



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 [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2023-24 District enrollment is approximately 1000 with 11% of students receive special education services, 8% students English Learners, 13% students socioeconomically disadvantaged and 2% 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) did not make adequate growth - we saw a significant decline in progress for our ELL population, which informed our approach to instruction for our ELL students

Chronic absenteeism increased significantly for all student groups, including socioeconomically disadvantaged and students with disabilities, which was quite concerning. This increase lead to our administrative team reflecting on how we could approach absences differently with a more formulaic intention - the intentional approach to absenteeism lead to a decrease in absences across school campuses.

We also noted that certain marginalized student groups did not make similar academic growth as our White/Caucasian student group in ELA and Mathematics - which continues to perpetuate the opportunity/resource gap. We must reflect on our instructional approaches to see a more significant growth pattern for our children.

Reflections: Technical Assistance

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

Bacich School was identified as an ATSI school for the 2023-2024 school year. The identification was based on suspension rates for multi-racial groups and chronic absenteeism. Based on this information our site team reflected on suspensions and worked through the use of restorative justice strategies and the implementation of the Toolbox Project to support children in overcoming challenges during the school day.

In relation to attendance our administrative team came up with a protocol to address absences and tardies in a timely and recognizable manner. Students/families received regular communication from the sites if we noted a child trending towards missing a significant amount of school and/or being chronically late to school. This intentional work had a positive impact on our absenteeism rates. For example, we went from 229 absences in Fall 2022 to 120 in Fall 2023. We continued to monitor attendance rates for the full duration of the school year.

In reflecting on these actions we recognize the importance of intentional planning and progress monitoring what is happening on sites to adjust as needed in the best interest of our students.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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 – May 28, June 12 LCAP Advisory – Jan. 29, Feb. 26, Mar. 25, May 13 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 – March 26 Student Engagement YouthTruth Survey February 2024 KSD Staff YouthTruth Jan. - February 2024 Certificated Staff - KTA – May 30 Classified Staff - KESPA- Jun. 5 KSD Parent Partners – Sept. 5, Nov. 7, Feb. 6, Apr. 16 Bacich and Kent Principal Chats – April 15 April 19 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. Ultimately the goals all remained the same, except Goal 2, was edited to be more concise.
Principals, Administrators, Board Members	Board Meeting – Aug. 29, Sept. 12, Oct. 10, Nov. 14, Dec. 12, Jan. 9, Feb. 13, Mar. 12, Apr. 2, May 14, May 28, Jun.12 LCAP Advisory – Nov. 27, Jan. 29, Feb. 26, Mar. 25, May 13 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 – March 26
Local Bargaining Units - Certificated (KTA) Classified (KESPA)	KSD Staff YouthTruth Jan. - Feb. 2024 Certificated Staff - KTA – May 30

Educational Partner(s)	Process for Engagement
	Classified Staff - KESPA- Jun. 5
Students	YouthTruth Survey - Feb. 2024 Site Council - Insert Dates (Kent) Informal engagement, times varied
All Parents/Caregivers	YouthTruth Survey - Feb. 2024 KSPTA - March 29 Superintendent Chat - Nov. 27 Bacich & Kent Principal Chats/Coffees - Monthly Sept. 2023 - May 2024
Parents/Caregivers Support Providers for Students with Disabilities	YouthTruth Survey - Feb. 2024 KSD Parent Partner Meetings (this is a parent/caregiver group with students with disabilities) - Sept. 5, Nov. 7, Feb. 6, April 16 SELPA Consultation - May 29
DELAC ELAC	YouthTruth Survey - Feb. 2024 DELAC - March 26 Bacich ELAC - Oct. 9, Dec.4, Jan. 25, Feb. 5, Apr. 1, June 3 Kent ELAC - Sept. 27, Nov. 29, Feb. 28, Apr. 11, May 1
Distirct Committees - Equity & Inclusion Communication Finance	Equity & Inclusion: Sept. 19, Nov. 28, Jan. 23 and Mar. 13 - additional dates added as needed Communications: Sept. 20, Nov. 28, Apr. 24 Finance: Oct. 24, Jan. 16 and Apr. 30

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

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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 rearranged and 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	<p>Engage, support and challenge all students with an intention to eliminate the opportunity/resource gap.</p> <p>Focus Goal:</p> <p>1a. By June, 2025 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 the MAP Growth Assessment, CAASPP Assessments and/or site identified formative and summative assessments.</p> <p>1b. By June, 2025 KSD students with an identified learning profile requiring goals and specialized services will meet goal areas in Mathematics and English Language Arts (ELA).</p> <p>1c. By June 2025, all student groups will demonstrate a year’s progress in core essential standards, English Language Arts (ELA) and Mathematics, as measured by standardized assessment measures such as MAP, CAASPP or other identified research based tools.</p> <p>1d. By June 2025, increase positive attendance rates by 5% for all student groups to address academic and social emotional/behavioral needs and decrease chronic absenteeism.</p> <p>1e. By June 2025, increase positive response to learners feeling challenged in classrooms by 5% (Based on YT data).</p>	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%			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%			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
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%			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			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+ All numbers are estimates based on fluidity of intervention services.			Review students in Tier III intervention and work towards minimizing non-special education students receiving Tier III.	
1.6	Master Schedule - Course Offerings - Broad Course of Study	Elementary: art, music, and physical education are supported by a specialist teacher			Maintain elementary course offerings; Maintain middle school broad course of study	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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			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			100% Participation Rate.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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)	<p>Offer a range of learning opportunities and materials/supplies to enhance teaching and learning areas including, but are not limited to:</p> <ul style="list-style-type: none"> Differentiated Instruction and materials Integrated and Designated ELD Instruction Culturally Relevant Pedagogy - Rigor, Relevant, Relational and Real Research Based Intervention Programs in core content areas ELA/Math with a focus on supporting all learners with a focus on students with disabilities and English language learners Progress Monitoring with Formative Assessment (MAP) - use of data to disaggregate student groups and their performance Professional Learning with neighboring districts and experts Support ongoing grade level articulation to align the learning continuum for students. Identify, make visible and offer feedback related to essential standards, learning targets and proficiency levels. Plan and monitor curriculum pilot process in English Language Arts (ELA) and Mathematics for grades K - 5 to identify a new curriculum in core content areas. Research steps to take for an curricular equity audit of materials and resources. Explore further engagement and activities to promote and expand inclusion practices for all students, especially those with disabilities. 	\$6,474,499.00	No
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)	<p>Course Offering and Integration - Maintain and leverage the KSD broad instructional options with core academics to increase meaning and connectivity for all student groups - 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.</p> <p>Instructional Approach - Through differentiation and culturally relevant pedagogy meet students at their learning level to challenge and engage students in active learning.</p> <p>Instructional Approach - For students with disabilities utilize research based approaches to support goal attainment at their learning level.</p>	\$2,451,112.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>Increase engagement by challenging students across all core content areas.</p>		
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)	<p>Targeted instructional support provided before, during or after-school.</p> <p>Offer research based intervention and acceleration support in Reading and Math using certificated and classified support staff.</p> <p>Use formative assessments to progress monitor student outcomes in six (6) to eight (8) week increments.</p> <p>Monitor all student attendance and intervene with parents when patterns of school avoidance become apparent.</p> <p>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.</p>	\$1,107,120.00	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	<p>Maintain and/or increase designated and integrated ELL support through direct and indirect services for ELL students with certificated and classified support staff.</p> <p>Offer varied levels of instruction for ELL students at elementary and middle school level.</p> <p>Offer instructional coaching or classroom observations to demonstrate varied instructional approaches.</p> <p>Monitor unduplicated pupil assessment data and determine appropriate supplemental support for academic programs and access to core standards.</p>	\$29,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
	groups (ELL, Foster Youth, Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)	ELL Coordination services will be provided per site to 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.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Provide a safe and inclusive education environment for students, staff and parent/caregiver community in alignment with KSD core beliefs.</p> <p>Focus Goal</p> <p>2a. By June 2025, KSD students report experiencing a safe, supportive and inclusive learning environment as reflected in the YouthTruth Data.</p> <p>2b. By June 2025, decrease behavioral and discipline infractions through effective implementation of restorative intervention practices.</p> <p>2c. By June 2025, increase positive attendance rates by 5% for all student groups to address academic and social emotional/behavioral needs and decrease chronic absenteeism.</p> <p>2d. By June 2025, increase opportunities for engagement with parent/guardian communities with an intentional focus on underrepresented communities to increase a sense of inclusivity and belonging.</p> <p>2e. By June 2025, Promote TK-8 Learner profile to guide reinforcement of KSD Core Beliefs.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

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

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%			Work toward 100% participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Family Participation 56% Staff Participation 78%</p> <p>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</p> <p>KENT Staff Results: Strength - Professional Development Engagement</p>				

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				
2.2	Student Chronic Absenteeism Rate	UPDATE Per CA Dashboard 2022-23 13.4% Chronically Absent High			Decrease chronic absenteeism by .5%	
2.3	Discipline - Suspension Rates	Per CA Dashboard 2022-23 1.3% Low			Decrease rate by .05%	
2.4	Discipline - Expulsion Rates	2022-23 0%			Maintain 0%	
2.5	Dropout Rate	0%			Maintain 0%	
2.6	Average Daily Attendance Rates	UPDATE 2022-23 95%			100% ADA Rates	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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.

Not Applicable.

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)	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. Implement a social emotional curriculum to enhance common language and approach across the KSD. 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) Identify and make visible UTK-8 KSD learner profile in alignment with grade level learning targets.	\$875,954.00	No

Action #	Title	Description	Total Funds	Contributing
		Monitor student attendance with a focus on students with chronic absenteeism and provide support to families to improve attendance patterns.		
2.2	Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)	<p>Use culturally relevant curriculum and instructional pedagogy to promote and celebrate diversity - texts may be in alternate languages.</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> <p>Monitor process of reporting incidents of hate speech and discrimination. Ensure incidents are investigated, responded to, and communicated while ensuring different perspectives are considered.</p> <p>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, Parent Partners (SWD group) to provide parent education events. Provide resources to families to support Social Emotional Learning Curriculum at home.</p> <p>Provide prosocial activities for students to promote diversity and belonging. Opportunities including, but not limited to:</p> <p>Student Leadership, WEB Leader Program, Student Leaders' Anti Racism Movement (SLAM!), GSA, site and district committees, game rooms, arts and crafts, Green Team, Student Council, Peacemakers or Conflict Resolution Team, etc.</p>		No
2.3	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)	<p>Adjust Community - Family Liaison/Family Advocate services to help increase home school connection related to student academic and social emotional progress.</p> <p>Offer resources to parents/caregivers of unduplicated pupils such as literacy support, workforce engagement, college access, etc.</p> <p>Intentional actions to increase parent/caregiver communication and tracking of student progress and/or engagement in learning - using</p>		Yes

Action #	Title	Description	Total Funds	Contributing
		communication platforms, newsletters, memos, phone calls, and/or Principal Chats.		
2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	<p>Evaluate the district/site websites and all communication channels from the viewer/user perspective.</p> <p>Streamline communication to mitigate confusion and offer clarity of student information for parents/guardians - Google Classroom, ParentSquare, etc.</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 and experiential learning, i.e. field trips, guest speakers, etc. for identified grade levels to 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, Falcon Feathers, Postcards, etc.</p> <p>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.</p>	\$35,489.00	No

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 2025. 3c. Maintain a 95% staff retention rate for continuity of learning and goal attainment. 3d. Offer opportunities for professional development, collaboration and leadership through internal and external structures. 3e. Offer opportunities for staff to provide feedback related to job assignment, school culture and work environment and employer relations.	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 by highly qualified staff.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Staff Demographics	Certificated/Classified Asian 1% Af. Am. - 4% Hispanic - 11% White - 82% Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%			Create parity between community and staff demographic	
3.3	Rate of Masters/National Board Certification for Certificated Employees	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2			Increase percent of staff with advanced degrees by 2%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)	<p>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.</p> <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>Utilize YouthTruth survey results to understand the self-reported staff experience at school, and use results to set administrative goals for focus.</p> <p>Establish a process to elicit staff feedback about their professional experience at our schools at regular intervals.</p> <p>Appreciate the work of colleagues and student successes through memos, cards and staff meeting recognition.</p> <p>Evaluate exit interview/feedback opportunity with separating staff to gain insight into staff transition.</p> <p>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.</p> <p>Support consistent grade level and curriculum team meetings to foster collaboration, co-planning, and shared problem solving.</p> <p>Provide leadership opportunities through curriculum committee chairs positions, curriculum pilots, GLC positions, etc.</p>	\$150,563.00	No
3.2	Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and	<p>Offer/support unique courses, clubs and experiences based on staff expertise to provide inspiration and exposure to students. Offer opportunities at both school sites.</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-local districts.</p>	\$1,380,390.00	No

Action #	Title	Description	Total Funds	Contributing
	passion of staff. (3c, 3e)	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)	Implement 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.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maintain a balanced budget with sufficient staffing, materials and supplies and well-maintained facilities to optimize teaching and learning for our school community Focus Goal 4a. Produce a multi-year budget that has a minimum reserve level of 10% or higher by 2025-26 4b. Maximize use of general and restricted funds in alignment with identified purposes (annually) that support strategic planning and district priorities. 4c. Evaluate and explore the opportunity of a Bond Election for site facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

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 - 2,243,145 (9.55%) Y2 - 2,011,817 (8.8%) Y3 - 2,013,891 (8.65%)			10% + Reserve Level	
4.2	Interim Budget Reports	Combined Dec. 2023 - 9.55%			10% + Reserve Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mar. 2023 - 8.87% Dec. 2022 - 9.80%				
4.3	AB 1200 Review	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)			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			Maintain no Williams Complaints Maintain FIT Rating of Good - Excellent	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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.

Not Applicable.

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)	\$10,362,381.00	No
4.2	Evaluate current financial landscape. (4a, 4b)	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.	\$110,932.00	No
4.3	Continuously monitor and improve facilities to ensure spaces are	Prioritize facility projects to offer quality learning environment for optimal teaching and learning Determine action plan for based on Facility Needs Assessment	\$187,040.00	No

Action #	Title	Description	Total Funds	Contributing
	optimal for teaching and learning. (4c)			

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$355183	\$

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
2.791%	0.000%	\$0.00	2.791%

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	<p>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)</p> <p>Need: Performance indicators demonstrate unduplicate student groups need increased levels of support in core academic areas.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Actions are monitoring progress of identified groups in regular increments.	Formative Assessment Results
2.3	<p>Action: Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)</p> <p>Need: Increase communication and support for unduplicated student groups</p> <p>Scope:</p>	More direct support to targeted population will provide necessary supports.	Tracking on parent engagement and connection to school/community liaison

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		

2024-25 Total 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	12727580	355183	2.791%	0.000%	2.791%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,055,183.00	\$0.00	\$1,100,000.00	\$15,000.00	\$23,170,183.00	\$23,090,183.00	\$80,000.00

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 specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for all students. (1a, 1b, 1c)	All	No			All Schools		\$6,469,499.00	\$5,000.00	\$6,469,499.00			\$5,000.00	\$6,474,499.00	
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		\$2,451,112.00	\$0.00	\$2,451,112.00				\$2,451,112.00	
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		\$1,107,120.00	\$0.00	\$1,107,120.00				\$1,107,120.00	
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,	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$19,703.00	\$10,000.00	\$19,703.00			\$10,000.00	\$29,703.00	

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
		Homeless, Socio-Economically Disadvantaged) with varied academic/social emotional performance. (1a, 1b, 1c)														
2	2.1	Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c)	All	No			All Schools		\$855,954.00	\$20,000.00	\$875,954.00				\$875,954.00	
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									
2	2.4	Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)	All	No			All Schools		\$35,489.00	\$0.00	\$35,489.00				\$35,489.00	
3	3.1	Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)	All	No			All Schools		\$150,563.00	\$0.00	\$150,563.00				\$150,563.00	
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		\$1,380,390.00	\$0.00	\$280,390.00		\$1,100,000.00		\$1,380,390.00	
3	3.3	Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)	All	No			All Schools		\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
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		\$10,362,381.00	\$0.00	\$10,362,381.00				\$10,362,381.00	
4	4.2	Evaluate current financial landscape. (4a, 4b)	All	No			All Schools		\$110,932.00	\$0.00	\$110,932.00				\$110,932.00	

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
4	4.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)	All	No			All Schools		\$142,040.00	\$45,000.00	\$187,040.00				\$187,040.00	

2024-25 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
12727580	355183	2.791%	0.000%	2.791%	\$19,703.00	0.000%	0.155 %	Total:	\$19,703.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$19,703.00
								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)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$19,703.00	
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		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$22,610,162.00	\$22,755,652.00

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 students. (1a, 1b)	No	\$166,351.00	114728
1	1.2	Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking. (1a, 1b)	No	\$488,778.00	907519
1	1.3	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)	No	\$892,409.00	624087
1	1.4	Based on local summative and formative data 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	\$132,701.00	90556
2	2.1	Attract, retain, develop and inspire an effective and innovative staff. (2a, 2b, 2c, 2d)	No	\$111,538.00	125030
2	2.2	Maintain high quality working conditions and competitive compensation packages while	No	\$61,351.00	61351

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)
		leveraging the talents, skills, and passion of staff. (2d)			
2	2.3	Refine current evaluation tool for all staff to support growth and development. (2a, 2c, 2d)		\$5,000.00	3000
3	3.1	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (3ab, 3b, 3c)	No	\$19,847,478.00	20282030
3	3.2	Evaluate current financial landscape (3a, 3b)	No	\$10,000.00	36249
3	3.3	Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (3c)	No	\$178,144.00	149130
4	4.1	Foster a culture of inclusivity within the Kentfield School District community by acting and communicating as one school, two campuses. (4a, 4b)	No	\$121,552.00	123101
4	4.2	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)	No	\$529,453.00	223954
4	4.3	Build and promote cultural competence and diverse perspectives within the school community. (4a, 4b)	No	\$5,000.00	5000
4	4.4	Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met.	No	\$60,407.00	9917

2023-24 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)
346837	\$132,701.00	\$346,837.00	(\$214,136.00)	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	Based on local summative and formative data 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	\$132,701.00	346837		

2023-24 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)
12727580	346837	0	2.725%	\$346,837.00	0.000%	2.725%	\$0.00	0.000%



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	<p>Broad Goal Area 1:</p> <p>Engage, support and challenge all students to eliminate the opportunity gap.</p> <p>Focus Goal</p> <p>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.</p> <p>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.</p> <p>1c. Monitor attendance rates of all students and student groups to address academic and social/emotional/behavioral needs and chronic absenteeism.</p> <p>1d. Challenge all learners (Based on YT data)</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP - administration	TBD	Fall 2021 2nd MATH - Lo/Lo Avg 13% Avg/HiAvg/Hi 87% 3rd MATH Lo/Lo Avg 11% Avg/HiAvg/Hi 89%	% Avg - High Avg. Fall 2022 Winter 2023 MATH 2nd 89% --- 3rd 91% 81% 4th 91% 88% 5th 79% 77% 6th 87% 87%	% Avg - High Avg. Fall 2023 K Math 93% ELA 95% 1st Math 89% ELA 92% 2nd Math 84% ELA 86%	100% meet standard or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		4th MATH Lo/Lo Avg 20% Avg/HiAvg/Hi 80% 5th MATH Lo/Lo Avg 15% Avg/HiAvg/Hi 85% 5th ELA Lo/Lo Avg 10% 6th MATH Lo/Lo Avg 12% Avg/HiAvg/Hi 88% 6th ELA Lo/Lo Avg 13% Avg/HiAvg/Hi 87% 7th MATH Lo/Lo Avg 12% Avg/HiAvg/Hi 88% 7th ELA Lo/Lo Avg 10% Avg/HiAvg/Hi 90% 8th MATH Lo/Lo Avg 10% Avg/HiAvg/Hi 90% 8th ELA Lo/Lo Avg 5% Avg/HiAvg/Hi 95%	7th 86% 86% 8th 88% 89% READING 2nd 93% --- 3rd 84% 87% 4th 92% 80% 5th 84% 89% 6th 88% 89% 7th 89% 85% 8th 87% 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%	
CAASPP - Annual administration	2019 Results Meet or exceed standards All ELA 75% - Math - 72% SED ELA 41% -Math - 40%	Not Available	2022 Results Meet or exceed standards All ELA 76.69% - Math - 65.26% SED	2023 Results Meet/Exceed standards All ELA 75% (DEC) Math - 68% (INC) SWD	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%		ELA 47.62% -Math - 27.90% SWD ELA 28.28% - Math 28% R-FEP ELA - 56.72% - Math 43.29% Hispanic/Latino - ELA - 54.23% - Math - 46.77%	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%	
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%	Not Available	2021-22 Well Developed (4) - 15.57% Moderately Developed (3) - 35.23% Somewhat Developed (2) - 30.73% Beginning to Developed (1) - 18.47%	2022-23 Well Developed (4) - 16.50% Moderately Developed (3) - 33.7% Somewhat Developed (2)- 29.4% Beginning to Develop (1)- 20.3%	Very High (65%+ progress as measured by the California Dashboard
Reclassification Redesignation Rate	2020-21 75 38% EL 124 62% RFP 12% RFP	2021-22 77 38% EL 124 62% RFP 12% RFP	2022 - 23 86 41% EL 121 58% RFP 11% RFP	TBD	TBD
Participation rate of intervention - acceleration services	TBD	316 intervention participants	Tier II Intervention Supports 1st - 4th	Tier I: All Students Tier II:	TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Reading - approximately 20 students Math - approximately 25 students 5th - 8th Reading - approximately 60 students Math - approximately 48 students	Bacich - TBD Kent - 90+ Tier III: Bacich 54+ Kent 51+ All numbers are estimates based on fluidity of intervention services.	
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/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/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/organization) and pathways for math advancement	Maintain elementary course offerings; Maintain middle school broad course of study with at least one elective choice per student
Participation rate in course offerings - broad course of study	TBD	100%	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.

Goal Analysis

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.

We are seeing gains in student academic progress, although will know more once final MAP assessment is completed and CAASPP scores are received.

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 difference.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We are seeing some gains, although we have a high level of urgency more positive gains related to student progress.

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.

Minor changes -- which include simplifying goals and outlining the addition of curricular pilots and equity audit of curriculum.

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.

Goals and Actions

Goal

Goal #	Description
2	<p>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</p> <p>2a. Ensure 100% of all open positions are filled with highly qualified staff.</p> <p>2b. Recruit staff that reflect the racial gender demographics of our community with proportional alignment by August 2023.</p> <p>2c. Maintain a 95% staff retention rate for continuity of learning and school culture.</p> <p>2d. Offer opportunities for staff to provide feedback related to job assignment, school culture and work environment.</p>

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	All positions filled	Winter 2023 Open positions TBD Spring 2023 .8 FTE Spanish .8 FTE ELA 1.0 FTE Science 1.0 FTE Physical Education 1.6 FTE Special Education 1.0 FTE Counselor	Winter 2024 Open positions Temp SPED 1.0 FTE Spring 2024 - TBD	100% positions filled by highly qualified staff.
Staff Demographics	Certificated Asian 1% Af. Am. - 1%	All Staff - Certificated Classified White - 110 (81.5%)	Certificated/Classified Asian 1% Af. Am. - 4%	Certificated/Classified Asian 1% Af. Am. - 4%	Create parity between community and staff demographic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic - 7% 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%	Hispanic - 20 (14.8%) Asian/Filipino - 3 (2.2%) Black - 2 (1.5%)	Hispanic - 12% White - 81% 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%	
Rate of Masters/National Board Certification for Certificated Employees	Total Certificated - MA - 50 National Board Certification - 1 Doctorate - 1	Total Certificated - MA - 50 National Board Certification - 1 Doctorate - 1	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2	Total Certificated - Masters - 48 National Board Certification- 1 Doctorate- 2	TBD

Goal Analysis

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.

Our staffing demographic still does not adequately reflect the student population we serve.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We do not have a high number of vacancies so it is challenging to fill non-open positions, and hard to fill positions don't always have the diverse demographic we are interested in attracting.

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.

No material changes at this time.

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.

Goals and Actions

Goal

Goal #	Description
3	<p>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</p> <p>3a. Produce a multi-year budget that has a minimum reserve level of increasing by .5% or higher annually.</p> <p>3b. Maximize use of general and restricted funds in alignment with identified purposes (annually).</p> <p>3c. Expend 100% of restricted facility funds within the required timeline (annually).</p>

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	Reserve Level for Multi - Year Projections - based on 2nd iterim report Y1 - 2,052,052 - 10.58% Y2 - 2,216,644 - 11.66% Y3 - 2,496,139 - 12.93%	Reserve Level for Multi - Year Projections Dec. 2022 Y1 - 2,861,600 Y2 - 2,398,224 Y3 - 1,893,462 Projections Mar. 2023 Y1 -1,957,012 Y2 - 2,347,727 Y3 - 3,042,489	Dec. 2023 Unrestricted ONLY Y1 - 1,702,801 (7.25%) Y2 - 1,787,103 (7.83%) Y3 - 1,825,212 (7.84%) Combined Y1 - 2,243,145 (9.55%) Y2 - 2,011,817 (8.8%) Y3 - 2,013,891 (8.65%)	10% + Reserve Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Interim Budget Reports	Reserve Level Dec. 2020 - 6.01% March 2021 - 6.09%	Reserve Level Dec. 2021 - 10.62% March 2022 - 10.58%	Reserve Level June 2022 - 9.52% Dec. 2022 - 9.80% Mar. 2023 - 8.87%	Combined Dec. 2023 - 9.55% Mar. 2023 - 8.87% Dec. 2022 - 9.80%	10% + Reserve Level
AB 1200 Review	Positive Budget Certification	Positive Budget Certification	Positive Budget Certification	Positive Budget Certification	Positive Budget Certification
Annual COC Report	Ending Fund Balance	Ending Fund Balance	\$73K - Ending Fund Balance	Funds fully spent	Expend 100% of Bond funds
Local Donations	KIK Annual Fund - \$1M KSPTA Funds - \$36,790	KIK Annual Fund - \$815,000 KSPTA Funds - \$	KIK Annual Fund - \$1M KSPTA Funds - \$59,857 (approx)	KIK Annual Fund - \$1.1M KSPTA Funds - \$14K - Teacher Stipends (approx) \$90K - KSD Programs (approx)	TBD
Quarterly Williams Report	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good - Excellent	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good - Excellent	No Williams complaints based on providing: Sufficiency of Instructional Materials Fully Credentialed Teachers Facilities Inspection Tool (FIT) - Rating Good - Excellent	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

Goal Analysis

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.

We continue to have a stretched budget - we have deficit spending which is leading to potential impact on program offerings.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our actions are offering more clarity and insight into our school budget.

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.

No changes at this time.

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.

Goals and Actions

Goal

Goal #	Description
4	<p>Provide a safe and inclusive education environment that leverages community partnerships and supports alignment of core beliefs.</p> <p>Focus Goal</p> <p>4a. Make Visible TK-8 Learner profile to guide reinforcement of KSD Core Beliefs .</p> <p>4b. Implement proactive strategies to further address behavioral and social conflict in person and virtually.</p> <p>4c. Intentionality in building connections and partnerships among all groups especially underrepresented communities to increase engagement.</p>

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	<p>Student Participation 98%</p> <p>Family Participation 64%</p> <p>Staff Participation 90%</p> <p>BACICH Staff Results: Strength - Relationships Diversity & Equity Are of Improvement - Culture</p> <p>Student Results:</p>	<p>Student Participation 91%</p> <p>Family Participation 56%</p> <p>Staff Participation 96%</p> <p>BACICH Staff Results: Strength - Culture School Safety Diversity & Equity Are of Improvement - Relationships Professional</p>	<p>Student Participation 99%</p> <p>Family Participation 56%</p> <p>Staff Participation 78%</p> <p>BACICH Staff Results: Strength - Professional Development Relationship and Engagement Are of Improvement - School Safety </p>	TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Strength - Relationship Belonging Are of Improvement - Academic Challenge Parent/Guardian Results: Strength - Relationships Diversity & Equity Are of Improvement - Communication & Feedback</p> <p>KENT Staff Results: Strength - Relationships Engagement Are of Improvement - School Safety Student Results: Strength - Belonging Peer Collaborations Engagement Are of Improvement - Academic Challenge Parent/Guardian Results: Strength - Relationship Culture Are of Improvement - Communication & Feedback</p>	<p>Development & Support Student Results: Strength - Relationship Instructional Methods Are of Improvement - Culture Parent/Guardian Results: Strength - Relationships Are of Improvement - School Ssafety</p> <p>KENT Staff Results: Strength - Relationships Culture Are of Improvement - Professional Development & Support Diversity & Equity Student Results: Strength - Belonging - Peer Collaborations Equity & Inclusion Are of Improvement - Relationships - Academic Challenge Parent/Guardian Results:</p>	<p>Diversity, Equity 7 inclusion Student Results: Strength - Belonging Relationship Are of Improvement - Instrucitonal Methods Emotional - mntal Health Parent/Guardian Results: Strength - Communication & Feedback Engagement Relationships Are of Improvement - School Safety Resources</p> <p>KENT Staff Results: Strength - Professional Development Engagmeent Are of Improvement - Culture Diversity, Equity & Inclusion Student Results: Strength - Emotional - Mental Health Belonging Are of Improvement - Academic Challenge</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Strength - Diversity & Equity Culture Are of Improvement - Resources	Parent/Guardian Results: Resources Relationships Are of Improvement - Communication and Feedback	
Student Chronic Absenteeism Rate	2020-21 1% Chronically Absent 2019-20 8% Chronically Absent	2021-22 - TBD 2020-21 1% Chronically Absent 2019-20 8% Chronically Absent	Per CA Dashboard 2021-22 12% Chronically Absent High	Per CA Dashboard 2022-23 13.4% Chronically Absent High	Decrease chronic absenteeism to .5%
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	TBD	Participation in KIK - 356 Donors KSPTA - 196 Family Members 63 Individual Members 48 Teacher Membership ELAC/DELAC - 45 potential families Survey Response Rate 64%	Participation in KIK - 308 Donors KSPTA - 174 Families 46 Individual members 46 Staff ELAC/DELAC - 50 potential families	Increase participation rate by 10% of population annually
Discipline - Suspension Rates	0.27%	Per CA Dashboard 2021-22	Per CA Dashboard 2021-22	Per CA Dashboard 2022-23	Decrease rate by .05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		.8% Low	.8% Low	1.3% Low	
Discipline - Expulsion Rates	0%	TBD	2021-22 0%	2022-23 0%	Maintain 0%
Dropout Rate	0%	0%	0%	0%	Maintain 0%
Average Daily Attendance Rates	TBD	2021-22 94.8%	2022-23 95%	TBD	TBD

Goal Analysis

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.

No significant differences - although we are seeing positive gains in students feeling more included and part of the school community.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The more intentionality and focus we have on belonging and creating a safe and inclusive environment the more positive change we will see.

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.

No specific 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.



LCFF Budget Overview for Parents

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

CDS Code: 21-65334

School Year: 2024-25

LEA contact information:

Raquel Rose

Superintendent

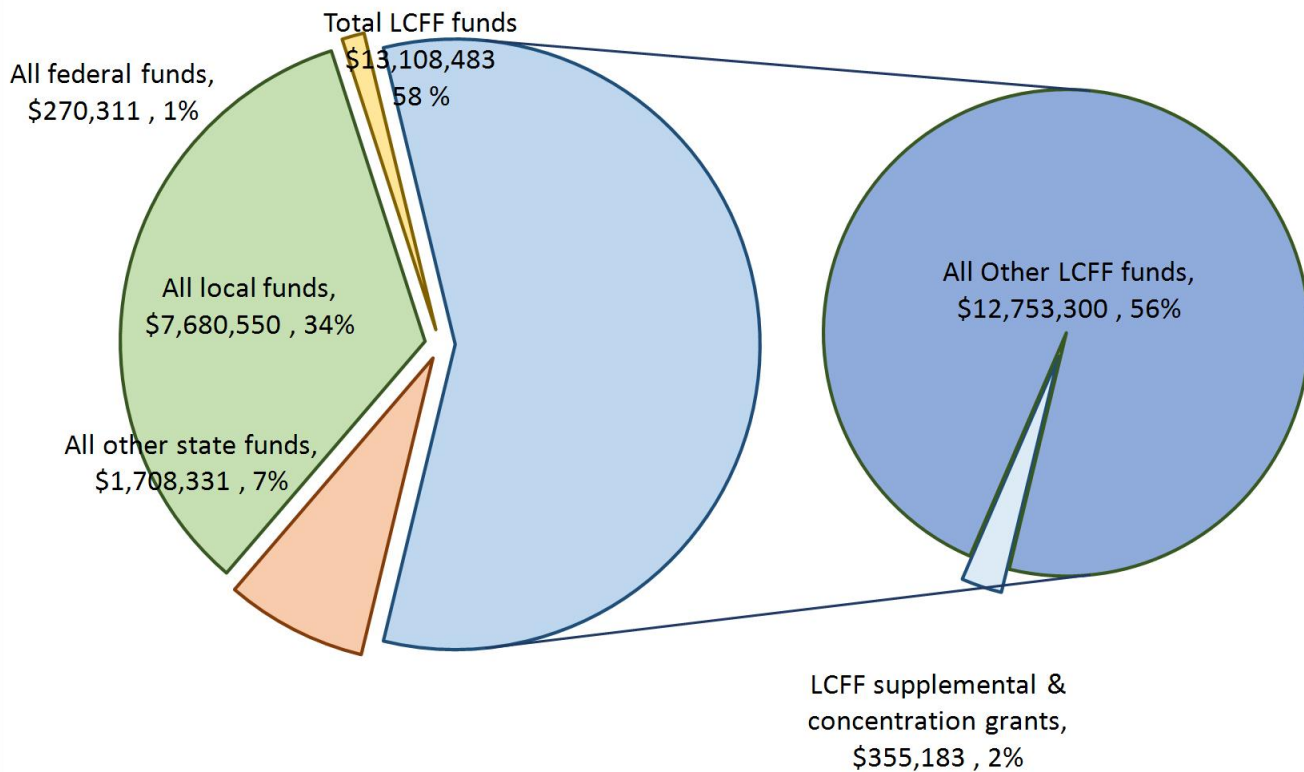
rose@kentfieldschools.org

(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 2024-25 School Year

Projected Revenue by Fund Source

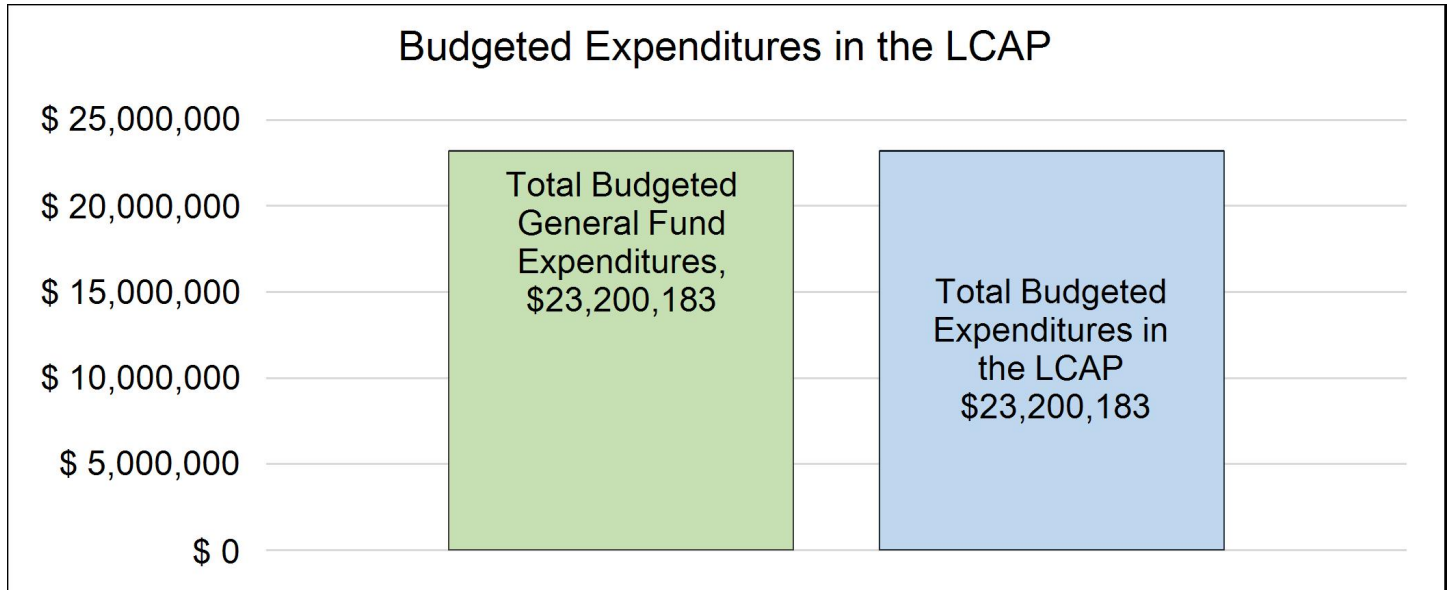


This chart shows the total general purpose revenue Kentfield Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kentfield Elementary School District is \$22,767,675, of which \$13,108,483 is Local Control Funding Formula (LCFF), \$1,708,331 is other state funds, \$7,680,550 is local funds, and \$270,311 is federal funds. Of the \$13,108,483 in LCFF Funds, \$355,183 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

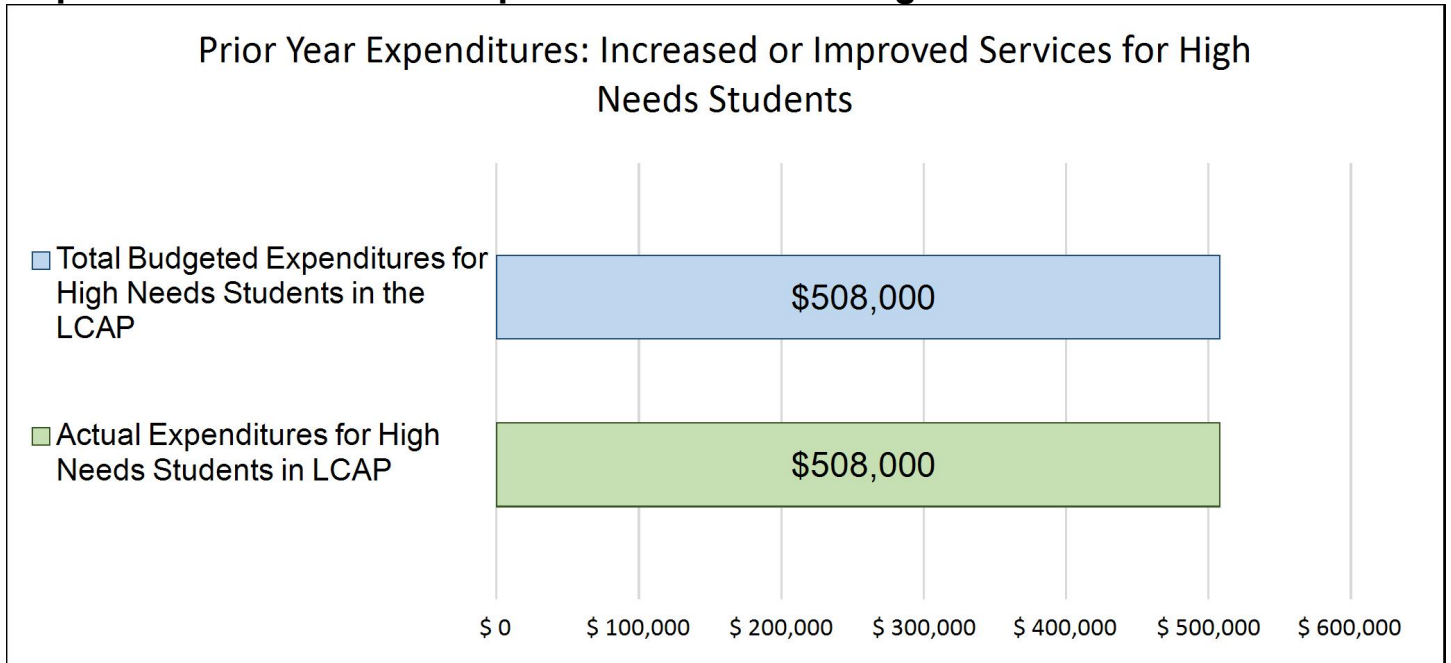
The text description of the above chart is as follows: Kentfield Elementary School District plans to spend \$23200183 for the 2024-25 school year. Of that amount, \$23200183 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kentfield Elementary School District is projecting it will receive \$355183 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 \$355183 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 2023-24



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 2023-24, Kentfield Elementary School District's LCAP budgeted \$508000 for planned actions to increase or improve services for high needs students. Kentfield Elementary School District actually spent \$508000 for actions to increase or improve services for high needs students in 2023-24.