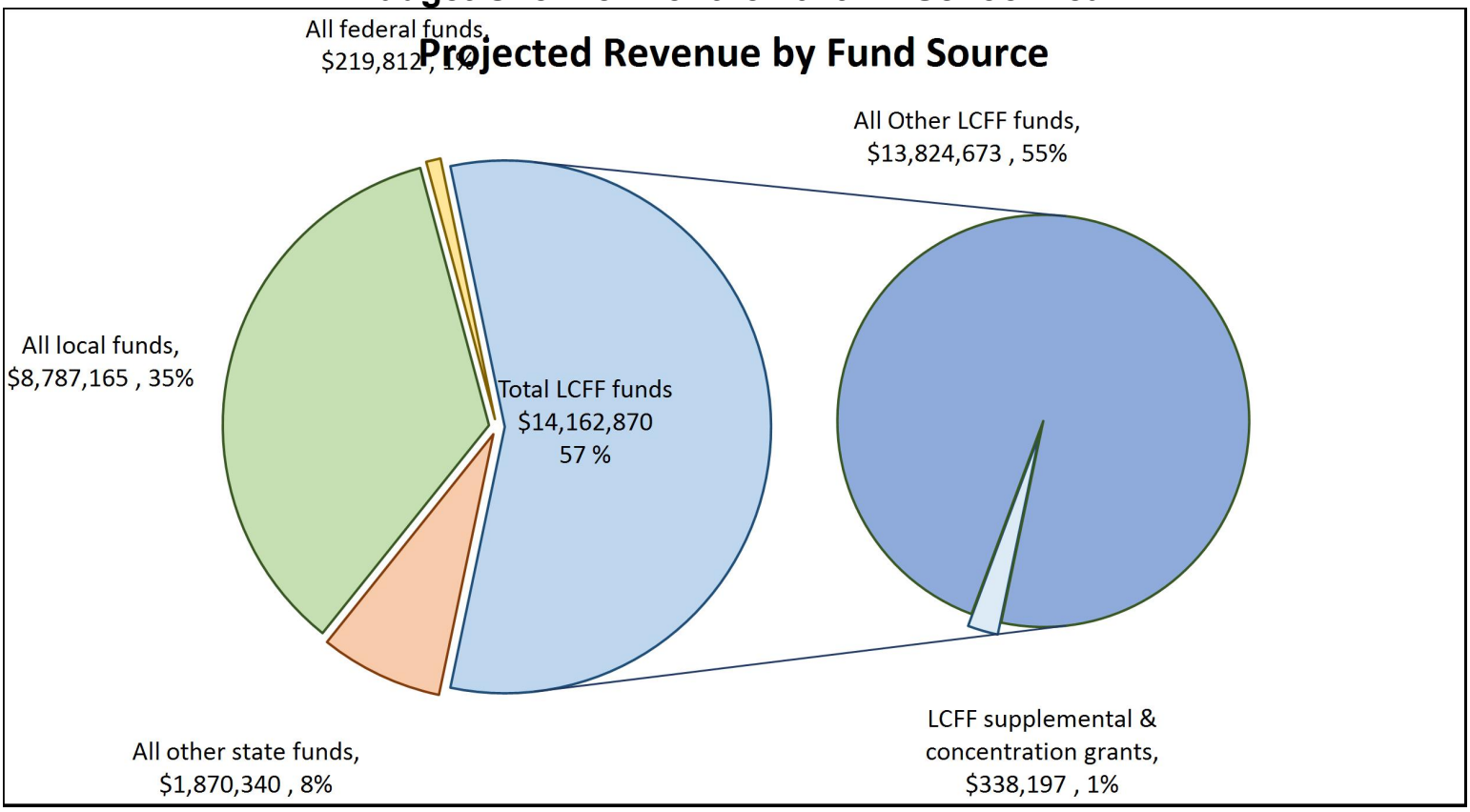
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kentfield Elementary School District
CDS Code: 21-65334
School Year: 2026-27
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 2026-27 School Year

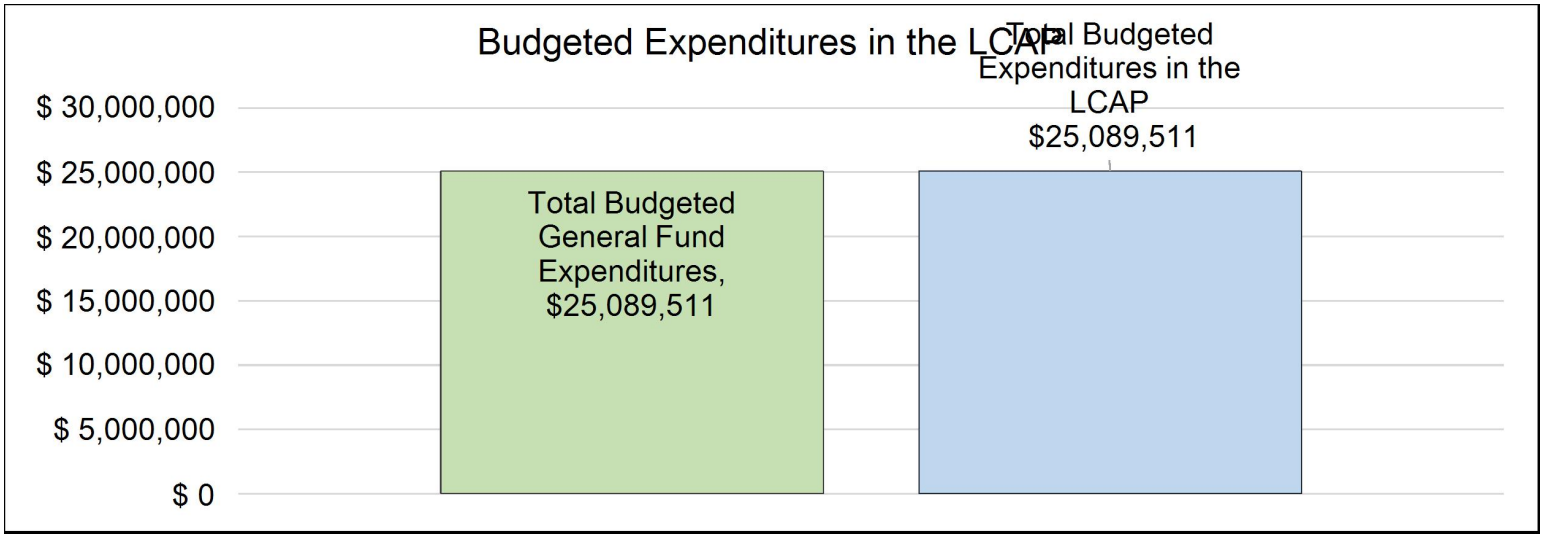


This chart shows the total general purpose revenue Kentfield Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kentfield Elementary School District is $25,040,187, of which $14162870 is Local Control Funding Formula (LCFF), $1870340 is other state funds, $8787165 is local funds, and $219812 is federal funds. Of the $14162870 in LCFF Funds, $338197 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kentfield Elementary School District plans to spend $25089511 for the 2026-27 school year. Of that amount, $25089511 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

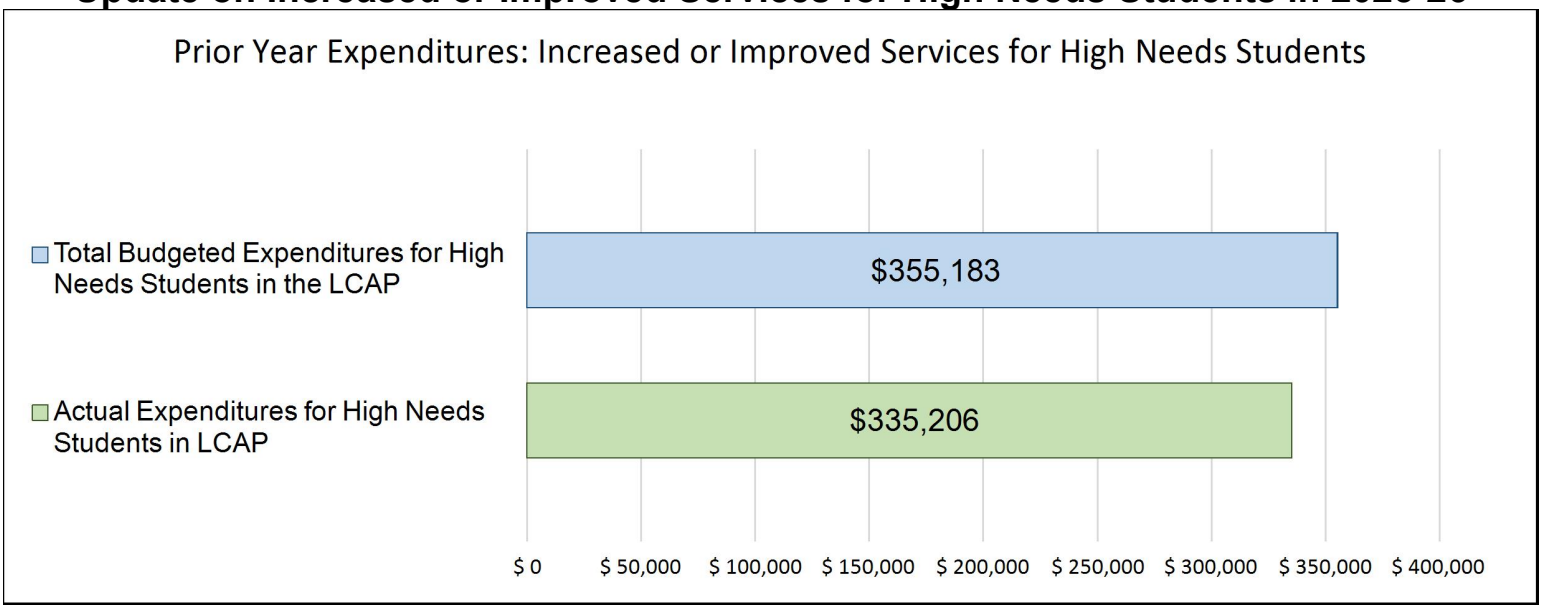
All General Fund Budget is included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Kentfield Elementary School District is projecting it will receive $338197 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 $758660 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Kentfield Elementary School District's LCAP budgeted $355183 for planned actions to increase or improve services for high needs students. Kentfield Elementary School District actually spent $335206 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 TK-4, and Kent Middle School, Grades 5-8. The total 2025-26 District enrollment is approximately 1000 with 15% of students receiving special education services, 5% students English Learners, 10% students socioeconomically disadvantaged and >1% as Homeless.

Anthony G.Bacich Elementary School is one of two schools in the Kentfield School District and serves students in Transitional Kindergarten through Fourth Grade. Bacich inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high

quality education that empowers every student to reach high, work hard, and be kind.

At Bacich, we believe it is essential to educate the whole child. Social emotional learning and character development are valued and taught alongside academics. We teach the six pillars of character found in our Character Counts Program: Responsibility, Caring, Respect, Citizenship, Trustworthiness and Fairness. Cultivating these characteristics is critical in helping our young students develop the well rounded skills necessary to maximize their potential as model members of our society. We also focus on social emotional learning during TEAM (Together Everyone Achieves More) lessons twice a week. Our school counselor provides guidance lessons to every classroom to teach and reinforce these critical social skills. Our age appropriate social justice curriculum further reinforces our efforts to create an inclusive school community where everyone belongs.

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 are motivated and excited to learn. Our dedicated and talented 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 innovative, robust and engaging instruction for our students. Teachers differentiate instruction to provide students with what they need to be successful and reach their full potential. For students requiring additional support, intervention programs are offered in both reading and mathematics. Additionally, targeted special education supports are provided by highly skilled and qualified education specialists.

Our facilities include a large community center which serves as a gathering place for school wide assemblies, family and community events and physical education classes. Our community center is integral to our goal of creating and maintaining strong family and community connections.

Adaline E. Kent Middle School serves 5th - 8th grade students in a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth, and social responsibility. The District's strategic plan motivates students, teachers, and community members to value diversity among all stakeholders, seek inspiring academic and creative pursuits, and to establish connection between each other, our learning, our community, and our world. Kent inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high quality education that empowers every student to reach high, work hard, and be kind. Highlights of the campus include a fully stocked wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a full library, our dedicated music building, and two gymnasiums.

Kent Middle School focuses on educating the whole child, balancing academic rigor with social and emotional wellness. We embrace 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. At the beginning of each day, students are greeted at the door by their teachers, and the Falcon News broadcast, 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 engaging, standards-aligned learning activities and student-specific intervention strategies. For students requiring additional support before and during school, intervention programs are offered in both reading and mathematics. Targeted special education supports are provided by highly skilled and highly qualified education specialists, for those students who qualify.

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 implements the Next Generation Science Standards (NGSS), innovative instruction which inspires and motivates our learners. Our History department focuses instruction around essential questions that help students connect their learning of history to inform their understanding of the present. Students' instructional day is enriched with electives including art, music, woodshop, makers, social action, journalism, poetry, film, and more. Our Physical Education department emphasizes collaboration, teamwork, and skill building through fun and challenging physical activity. Spanish is offered for all 7th and 8th graders, building a foundation for language learning in High School and beyond. Social and emotional development is also a focus and a strength at Kent. Our school implements 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: Annual Performance

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

In reviewing the KSD Dashboard Data some highlights we noticed include:
Our English Language Learners (ELL) made significant growth with their language proficiency.
Overall, our students are achieving at pre-COVID levels, yet our Hispanic students still perform lower than their Caucasian counterparts and Bi-racial peers.
We continue to notice that overall, our summative data is not at the same level of our neighboring school districts – we attribute that to ongoing examination of curriculum to best meet the needs of our learners.

Our attendance and discipline data are showing positive growth in that attendance rates are increasing and we are seeing fewer suspensions among our students.

The KSD has used the unexpended Learning Recovery Emergency Block Grant (LREBG) funds to support research based intervention services for our students who demonstrate need, ie, below grade level in core content areas - reading and math. Students are assessed with formative and summative tools to closely monitor and offer specialized services to ensure we meet students where they are at. The funds have been budgeted over multiple years to help sustain these level of services for students -- and to slowly wean back services as students make adequate progress. Any carryover funds will go towards these specialized targeted services for our students who need the most support.

Reflections: Technical Assistance

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

No technical assistance needed.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
KSD Community Engagement - staff, parents/caregivers, students, community members	Board Meeting – Feb. 10, May 26, June 12 KSD Advisory Council – Nov. 19, Feb. 4, Feb. 25, Apr. 22 KSD Admin Staff – Aug. 6, 27 Sept. 10, 24, Oct. 8, 22, Nov. 7,19, Dec. 3, 17, Jan. 14, Feb. 25, Mar. 11, 25, Apr. 15, 29, May 13, 27, June 10 DELAC – May 5 Student Engagement - Dec. 12, Jan. 30, Mar, 13, Mar, 30, YouthTruth Survey Mar-Apr 2026 KSD Staff YouthTruth Certificated Staff - KTA – Nov. 13, Feb. 12, Apr. 30, Classified Staff - KESPA- Nov. 5, Feb. 4, May 13 KSD Parent Partners – Apr. 15 Bacich and Kent Site Council – April 21 (Kent) | May 4 (Bacich) As quantitative and qualitative data was captured from the above engagements staff used the feedback to help craft and adjust the services and actions outlined in the LCAP.
Principals, Administrators, Board Members	Board Meeting – Feb. 10, May 26, Jun.12 KSD Advisory Council – Nov. 19, Feb. 4, Apr. 22 KSD Admin Staff – Aug. 7, 28 Sept. 11,25, Oct. 9,23, Nov. 6,20, Dec. 11, 18, Jan. 15, 29, Feb. 12, 26, Mar. 12, 26, Apr. 16, 30, May 14 DELAC – May 5
Local Bargaining Units - Certificaated (KTA) | Classified (KESPA)	KSD Staff YouthTruth Certificated Staff - KTA – Monthly meetings - Sept. 18, Oct. 16, Nov. 13, Dec. 11, Jan 15, Feb. 12, Mar. 2, Apr. 30, June 4 - and Informal engagement, times varied

Educational Partner(s)	Process for Engagement
	Classified Staff - KESPA- Monthly meetings - Sept. 3, Nov. 5, Dec. 4, Jan 14, Feb. 4, Mar. 4, Apr. 1, May 13 - Informal engagement, times varied
Students	YouthTruth Survey - Mar-Apr 2026 Dec. 12, Jan. 30. Ma. 13, Mar. 30
All Parents/Caregivers	YouthTruth Survey - Mar-Apr 2026 KSPTA - April 16 Site Council - April 21 (Kent), May 4 (Bacich) Bacich & Kent Principal Chats/Coffees - Monthly Sept. 2025 - May 2026
Parents/Caregivers | Support Providers for Students with Disabilities	YouthTruth Survey - Mar-Apr 2026 KSD Parent Partner Meetings (this is a parent/caregiver group with students with disabilities) - Apr. 15 SELPA Consultation - May 4
DELAC | ELAC	YouthTruth Survey - Mar-Apr 2026 DELAC - May 5 Bacich ELAC - Oct. 6, Jan. 26, Apr. 20, June 1 Kent ELAC - Aug. 21, Oct. 8, Mar. 3, Apr. 29, May 27
District Committees - Equity & Inclusion | Finance	Equity & Inclusion: Sept. 16, Oct. 7, Nov. 18, Jan. 20, Feb. 24, Mar. 17, May 19 Finance: Nov. 17, Jan. 27 and Apr. 28

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

Areas of Growth:
Increase differentiation to engage ALL learners
Progress Monitoring student performance and adjusting as needed
Alignment between SEL curriculum - Mental health/wellness
Family engagement and education to support families in guiding their children
Communication - Public Relations

Areas of Strength:
Highly qualified staff
Engaged community
Enrichments Offerings - Music, Art, Maker, Varied Electives (Drama, TedTalks, Coding, Screen Writing, Journalism, Start-Up) Facilities
Racial bias and equity training and materials for staff
Increased diverse staff reflecting student population

-
Based on the stakeholder feedback goals were amended to be accessible to the reader. We also integrated actions and services that were outlined in the Bacich and Kent single plan for student achievement.

Broad Goals were adjusted to more simplistic language with focus goals highlighting key initiatives such as eliminating the resource gap, addressing needs of our English Language Learners, monitoring attendance rates, increasing a sense of inclusivity and belonging and reflecting on the curriculum implemented to support student progress and learning.

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, cultivating a safe and inclusive school community, attracting and retaining a diversified workforce and maintaining fiscal solvency and quality facilities.

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 triennially. Student data will inform instruction as well as help devise enhancement for student learning in their core areas of need.

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.

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.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage, support and challenge all students with an intention to eliminate the opportunity gap while empowering students to excel and pursue their passion. Focus Goal: 1a. By June, 2027 all KSD students will meet grade level standards and/or demonstrate one year's growth in Mathematics and English Language Arts (ELA) as measured by research based and/or site identified formative and summative assessments. 1b. By June, 2027 KSD students with an identified learning profile requiring goals and specialized services will meet goal areas in Mathematics and English Language Arts (ELA). 1c. By June 2027, all student groups will demonstrate a year's progress in core essential standards, English Language Arts (ELA) and Mathematics, as measured by research based measures such as MAP, CAASPP or other site identified formative and summative assessments. 1e. By June 2027, increase positive response to learners feeling challenged in classrooms by 5% (Based on YT data).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	MAP - administration	% Avg - High Avg. Fall 2023 K Math 93% | ELA 95% 1st Math 89% | ELA 92% 2nd Math 84% | ELA 86% 3rd Math 84% | ELA 78% 4th Math 86% | ELA 82% 5th Math 84% | ELA 90% 6th Math 72% | ELA 86% 7th Math 82% | ELA 84% 8th Math 83% | ELA 89%	Fall 2024 41%tile - 80%tile+ K Math 89% | ELA 90% 1st Math 89% | ELA 88% 2nd Math 86% | ELA 83% 3rd Math 84% | ELA 75% 4th Math 86% | ELA 84% 5th Math 88% | ELA 90% 6th Math 74% | ELA 95% 7th Math 83% | ELA 85% 8th Math 84% | ELA 92%	Fall 2025 41%tile - 80%tile+ 1st Math 80% | ELA 100% 2nd Math 80% | ELA 50% 3rd Math 100% | ELA 100% 4th Math 83% | ELA 83% 5th Math 87% | ELA 78% 6th Math 89% | ELA 90% 7th Math 91% | ELA 86% 8th Math 86% | ELA 92%	100% meet standard or above.	
1.2	CAASPP - Annual administration	2023 Results Meet/Exceed standards All ELA 75% (DEC) | Math - 68% (INC) SWD ELA 33% (INC) | Math 29% (INC) R-FEP ELA -71% (INC) | Math 39% (DEC) Hispanic/Latino ELA - 54% (SAME) | Math - 37% (DEC) EL ELA 10% | Math 18%	2024 Results Meet/Exceed standards All ELA 77% (INC) | Math - 71% (INC) SWD ELA 32% (DEC) | Math 29% (SAME) R-FEP ELA -64% (DEC) | Math 48% (INC) Hispanic/Latino ELA - 49% (DEC) | Math - 43% (INC) EL	2025 Results Meet/Exceed standards All ELA 78.68% (INC) | Math - 76.07% (INC) SWD ELA 40.2% (INC) | Math 38.24% (INC) R-FEP ELA - 57.69% (DEC) | Math 53.25% (INC) Hispanic/Latino	10% growth at minimum annually for each student group	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELA 2.9% (DEC)| Math 13% (DEC)	ELA - 54.92% (INC) | Math - 46.72% (INC) EL ELA 8.7% (INC) | Math 13.05% (SAME)		
1.3	ELPAC - Annual administration	2022-23 Well Developed (4) - 16.50% Moderately Developed (3) - 33.7% Somewhat Developed (2)- 29.4% Beginning to Develop (1)- 20.3%	2023-24 Well Developed (4) - 14.63% Moderately Developed (3) - 32.78% Somewhat Developed (2)- 28.67% Beginning to Develop (1)- 23.93% - EL Progress 71.4% per CDE Dashboard	2024-25 Well Developed (4) - 15.53% Moderately Developed (3) - 32.40% Somewhat Developed (2)- 28.42% Beginning to Develop (1)- 23.65% - EL Progress 67.3% per CDE Dashboard	Very High (65%+ progress as measured by the California Dashboard	
1.4	Reclassification | Redesignation Rate	2022 - 23 86 | 41% EL | 121 | 58% RFP 11% RFP	2023-24 8.7% EL 6.10% RFEP	2024-25 6.5% EL 12.07% RFEP	Increase reclassification rate of students with the KSD for 2+ years by 5%	
1.5	Participation rate of intervention - acceleration services	Tier I: All Students Tier II: Bacich - TBD Kent - 90+ Tier III: Bacich 54+ Kent 51+	Tier I: All Students Tier II: Bacich - 414 Kent - 108 Tier III: Bacich - Est. 43 Kent - Est. 70	Tier I: All Students Tier II: Bacich - 414 Kent - Est. 120 Tier III: Bacich - Est. 25 Kent - Est. 60	Review students in Tier III intervention and work towards minimizing non-special education students receiving Tier III.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All numbers are estimates based on fluidity of intervention services.	All numbers are estimates based on fluidity of intervention services.	All numbers are estimates based on fluidity of intervention services.		
1.6	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 study that includes electives (music, art, technology, leadership, world languages, executive functioning/organization) and pathways for math advancement	Elementary: art, music, and physical education are supported by a specialist teacher Middle: students have a broad course of study that includes electives (music, art, technology, leadership, world languages, executive functioning/organiz ation) and pathways for math advancement	Elementary: art, music, and physical education are supported by a specialist teacher Middle: students have a broad course of study that includes electives (music, art, technology, leadership, world languages, executive functioning/organiz ation) and pathways for math advancement	Maintain elementary course offerings; Maintain middle school broad course of study with at least one elective choice per student	
1.7	Participation rate in course offerings - broad course of study	All students have grade level appropriate access to broad course of study	All students have grade level appropriate access to broad course of study	All students have grade level appropriate access to broad course of study	100% Participation Rate.	
1.8	MAP - administration for students needing intervention (LREBG)	% Avg - High Avg. Fall 2023 K Math 93% | ELA 95% 1st Math 89% | ELA 92% 2nd Math 84% | ELA 86%	Fall 2024 41%tile - 80%tile+ K Math 89% | ELA 90% 1st Math 89% | ELA 88%	Fall 2025 41%tile - 80%tile+ 1st Math 80% | ELA 100% 2nd Math 80% | ELA 50%	100% of students in intervention services demonstrate rate fo growth.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Math 84% | ELA 78% 4th Math 86% | ELA 82% 5th Math 84% | ELA 90% 6th Math 72% | ELA 86% 7th Math 82% | ELA 84% 8th Math 83% | ELA 89%	2nd Math 86% | ELA 83% 3rd Math 84% | ELA 75% 4th Math 86% | ELA 84% 5th Math 88% | ELA 90% 6th Math 74% | ELA 95% 7th Math 83% | ELA 85% 8th Math 84% | ELA 92%	3rd Math 100% | ELA 100% 4th Math 83% | ELA 83% 5th Math 87% | ELA 78% 6th Math 89% | ELA 90% 7th Math 91% | ELA 86% 8th Math 86% | ELA 92%		
1.9	Participation rate of intervention - acceleration services that are supported by LREBG funds.	Tier I: All Students Tier II: Bacich - TBD Kent - 90+ Tier III: Bacich 54+ Kent 51+ All numbers are estimates based on fluidity of intervention services.	Tier I: All Students Tier II: Bacich - 414 Kent - 108 Tier III: Bacich - Est. 43 Kent - Est. 70 All numbers are estimates based on fluidity of intervention services.	Tier I: All Students Tier II: Bacich - Est. 90 Kent - Est. 120 Tier III: Bacich - Est. 25 Kent - Est. 60 All numbers are estimates based on fluidity of intervention services.	Decrease participation inTier II and Tier III intervention due to increased progress.	

Goal Analysis [2025-26]

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

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

No substantive differences in planned actions and implementation of these actions, overall progress was positive and we intend to refine practices as well as examine technology use across grade levels. Maintaining these goals, actions and services with minor refinement will meet the needs of ALL learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

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

We are finding that the more visible the expected outcomes are the more our students are successful. We are also finding positive growth with our learners at the primary grades through use of explicit reading instruction through a structured literacy approach.

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

One change is the exploration of technology tools across the grade levels and bolstering instructional coaching and paraprofessional support to increase positive outcomes for students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Offer opportunities to refine instructional practices and inform curriculum planning through collaboration, professional development, instructional coaching	Offer a range of learning opportunities and materials/supplies to enhance teaching and learning including, but are not limited to: Instructional coaching and support in the areas of Math (UTK - 4), Literacy (UTK-4), English Language Development (UTK-4) and Research and Information Literacy (5-8) through Teacher on Special Assignment (TOSA) personnel Differentiated Instruction and materials, including technology integration tools and software Integrated and Designated English Language Development Instruction	$13,778,467.00	No

Action #	Title	Description	Total Funds	Contributing
	and reflection. (1a, 1b, 1c, 1d)	Culturally Relevant Instruction with a focus on rigor, relevancy, relational and realness Research Based Intervention and Enhancement Programs in core content areas ELA/Math with a focus on supporting all learners specifically students with disabilities and English language learners (Funded with LREBG Funds) Regular Progress Monitoring with Formative and Summative Assessment Support ongoing grade level articulation to align the learning continuum for students in all areas of core content. Increase rigor and challenge for students through offering differentiated extension activities that enhance learning Identify, make visible and offer feedback related to essential standards, learning targets and proficiency levels. Implement curricular equity audit of materials and resources. Offer professional development to refine implementation of ELA and Math curriculum in grades K - 5 through connecting with a Universal Design for Learning (UDL) approach Implement explicit instructional strategies that support literacy proficiency such as phonics, phonemic awareness, word work and morphology Analyze use of technology tools and resources to develop a technology plan that formulates a scope and sequence of technology use across grade levels (UTK - 8) - work to be done in alignment with KSD Technology Committee. Continue to examine curriculum and determine need for consideration of any new and/or updated curriculum adoptions in areas such as History/Social Science and Science		
1.2	Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)	Course Offering and Integration - 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, Drama, Public Speaking - Ted Talks, etc. Instructional Approach - through differentiation and culturally relevant pedagogy meet students at their learning level to challenge and engage students in active learning.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Instructional Approach - For students with disabilities utilize research based approaches to support goal attainment at their learning level. Use resources to support differentiation, such as personnel, technology, manipulatives, special schedules/courses, i.e. WIN (What I Need) time (Bacich), Zero Period (Kent), Extended Math/ELA (Kent), Academic Workshop (Kent), ELD/ALD Instruction - Designated | Integrated (Bacich-Kent) etc. Increase engagement by challenging students across all core content areas through rigorous and meaningful instruction and assignments.		
1.3	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c, 1d, 1e)	Targeted instructional support provided before, during or after-school. Continue standards based feedback at the middle school to make learning visible and international for students Offer research based intervention and acceleration support in Reading and Math using certificated and classified support staff. Use formative assessments to progress monitor student outcomes in six (6) to eight (8) week increments. Monitor all student attendance and intervene with parents when patterns of school avoidance become apparent. Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using communication platforms, newsletters, memos, phone calls, and/or Principal Chats.	$264,355.00	No
1.4	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student	Maintain and/or increase designated and integrated English Language Learner (ELL) support through direct and indirect services for ELL students with certificated and classified support staff. Offer varied levels of instruction for ELL students at elementary and middle school level. Offer instructional coaching or classroom observations to demonstrate varied instructional approaches. Monitor unduplicated pupil assessment data and determine appropriate supplemental support for academic programs and access to core standards.	$350,885.00	Yes

Action #	Title	Description	Total Funds	Contributing
	groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c, 1d)	ELL Coordination services will monitor ELL progress and compliance with services and assessment. Offer small group Language Development courses designed to meet the needs of our language learners across our school campuses. Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using communication platforms, newsletters, memos, phone calls, and/or Principal Chats. Review summative data about high school readiness for students who exit the KSD program.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and inclusive education environment for students, staff and parent/caregiver community in alignment with KSD core beliefs. Focus Goal 2a. By June 2027, increase KSD students experiencing a safe, supportive and inclusive learning environment as reflected in the YouthTruth Data. 2b. By June 2027, decrease behavioral and discipline infractions through effective implementation of school wide code of conduct. 2c. By June 2027, increase positive attendance rates for all student groups and decrease chronic absenteeism. 2d. By June 2027, increase opportunities for engagement with parent/guardian communities with an intentional focus on underrepresented communities to increase a sense of inclusivity and belonging. 2e. By June 2027, promote KSD Graduate profile to guide reinforcement of KSD Core Beliefs.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Climate Survey Results completed by Students, Parents and Staff	Student Participation 99%	Student Participation 91%	Student Participation 91%	Work toward 100% participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Participation 56% Staff Participation 78% BACICH Staff Results: Strength - Professional Development | Relationship and Engagement Area of Improvement - School Safety | Diversity, Equity 7 inclusion Student Results: Strength - Belonging | Relationship Area of Improvement - Instructional Methods | Emotional - mental Health Parent/Guardian Results: Strength - Communication & Feedback | Engagement | Relationships Area of Improvement - School Safety | Resources KENT Staff Results: Strength - Professional Development | Engagement	Family Participation 56% Staff Participation 96% BACICH Staff Results: Strength - Professional Development | Relationship and Diversity, Equity & inclusion Area of Improvement - School Safety | Student Results: Strength - Belonging | Relationship Area of Improvement - Instructional Methods | Emotional - mental Health Parent/Guardian Results: Strength - Communication & Feedback | Engagement | Relationships Area of Improvement - School Safety | Resources	Family Participation 31% Staff Participation 89%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Area of Improvement - Culture | Diversity, Equity & Inclusion Student Results: Strength - Emotional - Mental Health | Belonging Area of Improvement - Academic Challenge Parent/Guardian Results: Resources | Relationships Area of Improvement - Communication and Feedback	KENT Staff Results: Strength - Professional Development | Engagement Area of Improvement - Culture | Diversity, Equity & Inclusion Student Results: Strength - Emotional - Mental Health | Belonging Area of Improvement - Academic Challenge Parent/Guardian Results: Resources | Relationships | | Diversity, Equity & inclusion Area of Improvement -			
2.2	Student Chronic Absenteeism Rate	UPDATE Per CA Dashboard 2022-23 13.4% Chronically Absent High	UPDATE Per CA Dashboard 2023-24 6.14% Chronically Absent Hig	UPDATE Per CA Dashboard 2024-25 5.4% Chronically Absent | Medium Declined by 0.6%	Decrease chronic absenteeism by .5%	
2.3	Discipline - Suspension Rates	Per CA Dashboard 2022-23 1.3% Low	Per CA Dashboard 2023-24 1.2% Low	Per CA Dashboard 2024-25 1.5% Low Increased 0.3%	Decrease rate by .05%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Discipline - Expulsion Rates	2022-23 0%	0%	0%	Maintain 0%	
2.5	Dropout Rate	0%	0%	0%	Maintain 0%	
2.6	Average Daily Attendance Rates	UPDATE 2022-23 95%	UPDATE 2023-24 96.5%	UPDATE 2024-25 94%	100% ADA Rates	

Goal Analysis [2025-26]

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

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

No substantive differences in planned actions and actual implementation of these actions - team has refined goals, actions and services to support the social emotional needs of our learners. Some additions include increased clubs across both sites, development of KALI (Kent Allies Leading Inclusion) and professional development focused on inclusion..

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

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

We continue to have a Behaviorist/BCBA on sight to to address and support behaviors of our diverse learners - this will help build capacity among our staff and address behavioral challenges we face as educators.

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

No substantive changes to report.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c, 2e)	Provide school based counseling support and educationally related mental health services to support the well-being of students. Areas of interest include but not limited to Social Anxiety, Stress Management, Peer Groups - Friendships, mindfulness, self-regulation, speaker series, clubs, etc. Maintain social emotional curriculum to enhance common language and approach across the KSD. Provide a behaviorist to support student self regulation and offer staff support around behavior management strategies. Implement alternative methods to suspension, such as restorative justice, to support children in learning from their mistakes and applying the new knowledge in their everyday activities. Offer coordinated training to support restorative justice practices (Bacich) Make visible the Profile of KSD Graduate across the KSD. Monitor student attendance with a focus on students with chronic absenteeism and provide support to families to improve attendance patterns. Offer specialized services/programs such as TEAM (Together Everyone Achieves More) time, advisory, study session, etc. to support meeting students where they are and building their skill sets. Develop a clear code of conduct for UTK-4 campus to align of behavioral expectations Promote connectedness between staff and students to enhance relations and positive sense of belonging and being seen within school settings.	$658,820.00	No
2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	Use culturally relevant curriculum and instructional pedagogy to promote and celebrate diversity - texts may be in alternate languages. Offer professional development to promote inclusive practices through school settings. 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. Monitor process of reporting incidents of hate speech and discrimination. Ensure incidents are investigated, responded to, and communicated while ensuring different perspectives are considered.		No

Action #	Title	Description	Total Funds	Contributing
		Provide opportunities for parent involvement in school events to bring in a wide range of voices through speakers from diverse backgrounds. Partner with KSPTA, DELAC/ELAC to provide parent education events. Provide resources to families to support Social Emotional Learning Curriculum at home. Provide prosocial activities for students to promote diversity and belonging. Opportunities including, but not limited to: Student Leadership, WEB Leader Program, Student Leaders' Anti Racism Movement (SLAM!), Kent Allies Leading Inclusion (KALI), site and district committees, assemblies, game rooms, arts and crafts, Inclusive Schools Week, Green Team, The Great Kindness Challenge, Student Council, Peacemakers or Conflict Resolution Team, etc.		
2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Adjust Community - Family Liaison/Family Advocate services to help increase home school connection related to student academic and social emotional progress. Offer resources to parents/caregivers of unduplicated pupils such as literacy support, workforce engagement, college access, etc. Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using communication platforms, newsletters, memos, phone calls, and/or Principal Chats.	$412,775.00	Yes
2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	Evaluate the district/site websites and all communication channels from the viewer/user perspective. Streamline communication to mitigate confusion and offer clarity of student information for parents/guardians - Google Classroom, ParentSquare, etc. Examine how KSD staff and community can continue to emphasize a sense of belonging and acceptance for students and parents/guardians, offer special events and experiential learning, i.e. field trips, guest speakers, etc. for identified grade levels to increase sense of belonging at school. Celebrate student successes in a public and honorable manner - highlighting diverse areas of specialty - Examples: Reclassification Ceremony, Bacich Bear Cards, Falcon Feathers, Postcards, etc.	$41,621.00	No

Action #	Title	Description	Total Funds	Contributing
		Emphasize the importance of student-to-teacher relationships, and prioritize instructional and non-instructional time to establish rapport, build trust, and form bonds. Nurture student-to-student relationships to ensure connection, safety, and belonging for all students at school.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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. Focus Goal 3a. Ensure 100% of all open positions are filled with highly qualified staff. 3b. Recruit staff that reflect the racial demographics of our community with proportional alignment by August 2026. 3c. Offer opportunities for professional development, collaboration and leadership through internal and external structures.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Position Control - Open Positions	Spring 2024 .8 Spanish .8 Librarian 2.0 Science (Middle School)	100% Positions Filled - temporary school psychologist	100% Positions Filled	100% positions filled by highly qualified staff.	
3.2	Staff Demographics	Certificated/Classified Asian 1% Af. Am. - 4% Hispanic - 11%	Certificated/Classified Asian 1% Af. Am. - 4%	Certificated/Classified Asian 3% Af. Am. - 4%	Create parity between community and staff demographic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White - 82% Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%	Hispanic - 11% White - 82% Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%	Hispanic - 10% 2 or More Race - 7% White - 75% - Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%		
3.3	Rate of Masters/National Board Certification for Certificated Employees	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2	Total Certificated - Masters - 39 National Board Certification- 1 Doctorate- 2	Increase percent of staff with advanced degrees by 2%	

Goal Analysis [2025-26]

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

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

No substantive differences are planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between between budgeted expenditures and estimated actual expenditures.

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

We have found through hands-on professional development with direct strategies to implement in the classroom or on the campus in pro-social settings we have a higher percentage of positive change among our students. The use of local expertise tends to have a more lasting impact on our staff as they have local experts to lean on for support and guidance.

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

No significant changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c)	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. 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. Utilize YouthTruth survey results and anecdotal information to understand the self-reported staff experience at school and establish a process to elicit staff feedback about their professional experience at our schools at regular intervals. Appreciate the work of colleagues and student successes through memos, cards and staff meeting recognition. Provide all staff professional development to ensure teachers and staff experience regular coaching and training in key district initiatives and in areas of interest/need. Provide opportunities for learning walks and peer observations to support examining peer practice. Support consistent grade level and curriculum team meetings and alignment to foster collaboration, co-planning, and shared problem solving. Provide leadership opportunities through curriculum committee chairs positions, curriculum pilots, GLC positions, etc. Monitor retention rate of KSD staff and build understanding of reasons for transitions through exit interviews.	$336,338.00	No
3.2	Maintain high quality working conditions and competitive	Offer/support unique courses, clubs and experiences based on staff expertise to provide inspiration and exposure to students. Offer opportunities at both school sites.		No

Action #	Title	Description	Total Funds	Contributing
	compensation packages while leveraging the talents, skills, and passion of staff. (3c, 3e)	Leverage virtual options for staff to effectively and efficiently communicate with students, colleagues, parents/guardians and community. Ensure compensation package is competitive with like-local districts. Encourage personal wellness by establishing systems to monitor and support staff physical, social and emotional wellness. Emphasize the importance of staff relationships and prioritize time to establish rapport, build trust and form bonds.		
3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	Monitor a new certificated evaluation tool to support and promote professional growth and development. Create an internal staff committee to review and refine the classified evaluation tool.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Pursue a path to financial health through a balanced budget with sufficient staffing, materials and supplies and well-maintained facilities. Focus Goal 4a. Produce a multi-year budget that has a minimum reserve level increasing by 2026-27 4b. Reduce and/or eliminate deficit spending by 2027-2028. 4c. Maximize use of general and restricted funds in alignment with identified purposes (annually).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Budget	Dec. 2023 Unrestricted ONLY Y1 - 1,702,801 (7.25%) Y2 - 1,787,103 (7.83%) Y3 - 1,825,212 (7.84%) Combined Y1 - 2,243145 (9.55%) Y2 - 2,011,817 (8.8%) Y3 - 2,013,891 (8.65%	Dec. 2024 Unrestricted ONLY Y1 - $2,068,179 (8.55%) Y2 - $1,791,349 (7.33%) Y3 -$1,780,799 (7.26%) Combined Y1 - $2,774,136 (11.47%)	Dec. 2025 Unrestricted ONLY Y1 - $2,499,799 (10.1%) Y2 - $2,276,315 (9.1%) Y3 - $2,193,990 (8.6%) Combined Y1 - $3,877,309 (15.6%)	10% + Reserve Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Y2 - $2,196,783 (8.99%) Y3 - $2,186,096 (8.91%)	Y2 - $3,694,572 (14.8%) Y3 - $3,655,499 (14.3%)		
4.2	Interim Budget Reports	Combined Dec. 2023 - 9.55% Mar. 2023 - 8.87% Dec. 2022 - 9.80%	Combined Dec. 2024 - 11.47 Mar. 2024 - 10.54% Dec. 2023 - 9.55%	Combined Dec. 2025 - 15.6% Mar. 2025 - 11.83% Dec. 2024 - 11.47%	10% + Reserve Level	
4.3	AB 1200 Review	Positive Budget Certification	Positive Budget Certification	Positive Budget Certification	Positive Budget Certification	
4.4	Local Donations	KIK Annual Fund - $1.1M KSPTA Funds - $14K - Teacher Stipends (approx) $90K - KSD Programs (approx)	KIK Annual Fund - $1.25M KIK FAN $150K KIK Overage $50K KSPTA Funds - $80K - KSD Programs (approx)	KIK Annual Fund - $1.4M KIK FAN $150K KSPTA Funds - $80K - KSD Programs (approx)	Sustain community donations	
4.5	Quarterly Williams Report	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good	Maintain no Williams Complaints Maintain FIT Rating of Good - Excellent	Maintain no Williams Complaints Maintain FIT Rating of Good - Excellent	

Goal Analysis [2025-26]

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

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

No substantive differences planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted expenditures and estimated actual expenditures.

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

We have continued to adjust our expenses and revenues based on current fiscal climate, which has sustained a positive budget certification - although if we are flat lined with enrollment we have very little space to further adjust staffing.

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

No significant changes -- although we added actions to support exploration of parcel tax planning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)	Strategically align resources to meet their intention: General Fund - class size and offerings, integrated support/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 Allocate Restricted Federal and State funds to support In-Person Learning (IPI) and Expanded Learning Opportunities (ELO)	$8,834,124.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Evaluate the current financial landscape. (4a, 4b)	Monitor finances and evaluate where levers can be adjusted to address reserve level, eliminate deficit spending, 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.	$126,526.00	No
4.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	Prioritize facility projects to offer quality learning environment for optimal teaching and learning through use of bond funds and restricted resources Establish deferred maintenance plan by using routine maintenance budget in a strategic and effective manner.	$287,601.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$350909	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.478%	0.000%	$0.00	2.478%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c, 1d) **Need:** Performance indicators demonstrate unduplicate student groups need increased levels of support in core academic areas. **Scope:** Limited to Unduplicated Student Group(s)	Actions are designed to provide direct support through targeted interventions. The progress monitoring of these services for student groups will provide clarity of effectiveness of targeted supports in regular increments.	Formative Assessment Results
2.3	**Action:** Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d) **Need:** Increase communication and support for unduplicated student groups **Scope:**	Offering regular consistent parent/guardian outreach for targeted student groups will keep parents engaged and informed about their students' need for continued services.	Tracking on parent engagment and connection to school/community liaision

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	14162870	350909	2.478%	0.000%	2.478%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$24,967,488.00	$114,024.00	$0.00	$10,000.00	$25,091,512.00	$25,056,512.00	$35,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Offer opportunities to refine instructional practices and inform curriculum planning through collaboration, professional development, instructional coaching and reflection. (1a, 1b, 1c, 1d)	All	No			All Schools		$13,773,467.00	$5,000.00	$13,659,443.00	$114,024.00		$5,000.00	$13,778,467.00	
1	1.2	Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.3	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c, 1d, 1e)	All	No			All Schools		$264,355.00	$0.00	$264,355.00				$264,355.00	
1	1.4	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c, 1d)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$345,885.00	$5,000.00	$345,885.00			$5,000.00	$350,885.00	
2	2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c, 2e)	All	No			All Schools		$658,820.00	$0.00	$658,820.00				$658,820.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	All	No												
2	2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$412,775.00	$0.00	$412,775.00				$412,775.00	
2	2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	All	No			All Schools		$41,621.00	$0.00	$41,621.00				$41,621.00	
3	3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c)	All	No			All Schools		$336,338.00	$0.00	$336,338.00				$336,338.00	
3	3.2	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (3c, 3e)	All	No			All Schools									
3	3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	All	No			All Schools									
4	4.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)	All	No			All Schools		$8,834,124.00	$0.00	$8,834,124.00				$8,834,124.00	
4	4.2	Evaluate the current financial landscape. (4a, 4b)	All	No			All Schools		$126,526.00	$0.00	$126,526.00				$126,526.00	
4	4.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	All	No			All Schools		$262,601.00	$25,000.00	$287,601.00				$287,601.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
14162870	350909	2.478%	0.000%	2.478%	$758,660.00	0.000%	5.357 %	**Total:**	$758,660.00
								LEA-wide Total:	$0.00
								Limited Total:	$758,660.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c, 1d)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$345,885.00	
2	**2.3**	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$412,775.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$25,514,711.00	$24,858,206.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for all students. (1a, 1b, 1c)	No	$7,038,433.00	7063433
1	**1.2**	Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)	No	$2,662,441.00	2697441
1	**1.3**	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for all students with varied academic/social emotional performance. (1a, 1b, 1c, 1d, 1e)	No	$1,205,142.00	1253600
1	**1.4**	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	Yes	$360,183.00	360183

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.5	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c) focused on programs funded with LREBG funds.	No	$104,312.00	104312
2	2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c)	No	$911,820.00	841820
2	2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	No		
2	2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Yes		
2	2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	No	$36,228.00	37439
3	3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)	No	$154,452.00	165409
3	3.2	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (3c, 3e)	No	$1,504,998.00	1499918
3	3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	No	$5,000.00	5000
4	4.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)	No	$11,219,508.00	10511400

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Evaluate current financial landscape. (4a, 4b)	No	$117,932.00	121566
4	**4.3**	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	No	$194,262.00	196685

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
335206	$355,183.00	$335,206.00	$19,977.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Progress monitor local summative and formative data through a comprehensive Multi Tiered System of Support (MTSS) to offer differentiated support, intervention and enhancement, for specific student groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	Yes	$355,183.00	335206		
2	2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13788150	335206	0	2.431%	$335,206.00	0.000%	2.431%	$0.00	0.000%