00
3	2	All Students with Disabilities	Evaluate current financial landscape (3a, 3b)					
3	3	All Students with Disabilities	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (3c)			\$2,600,000.00		\$2,600,000.00
4	1	All	Foster a culture of inclusivity within the Kentfield School District community by acting and communicating as one school, two campuses. (4a, 4b)	\$382,438.00	\$20,000.00	\$224,305.00	\$15,000.00	\$641,743.00
4	2	All	Create a continuum of Kentfield School District learners that nurtures the social development and emotional health of students while highlighting core beliefs and expanding depth between grade levels. (4a, 4c)	\$243,943.00	\$148,000.00		\$62,000.00	\$453,943.00
4	3	All Students with Disabilities	Build and promote cultural competence and diverse perspectives within the school community. (4a, 4b)					
4	4	All Students with Disabilities	Collaborate with business, community partners and district/site committees to identify ways we can work together to support our learning goals. (4a, 4b)					
4	5	English Learners Foster Youth Low Income	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met.	\$27,881.00	\$28,000.00		\$57,893.00	\$113,774.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$187,131.00	\$463,468.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$187,131.00	\$463,468.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Monitor unduplicated pupil assessment data and determine appropriate supplemental support for academic program and access to core standards.	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$159,250.00	\$349,694.00
4	5	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met.	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$27,881.00	\$113,774.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.