



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

# Goal 1

## Goal Description

Engage, support and challenge all students with an intention to eliminate the opportunity/resource gap and empower students to excel and pursue their passion.

### Focus Goal:

1a. By June, 2026 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, 2026 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 2026, 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 identified research based tools.

1e. By June 2026, increase positive response to learners feeling challenged in classrooms by 5% (Based on YT data).

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 ELA 2.9% (DEC)  Math 13% (DEC)		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 ELA - 54.92% (INC)   Math - 46.72% (INC) EL ELA 8.7% (INC)   Math 13.05% (SAME)	10% growth at minimum annually for each student group
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:	Tier I: All Students  Tier II: Bacich - 414 Kent - 108		Tier I: All Students  Tier II: Bacich - 414 Kent - Est. 120	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	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Bacich 54+ Kent 51+  All numbers are estimates based on fluidity of intervention services.	Tier III: Bacich - Est. 43 Kent - Est. 70  All numbers are estimates based on fluidity of intervention services.		Tier III: Bacich - Est. 25 Kent - Est. 60  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/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
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% 3rd Math 84%   ELA 78% 4th Math 86%   ELA 82% 5th Math 84%   ELA 90%	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%		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%	100% of students in intervention services demonstrate rate of growth.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		6th Math 72%   ELA 86% 7th Math 82%   ELA 84% 8th Math 83%   ELA 89%	6th Math 74%   ELA 95% 7th Math 83%   ELA 85% 8th Math 84%   ELA 92%		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 in Tier II and Tier III intervention due to increased progress.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Offer specific professional development to guide and inform curriculum planning and support the implementation of varied instructional strategies for all students. (1a, 1b, 1c)</b> Offer a range of learning opportunities and materials/supplies to enhance teaching and learning areas including, but are not limited to: Differentiated Instruction and materials, including technology tools Integrated and Designated ELD Instruction Culturally Relevant Pedagogy - Rigor, Relevant, Relational and Real Implement Research Based Intervention Programs in core content areas ELA/Math with	No	Ongoing Implementation	Learning Walk Implementation - Designated and Integrated ELD instruction - Orton Gillingham & Sonday implementation - Do the Math Implementation -		\$7,038,433.00	\$3,399,257

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>a focus on supporting all learners with a focus on students with disabilities and English language learners</p> <p>Progress Monitoring with Formative Assessment and required state assessments</p> <p>Support ongoing grade level articulation to align the learning continuum for students in areas of core content.</p> <p>Identify, make visible and offer feedback related to essential standards, learning targets and proficiency levels.</p> <p>Determine next steps to take for an curricular equity audit of materials and resources.</p> <p>Implement professional development to support implementation of new ELA and Math curriculum in grades K - 5</p> <p>Implement explicit instructional strategies that support literacy proficiency such as phonics, phonemic awareness, world work and morphology</p> <p>Implement professional development to support implementation of behavioral intervention and de-escalation strategies.</p>			<p>New K-5 Math adoption - iReady</p> <p>- New K-4 Literacy adoption - CKLA</p> <p>- Behavioral Training</p>			
1.2	<p><b>Create opportunities for increased innovation and collaboration between core and enrichment classes to inspire creativity, curiosity, and critical thinking. (1a, 1b, 1c, 1e)</b></p> <p>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.</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>	No	Ongoing Implementation	<p>WIN Offering - Differentiation (Bacich)</p> <p>- Additional support classes (Kent MS)</p> <p>- Enrichment offerings</p>		\$2,662,441.00	\$1,413,709

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.3	<p><b>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)</b></p> <p>Targeted instructional support provided before, during or after-school.</p> <p>Continue standards based feedback at the middle school to make learning visible and international for students</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) weeks increments. Formative assessments include, but are not limited to Dibels mClass, MAP, and end of unit assessments.</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 -</p>	No	Partially Implemented	<p>Dibels Assessment Implementation</p> <p>- MAP Implementation</p> <p>- MTSS Process and Implementation</p> <p>- Do the Math &amp; OG-Sunday Intervention programs</p>		\$1,205,142.00	\$619,801

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	using communication platforms, newsletters, memos, phone calls, and/or Principal Chats.						
1.4	<p><b>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)</b></p> <p>Maintain and/or increase designated and integrated 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.</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> <p>ELL Coordination services will be provided per site to monitor ELL progress and compliance with services and assessment.</p> <p>Offer small group Language Development courses designed to meet the needs of our language learners across our school campuses.</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> <p>Review summative data about high school readiness for students who exit the KSD program.</p>	Yes	Partially Implemented	<p>Offering integrated and designated ELD instruction at K-4 level</p> <p>-</p> <p>Offering ELD and ALD at 5-8 level</p> <p>-</p> <p>Learning Walk Implementation</p>		\$360,183.00	\$16,847



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p><b>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.</b></p> <p>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) weeks increments. Formative assessments include, but are not limited to Dibels mClass, MAP, and end of unit assessments.</p>	No	Ongoing Implementation	MTSS Implementation - OG & Sunday Implementation - Literacy Coach Support		\$104,312.00	\$28,514

## Goal 2

### Goal Description

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 2026, KSD students report experiencing a safe, supportive and inclusive learning environment as reflected in the YouthTruth Data.

2b. By June 2026, decrease behavioral and discipline infractions through effective implementation of restorative intervention practices.

2c. By June 2026, increase positive attendance rates by 5% for all student groups to address academic and social emotional/behavioral needs and decrease chronic absenteeism.

2d. By June 2026, 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 2026, Promote TK-8 Learner profile to guide reinforcement of KSD Core Beliefs.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Climate Survey Results completed by Students, Parents and Staff	Student Participation 99% 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	Student Participation 91% 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:		Survey Administration May 2026	Work toward 100% participation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Parent/Guardian Results: Strength - Communication & Feedback   Engagement   Relationships Area of Improvement - School Safety   Resources  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 - Communication and Feedback	Strength - Communication & Feedback   Engagement   Relationships Area of Improvement - School Safety   Resources  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	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Nurture the social development and emotional health of students through school wide programs and personnel. (2a, 2b, 2c)</b></p> <p>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. 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) Implement professional development to support implementation of behavioral intervention and de-escalation strategies. Identify and make visible UTK-8 KSD learner profile in alignment with grade level learning targets. Monitor student attendance with a focus on students with chronic absenteeism and provide support to families to improve attendance patterns.</p>	No	Partially Implemented	<p>Behavioral Training provided</p> <ul style="list-style-type: none"> <li>- Counseling support ongoing</li> <li>- Conditioning KSD Graduate Profile</li> <li>- Advisory and TEAM time continuing.</li> <li>- Increased Behaviorist support</li> </ul>		\$911,820.00	\$334,307

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p> <p>Hire a part-time behaviorist/BCBA certified staff to model, support and provide direct and indirect services for students through coaching staff and serving students.</p>						
2.2	<p><b>Promote cultural competence and diverse perspectives within the school community. (2a, 2d, 2e)</b></p> <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 &amp; Inclusion Committees - site &amp; 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.</p> <p>Partner with KSPTA, DELAC/ELAC 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</p>	No	Ongoing Implementation	<p>Ongoing engagement of student groups focused on inclusion</p> <ul style="list-style-type: none"> <li>- Complaints monitoring</li> <li>- Parent Education</li> </ul>			\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(SLAM!), GSA, 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	<b>Provide targeted support for unduplicated pupils to increase parent engagement and connection while ensuring basic needs are met. (2a, 2d)</b> 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.	Yes	Partially Implemented	.5 FTE community liaison			\$17,476
2.4	<b>Foster a culture of inclusivity within the Kentfield School District community. (2a, 2b, 2d)</b> 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	No	Ongoing Implementation	Website redesign - Additional community communications		\$36,228.00	\$35,024

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</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>						

## Goal 3

### Goal Description

**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.**

**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.**

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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% White - 82%  Community Demographics Asian 3.5% Af. Am. - .8% Hispanic - 16% 2 or More Race - 13.6% White - 65.4%	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%		Certificated/Classified Asian 3% Af. Am. - 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%	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	Total Certificated - Masters - 48 National Board Certification- 1		Total Certificated - Masters - 39 National Board Certification- 1	Increase percent of staff with advanced degrees by 2%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Doctorate- 2	Doctorate- 2		Doctorate- 2	

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Attract, retain, develop and inspire an effective and innovative staff. (3a, 3b, 3c, 3d, 3e)</b></p> <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 and anecdotal information 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>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>Provide opportunities for learning walks and peer observations to support examining peer practice.</p> <p>Support consistent grade level and curriculum team meetings and alignment to foster collaboration, co-planning, and shared problem solving.</p>	No	Ongoing Implementation	Multiple rounds of Learning walks complete - IHE collaboration around student teacher collaboration - Regular grade level and content level meetings for alignment and collaboration.		\$154,452.00	\$62,080

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.2	<b>Maintain high quality working conditions and competitive compensation packages while leveraging the talents, skills, and passion of staff. (3c, 3e)</b> Offer/support unique courses, clubs and experiences based on staff expertise to provide inspiration and exposure to students. Offer opportunities at both school sites. 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.	No	Ongoing Implementation	Competitive salary and benefits - Club options increase at Bacich and continue at Kent - Ongoing classroom observations and feedback..		\$1,504,998.00	\$421,854
3.3	<b>Refine current evaluation tool for all staff to support growth and development. (3a, 3c, 3d)</b> 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	Partially Implemented	New certificated toll is being implemented. - Process for classified tool is in process.		\$5,000.00	

## Goal 4

### Goal Description

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).

4d. Evaluate and explore response to parcel tax expiration.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%)	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%) Y2 - \$2,196,783 (8.99%) Y3 - \$2,186,096 (8.91%)		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%) Y2 - \$3,694,572 (14.8%) Y3 - \$3,655,499 (14.3%)	10% + Reserve Level
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	KIK Annual Fund - \$1.25M		KIK Annual Fund - \$1.4M	Sustain community donations

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		KSPTA Funds - \$14K - Teacher Stipends (approx) \$90K - KSD Programs (approx)	KIK FAN \$150K KIK Overage \$50K KSPTA Funds - \$80K - KSD Programs (approx)		KIK FAN \$150K KSPTA Funds - \$80K - KSD Programs (approx)	
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		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

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan. (4a, 4b, 4c)</b> 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)	No	Ongoing Implementation	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%) Y2 - \$3,694,572 (14.8%) Y3 - \$3,655,499 (14.3%)		\$11,219,508.00	\$3,719,246

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	<b>Evaluate current financial landscape. (4a, 4b)</b> 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.	No	Ongoing Implementation	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%) Y2 - \$3,694,572 (14.8%) Y3 - \$3,655,499 (14.3%)		\$117,932.00	\$58,603
4.3	<b>Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning. (4c)</b> 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.	No	Ongoing Implementation	New roofs for two large facilities - Bacich Community Center   Kent Gym - New Flooring for Kent MP Floor - Kent Generator project 75% complete		\$194,262.00	\$59,441

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	25514711	10186159
LCFF Supplemental/Concentration Grants	335183	131159