Introduction:

LEA: Kentfield Elementary School District   **Contact (Name, Title, Email, Phone Number):** Liz Schott, Superintendent, lschott@kentfieldschools.org, (415) 458-5130   **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

The Kentfield Elementary School District is located in Kentfield, California and is comprised of two different sites: Bacich Elementary School, K-4, with an enrollment of 700 students, and Kent Middle School, 5-8, with an enrollment of 530 students.

The Kentfield Elementary School District is regarded highly by its parents, students and greater school community. The District is known for having a strong core academic program and rich visual and performing arts, physical education, Spanish language, computer program and Character Education curricula. Kentfield School District is actively implementing the Common Core State Standards in Language Arts, Math and Science. Standardized testing of these subjects is transitioning this year from STAR, on which district students historically scored in the top 10% statewide, to the Smarter Balanced Assessment. Results from this new assessment system will not be available until the 2015 school year.

The average class size in grades K-4 is 21.32 and in grades 5-8 it is 25.09. All District teachers are credentialed by the State of California and are working within their subject area of competence. The District enjoys the generous support of its active PTA, School Site Councils, and the Kentfield Schools Foundation, a non-profit organization which currently has a $1,000,000 annual fundraising goal. In addition, the District has been very successful over the past two decades in passing parcel tax and facilities bond measures.

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

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

We believe that: by creating learning experiences that engage our students' creativity and curiosity, we motivate and inspire them to become life-long learners; educators who have access to appropriate and innovative teaching tools and professional development opportunities are most effective in engaging students in their learning; project-based, active learning encourages students to take risks and learn from their mistakes

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

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

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

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

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

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The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual

update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

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

Involvement Process	Impact on LCAP
Public Meeting at Kent Library: April 27, 2015 District English Learner Advisory Committee meeting: May 7, 2015 Kentfield Teachers Association leadership meeting: May 19, 2015 Parent/Staff Survey (70 responses): Student input: May 21, 2015 Emailed LCAP final draft to all District stakeholders for input: May 20, 2015 Public Hearing: May 26, 2015	The input received through the three parent/staff meetings and dozens of pages of comments from the survey gave direction to the drafting of the LCAP. The way the District already meets the needs of our English Learners and socioeconomically disadvantaged students was appreciated, and requests for increased services were noted. Homework help for a broader range of grade levels was requested. Supplementary assistance for our SED and EL students is included in Goal 1 of the LCAP. Parents of English Learners expressed concern about how they and their students are incorporated into the life of the District.

Communication improvements in Goal 5 will address this concern.

Annual Update:

Goal 1 will remain substantially the same. We will refine Common Core implementation in Language Arts and Mathematics while ramping up NGSS (Science) curriculum and instruction. Goal 2 will not change. Maintenance staffing is complete. Goal 3 now moves to transitioning to new health benefits provider and into the design phase of Master Planning. We will continue to improve the efficiency and efficacy of our district-to-home communication, as well as our home-to-district communication. Expanding after school help, and opportunities for English Learners' parents to connect with the larger school community as outlined in Goal 6. Goal 7 will see a maintenance of paraprofessional support.

Annual Update:

Public Meeting at Kent Library: April 27, 2015

District English Learner Advisory Committee meeting: May 7, 2015

Kentfield Teachers Association leadership meeting: May 19, 2015

Parent/Staff Survey (70 responses):

Student input: May 21, 2015

Emailed LCAP final draft to all District stakeholders for input: May 20, 2015

Public Hearing: May 26, 2015

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Page 10 of 51

| GOAL 1: | Engage, support and challenge all students. | Related State and/or Local Priorities:
1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X

COE only: 9 _ 10 _

Local : Specify Strategic Goal #1 |

Identified Need : Need: Improve teaching and learning

Metric: Summative and formative assessment data; CAASPP results; Parent/Staff survey; CELDT results; English Learner reclassification rates; science fair results; speech contest results; mathletes results

Goal Applies to: Schools: All

Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes: Increased student achievement; increased levels of student engagement and creativity

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.	District	X All OR: – Low Income pupils – English Learners – Foster Youth Ē Redesignated fluent English proficient – Other Subgroups: (Specify)	ELA/ELD adopted materials will be piloted or begin to be used in classrooms 4000-4999: Books And Supplies LCFF $2,500 Bacich teachers will receive professional development in Eureka Math and Rekenrek. 5000-5999: Services And Other Operating Expenditures LCFF $5,000 Implement Readers Workshop at Bacich and in 5th Grade at Kent 4000-4999: Books And Supplies LCFF $5,000 Bacich teachers will pilot Eureka Math. 4000-4999: Books And Supplies LCFF $25,000 Evaluate benchmark assessments in Math across grade levels to ensure alignment with Common Core and to ascertain effectiveness at measuring interim student progress. 5000-5999: Services And Other Operating Expenditures LCFF $3,000 Continue work with Science NGSS - Buck Institute, local collaboration, conference attendance 5000-5999: Services

			And Other Operating Expenditures LCFF $2,000
			Articulate CCSS skills, research skills, informational writing skills, academic vocabulary, and threaded concepts across grades in Social Studies 5000-5999: Services And Other Operating Expenditures LCFF $10,000
			All students with IEPs will have goals aligned with the Common Core, and will receive Special Education aligned with the Common Core. ($1500) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Refine trimesterly assessment report. 5000-5999: Services And Other Operating Expenditures LCFF $1,000
			Bacich teachers will receive professional development in Readers Workshop Reading Institute - Summer 2015. 5000-5999: Services And Other Operating Expenditures LCFF $12,000
Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.	District	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Offer professional development and/or PLCs to share and increase expertise in differentiated instruction, particularly to address learners who "already know it". Coach 5000-5999: Services And Other Operating Expenditures LCFF $5,000
			Bacich teachers participate in Math training opportunities in-house and off-site 5000-5999: Services And Other Operating Expenditures LCFF $3,000
			Continue GLAD training 5000-5999: Services And Other Operating Expenditures LCFF $3,800
			Ed Camp scheduled four times per year on shortened Wednesdays 5000-5999: Services And Other Operating Expenditures LCFF $1,200
			PE Staff will participate in PD designed to support Common Core reading, writing, speaking and listening skills (e.g., SPARK) 5800: Professional/Consulting Services And Operating Expenditures LCFF $2,000
Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.	District	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Continue collaboration with ELA/ELD and Social Studies at Kent ($1000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Science with non-fiction text 4000-4999: Books And Supplies LCFF $5,000
			Kent Math will develop projects using MARS/MAPS activities or other activities in two trimesters to foster conceptual learning 5000-5999: Services And Other Operating Expenditures LCFF $2,500

			Actions/Services
			PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics 5000-5999: Services And Other Operating Expenditures LCFF $2,500
			Expand Maker, STEAM curriculum to all grade levels 4000-4999: Books And Supplies LCFF $17,000
			Expand Project Based Learning pedagogy 5000-5999: Services And Other Operating Expenditures LCFF $1,000
			Library teachers will collaborate with classroom teachers to integrate curriculum, Common Core standards, and library collection. Research skills, and information and digital literacy skills will be articulate ($2000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Provide opportunities for students to participate and compete in Science Fair, Speech Contests, Spelling Bee, Mathletes
			Pursue Gold Ribbon Recognition at Kent for Science program
Provide differentiated instruction to support the acquisition of core academic skills.	District	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Refine implementation of WIN (What I Need) at Bacich 5000-5999: Services And Other Operating Expenditures LCFF $2,000
			Continue Academic Workshops and Intensive Math and Reading at Kent ($100,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Research supplemental interactive grammar applications that will differentiate 5-8 4000-4999: Books And Supplies LCFF $3,000
			Extend leveled reading to grade 5; continue in K-4 4000-4999: Books And Supplies LCFF $3,500
			Continue pull-out ELD ($5000) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2
			Differentiate Math instruction and homework for all students; Continue Math Coach position at Bacich ($40,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Maintain paraprofessional support ratios TK-4 ($100,000) 2000-2999: Classified Personnel Salaries LCFF Already accounted for in Goal 2
			Observe other RtI programs 5000-5999: Services And Other Operating Expenditures Special Education $2,000
			Expand the use of Newsela in all curriculum areas 5-8 4000-

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Integrate community service and service learning into the curriculum.	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	4999: Books And Supplies LCFF $6,000 Continue with grade level projects, TK-4 4000-4999: Books And Supplies LCFF $5,000 Spanish A will increase clothing donation activity to once a trimester and increase number of organizations to which to donate 4000-4999: Books And Supplies LCFF $1,000 Spanish B classes will work with Laurel Dell to expand language and cultural exchange program and identify a community-service goal. 4000-4999: Books And Supplies LCFF $1,000
English Learners will make expected progress toward achieving full English Language proficiency	District	— All OR: — Low Income pupils X English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners ($81,171) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2
Students in the following subgroups will achieve at rates comparable to their peers in the White and Asian American subgroups: Hispanic, African American, English Learners, Socioeconomically Disadvantaged, Special Needs, Foster Youth, R-FEP ($12,000)	District	— All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient — Other Subgroups: (Specify) Special Needs, African American, Special Needs	Provide supplementary assistance to learners from subgroups to close the gap between their academic performance and that of the overall student population ($12,000) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increased student achievement; increased levels of student engagement and creativity		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State	District	X All OR:	Continue and refine Readers Workshop at Bacich and in 5th grade at Kent 4000-4999: Books And Supplies LCFF

Actions/Services	Scope	Pupils to be served	Expenditures
Standards, the Next Generation Science Standards, and other curriculum standards.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue and refine use of adopted Math materials 4000-4999: Books And Supplies LCFF Full implementation of Next Generation Science Standards (NGSS) 5000-5999: Services And Other Operating Expenditures LCFF Implementation of the Common Core Standards will be evaluated 5000-5999: Services And Other Operating Expenditures LCFF All students with IEPs will have goals aligned with the Common Core, and will receive Special Education aligned with the Common Core. 5000-5999: Services And Other Operating Expenditures LCFF Assess and refine trimesterly assessment report. LCFF
Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue professional development and/or PLCs to share and increase expertise in differentiated instruction, particularly to address learners who "already know it". Coach? 5000-5999: Services And Other Operating Expenditures LCFF Bacich teachers participate in Math training opportunities in-house and off-site 5000-5999: Services And Other Operating Expenditures LCFF Continue GLAD training 5000-5999: Services And Other Operating Expenditures LCFF Ed Camp scheduled four times per year on shortened Wednesdays 5000-5999: Services And Other Operating Expenditures LCFF PE Staff will integrate training into targeted activities to support Common Core reading, writing, speaking and listening skills. 5000-5999: Services And Other Operating Expenditures LCFF Professional development in embedding ELD into Common Core aligned ELA materials will continue 5000-5999: Services And Other Operating Expenditures LCFF Social Studies teachers meet with colleagues from other districts to share and discuss means of implementing the Common Core Standards 5000-5999: Services And Other Operating Expenditures LCFF
Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.	District	X All OR: _ Low Income pupils _ English Learners	Kent Math will develop projects using MARS/MAPS activities or other activities in all three trimesters to foster conceptual learning 5700-5799: Transfers Of Direct Costs LCFF

Goal	Scope	Subgroups	Actions / Expenditures
		Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics 5000-5999: Services And Other Operating Expenditures LCFF
			Adapt to new and innovative projects and Maker models 5000-5999: Services And Other Operating Expenditures LCFF
			Professional development on Project Based Learning at Bacich 5000-5999: Services And Other Operating Expenditures LCFF
			Art curriculum will continue to develop skills needed to address aesthetic issues in other curricular areas 5000-5999: Services And Other Operating Expenditures LCFF
			Expand use of flexible furniture in Grades 2 and 3 at Bacich Elementary School 4000-4999: Books And Supplies LCFF
Provide differentiated instruction to support the acquisition of core academic skills.	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assess and modify implementation of WIN (What I Need) at Bacich
			Continue leveled reading groups TK-5
			Continue Academic Workshops and Intensive Math and Reading at Kent
			Implement supplemental interactive grammar applications that will differentiate 5-8
			Continue pull-out ELD
			Differentiate Math instruction and homework for all students; Continue Math Coach position at Bacich
			Maintain paraprofessional support ratios TK-4
			Research intervention program
			Better differentiate instruction during Library class
Integrate community service and service learning into the curriculum.	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue with grade level projects, TK-4
			Spanish A will maintain clothing donation program
			Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange program through service-based learning
English Learners will make expected progress toward achieving full English Language proficiency	District	_ All OR: _ Low Income pupils	Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners 5000-5999:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Services And Other Operating Expenditures Title II
Students in the following subgroups will achieve at rates comparable to their peers in the White and Asian American subgroups: Hispanic, African American, English Learners, Socioeconomically Disadvantaged, Special Needs, Foster Youth, R-FEP	District	All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient Other Subgroups: (Specify) Special Needs, African American, Special Needs	Provide supplementary assistance to learners from subgroups to close the gap between their academic performance and that of the overall student population 1000-1999: Certificated Personnel Salaries Title I

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increased student achievement; increased levels of student engagement and creativity

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.	District	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue and refine Readers Workshop at Bacich and in 5th grade at Kent 4000-4999: Books And Supplies LCFF Continue and refine use of adopted Math materials 4000-4999: Books And Supplies LCFF Full implementation of Next Generation Science Standards (NGSS) 5000-5999: Services And Other Operating Expenditures LCFF Implementation of the Common Core Standards will be evaluated 5000-5999: Services And Other Operating Expenditures LCFF All students with IEPs will have goals aligned with the Common Core, and will receive Special Education aligned with the Common Core. 5000-5999: Services And Other Operating Expenditures LCFF Assess and refine trimesterly assessment report. LCFF

Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.	District	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue professional development and/or PLCs to share and increase expertise in differentiated instruction, particularly to address learners who "already know it". Coach? 5000-5999: Services And Other Operating Expenditures LCFF Bacich teachers participate in Math training opportunities in-house and off-site 5000-5999: Services And Other Operating Expenditures LCFF Continue GLAD training 5000-5999: Services And Other Operating Expenditures LCFF Ed Camp scheduled four times per year on shortened Wednesdays 5000-5999: Services And Other Operating Expenditures LCFF PE Staff will integrate training into targeted activities to support Common Core reading, writing, speaking and listening skills. 5000-5999: Services And Other Operating Expenditures LCFF Professional development in embedding ELD into Common Core aligned ELA materials will continue 5000-5999: Services And Other Operating Expenditures LCFF Social Studies teachers meet with colleagues from other districts to share and discuss means of implementing the Common Core Standards 5000-5999: Services And Other Operating Expenditures LCFF
Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.	District	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Kent Math will develop projects using MARS/MAPS activities or other activities in all three trimesters to foster conceptual learning 5700-5799: Transfers Of Direct Costs LCFF PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics 5000-5999: Services And Other Operating Expenditures LCFF Adapt to new and innovative projects and Maker models 5000-5999: Services And Other Operating Expenditures LCFF Professional development on Project Based Learning at Bacich 5000-5999: Services And Other Operating Expenditures LCFF Art curriculum will continue to develop skills needed to address aesthetic issues in other curricular areas 5000-5999: Services And Other Operating Expenditures LCFF Expand use of flexible furniture in Grades 2 and 3 at Bacich Elementary School 4000-4999: Books And Supplies LCFF
Provide differentiated instruction to support the	District	X All	Assess and modify implementation of WIN (What I Need) at

Goal/Strategy	Scope	Subgroups	Actions/Expenditures
acquisition of core academic skills.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bacich Continue leveled reading groups TK-5 Continue Academic Workshops and Intensive Math and Reading at Kent Implement supplemental interactive grammar applications that will differentiate 5-8 Continue pull-out ELD Differentiate Math instruction and homework for all students; Continue Math Coach position at Bacich Maintain paraprofessional support ratios TK-4 Research intervention program Better differentiate instruction during Library class
Integrate community service and service learning into the curriculum.	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue with grade level projects, TK-4 Spanish A will maintain clothing donation program Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange program through service-based learning
English Learners will make expected progress toward achieving full English Language proficiency	District	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners 5000-5999: Services And Other Operating Expenditures Title II
Students in the following subgroups will achieve at rates comparable to their peers in the White and Asian American subgroups: Hispanic, African American, English Learners, Socioeconomically Disadvantaged, Special Needs, Foster Youth, R-FEP	District	_ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	Provide supplementary assistance to learners from subgroups to close the gap between their academic performance and that of the overall student population 1000-1999: Certificated Personnel Salaries Title I

(Specify)
Special Needs, African
American, Special Needs

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Commit to exceptional and inspirational educators and staff	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goal #2

Identified Need :	Need: Highly qualified certificated and classified staff and administrators create academically rigorous and engaging learning opportunities for all students Metric: Personnel record indicating teachers are assigned according to their credentials; teacher participation in leadership roles; improved assessment results - formative and summative - for students

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Positive credential audit; increased levels of staff satisfaction

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract, retain, develop and inspire an effective and innovative staff	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire exceptional and highly qualified certificated staff 1000-1999: Certificated Personnel Salaries LCFF $8,027,584 Hire exceptional and highly qualified classified staff 2000-2999: Classified Personnel Salaries LCFF $1,948,304 Ensure cutting edge professional development 5000-5999: Services And Other Operating Expenditures LCFF $38,444
Leverage the talents, skills, and passion of staff	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Encourage teacher leadership in areas of passion 5000-5999: Services And Other Operating Expenditures Title II $12,290 Offer professional development days for paraprofessionals at both schools 5000-5999: Services And Other Operating Expenditures Title II $12,290

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ Other Subgroups: (Specify)	
Maintain high quality working conditions and competitive compensation packages	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Enact negotiated 3% salary adjustment for certificated employees ($207,802) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2 Enact negotiated 3% salary adjustment for classified employees ($54,682) 2000-2999: Classified Personnel Salaries LCFF Already accounted for in Goal 2 Transition from Mercer health benefits to SISC health benefits effective 10-1-2015 to provide employees new health benefits provider and choice for benefit options, and a maximum of 10% premium increase over prior year. 3000-3999: Employee Benefits LCFF $123,264 Implement Master Facilities Plan created by CSDA Design Group/Measure D 6000-6999: Capital Outlay Bond $138,500
Encourage work/life balance	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Honor people's time - maximize meeting efficiency 5900: Communications LCFF $5,000 Leaders model work/life balance 5900: Communications LCFF $5,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Positive credential audit; increased levels of staff satisfaction

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract, retain, develop and inspire an effective and innovative staff	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Hire exceptional new staff 1000-1999: Certificated Personnel Salaries LCFF Recruit widely, with an eye toward attracting a diverse pool of applicants 2000-2999: Classified Personnel Salaries LCFF Ensure cutting edge professional development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Leverage the talents, skills, and passion of staff	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Encourage teacher leadership in areas of passion Offer professional development days for paraprofessionals
Maintain high quality working conditions and competitive compensation packages	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Engage in good faith negotiations Implement Master Facilities Plan
Encourage work/life balance	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Honor people's time - maximize meeting efficiency Leaders model work/life balance

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Positive credential audit; increased levels of staff satisfaction

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract, retain, develop and inspire an effective and innovative staff	District	X All OR:	Hire exceptional new staff 1000-1999: Certificated Personnel Salaries LCFF

		– Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Recruit widely, with an eye toward attracting a diverse pool of applicants 2000-2999: Classified Personnel Salaries LCFF Ensure cutting edge professional development
Leverage the talents, skills, and passion of staff	District	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Encourage teacher leadership in areas of passion Offer professional development days for paraprofessionals
Maintain high quality working conditions and competitive compensation packages	District	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Engage in good faith negotiations Implement Master Facilities Plan
Encourage work/life balance	District	X All OR: – Low Income pupils – English Learners – Foster Youth – Redesignated fluent English proficient – Other Subgroups: (Specify)	Honor people's time - maximize meeting efficiency Leaders model work/life balance

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3: Ensure appropriate stewardship of our facilities and fiscal systems

Related State and/or Local Priorities:
1 X 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 _
COE only: 9 _ 10 _
Local : Specify Strategic Goals # 2,3

Identified Need : Need: Maintain facilities and assess adequacy of campus space.
Deliver a balanced budget, aligned to Strategic Plan priorities.

Metric: Parent/Staff survey; class sizes; adult:student ratios; Facilities Master Plan; MCOE and outside audits, FIT Report

Goal Applies to: Schools: All
Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Increased satisfaction with facilities and class sizes as measured by Parent/Staff Survey; implementation of Facilities Master Plan; positive audits

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan and LCAP	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Plan for Parcel Tax changes. Create a Task Force to research implementation of Parcel Tax renewal in 2018-19 0000: Unrestricted LCFF $3,992,763
			Adjust for increase in budget for ongoing employer contribution rates to STRS and PERS 3000-3999: Employee Benefits LCFF $1,044,415
			Disclose new requirement for District reserves to follow SB 858 requirements. Research establishment of Committed Stabilization Arrangement. Reserve Public Hearing on 5/26/2015. 0000: Unrestricted LCFF $5,000
Implement Facilities Master Plan	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Employ appropriate personnel (Project Manager, Architect) to implement Facilities Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Bond $50,000
			Replace current Energy Management System (EMS) using approved California Energy Commission (CEC) application, using Proposition 39 funding 6000-6999: Capital Outlay Prop

| | | Other Subgroups: (Specify) | 39 $200,000 |
| | | | Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities 2000-2999: Classified Personnel Salaries LCFF $307,778 |

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increased satisfaction with facilities and class sizes as measured by Parent/Staff Survey; implementation of Facilities Master Plan; positive audits

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan and LCAP	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Parcel Tax Task Force to evaluate revenue analysis and uniform rate possibilities for renewal. Create Parcel Tax renewal language. 0000: Unrestricted LCFF $ 4,192,401 Adjust budget for ongoing employer contribution rates to STRS and PERS 3000-3999: Employee Benefits LCFF $ 1,182,720 Maintain District reserve level as required by SB 858
Implement Facilities Master Plan	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Monitor implementation of Facilities Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Bond $ 50,000 Implement next phase of Prop 39 supported improvements - HVAC/Boiler 6000-6999: Capital Outlay Prop 39 $ 100,000 Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities 2000-2999: Classified Personnel Salaries LCFF $ 323,167

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increased satisfaction with facilities and class sizes as measured by Parent/Staff Survey; implementation of Facilities Master Plan; positive audits

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan and LCAP	District	X All OR:	Parcel Tax Task Force to evaluate revenue analysis and uniform rate possibilities for renewal. Create Parcel Tax

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	renewal language. 0000: Unrestricted LCFF $ 4,192,401 Adjust budget for ongoing employer contribution rates to STRS and PERS 3000-3999: Employee Benefits LCFF $ 1,182,720 Maintain District reserve level as required by SB 858
Implement Facilities Master Plan	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Monitor implementation of Facilities Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Bond $ 50,000 Implement next phase of Prop 39 supported improvements - HVAC/Boiler 6000-6999: Capital Outlay Prop 39 $ 100,000 Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities 2000-2999: Classified Personnel Salaries LCFF $ 323,167

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4: Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility

Related State and/or Local Priorities:
1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _

COE only: 9 _ 10 _

Local : Specify Strategic Goal #4

Identified Need : Need: Support the social-emotional needs of students to enhance educational experience
Metric: Discipline referrals, counseling referrals, student suspension and expulsion rates, attendance rates, chronic absenteeism rates, middle school dropout rates, Healthy Kids Survey results

Goal Applies to: Schools: All

Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes: Fewer discipline referrals; fewer suspensions; fewer counselor referrals

LCAP Year 1: 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build and promote cultural competence within the school community	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	All Language Arts classes will continue to study characters in literature to analyze cultural values, and teachers will analyze the effectiveness of such studies ($882,715) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Social Studies classes will continue to use current events and other informational sources, combined with historical sources, to analyze current trends that reflect cultural values, and teachers will analyze the effectiveness of such studies ($225,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			PE staff will teach and model positive communication and good sportsmanship (5.0FTE) ($299,837) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2
			Initiate new staff in District Social-Emotional Learning programs prior to start of first year 5000-5999: Services And Other Operating Expenditures LCFF $500

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			All District Professional Development - Gender Spectrum 5000-5999: Services And Other Operating Expenditures LCFF $850
			Expand "Be the Change Week" to Bacich 5000-5999: Services And Other Operating Expenditures LCFF $3,875
			Diversify curriculum materials to incorporate the widest possible spectrum of experience 4000-4999: Books And Supplies LCFF $1,500
Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Ability Awareness at Bacich (Understanding our Differences) 5900: Communications LCFF $1,250
Nurture the social development and emotional health of students	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	All staff will continue long-established emphasis on teamwork and cooperation 5900: Communications LCFF

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Fewer discipline referrals; fewer suspensions; fewer counselor referrals		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build and promote cultural competence within the school community	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent	Continue and expand on Year 1 Activities, based on assessment of need LCFF

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.	District	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	English proficient __ Other Subgroups: (Specify) Ability Awareness at Kent (Understanding our Differences)
Nurture the social development and emotional health of students	District	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	All staff will continue long-established emphasis on teamwork and cooperation

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Fewer discipline referrals; fewer suspensions; fewer counselor referrals	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build and promote cultural competence within the school community	District	X All OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)	Continue and expand on Year 2 Activities, based on assessment of need LCFF

Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.	District	X All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	Assess Ability Awareness effectiveness, and plan activities accordingly
Nurture the social development and emotional health of students	District	X All OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)	All staff will continue long-established emphasis on teamwork and cooperation

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

	Related State and/or Local Priorities:
GOAL 5: Expand and strengthen communication and partnerships with our community	1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goal #5

Identified Need : Need: Communicate thoroughly and effectively with parents and staff

Metric:Parent/Staff survey

Goal Applies to: Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Increased levels of satisfaction with District communication as measured by Parent/Staff Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate as one school, two campuses	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Refine Weekly Update on District website 5000-5999: Services And Other Operating Expenditures LCFF $5,000 Launch mobile app 5000-5999: Services And Other Operating Expenditures LCFF $1,800
Create a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Continue to refine committee structure and function

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Collaborate with business and community partners to identify ways we can work together to support our learning goals	District	(Specify) X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Continue to collaborate with College of Marin to expose our students to its resources

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increased levels of satisfaction with District communication as measured by Parent/Staff Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate as one school, two campuses	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Continue Weekly Updates from schools and district LCFF Refine mobile app Publish and distribute by mail "Year in Review" to all households in District
Create a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information	District	X All OR: — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)	Assess communication approach from Year 1, adjust accordingly
Collaborate with business and community partners to identify ways we can work together to support our learning goals	District	X All OR:	Continue collaboration with College of Marin Involve community in Parcel Tax Task Force and information

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	campaign

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increased levels of satisfaction with District communication as measured by Parent/Staff Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate as one school, two campuses	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Asses effectiveness of Mobile App; adjust usage and content accordingly LCFF Assess effectiveness of "Year in Review""; adjust content accordingly
Create a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assess communication committee structure and function; adjust frequency of meetings and topics addressed accordingly
Collaborate with business and community partners to identify ways we can work together to support our learning goals	District	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Continue partnership with community in pursuit of successful Parcel Tax renewal

	Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Implement Common Core State Standards across all subject areas.	Related State and/or Local Priorities: 1 X 2 X 3 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goal #1

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Students will have the benefit of more CCSS-aligned materials being utilized in their instruction.

Actual Annual Measurable Outcomes:	Math materials adopted at Kent in Grades 5-8. Math coach hired at Bacich for Grades K-4. Math materials piloted at Bacich. Further training of teachers, and second year of implementation, in Writers Workshop resulted in better instruction. More leveled books purchased and utilized in Readers Workshop. NGSS Science lessons developed in Buck Foundation professional development

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Prepare teachers to deliver instruction aligned with the Common Core; supply students and teachers with all necessary learning materials, equipment and professional development, provided by district staff and outside experts; encourage instruction that supports the acquisition of core academic skills, as well as creativity, critical thinking, and problem finding and solving.	Instruction using teacher-made units will be supported by adopted materials in Mathematics; further professional development in GLAD and ELA will continue; work will begin with NGSS; professional development and/or PLCs to share and increase expertise in targeted instruction 4000-4999: Books And Supplies LCFF $ 60,850	Math materials adopted at Kent in Grades 5-8. Math coach hired at Bacich for Grades K-4. Math materials piloted at Bacich. Further training of teachers, and second year of implementation, in Writers Workshop resulted in better instruction. More leveled books purchased and utilized in Readers Workshop. NGSS Science lessons developed in Buck Foundation professional development	Purchased Pearson Education math adoption Algebra 1, enVision Math, Digits Grades 5-8. PO150023 4000-4999: Books And Supplies LCFF $ 70,748
			Bacich Math Coach (.50 FTE) hired to support K-4 teachers to successfully implement math common core standards 1000-1999: Certificated Personnel Salaries LCFF $ 31,606
			Bacich Math materials to implement Common Core Math 4000-4999: Books And Supplies LCFF $ 2,899

Fontas & Pinnell writing assessments for ELA. Contracted with a consulting services for an ELA writing coach for Bacich K-5 teachers. 5000-5999: Services And Other Operating Expenditures LCFF $ 5,872

Conference attendance for NGSS Science Common Core implementation for Kent science teachers 5000-5999: Services And Other Operating Expenditures LCFF $ 2,412

Scope of Service	District

All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

Scope of Service	District

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | This goal will remain substantially the same. We will refine Common Core implementation in Language Arts and Mathematics while ramping up NGSS (Science) curriculum and instruction. |

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Leverage the talents, skills, and passion of staff to maximize student learning, and personal and professional fulfillment and add value to the District.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goal #3

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Exemplary teachers and staff will create highly engaging learning opportunities for all students in their credentialed or HOUSSE-cleared subject area	Actual Annual Measurable Outcomes:	Maintain highly qualified certificated and classified staff to engage learning opportunities for all students.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attract, retain, develop and inspire an effective and innovative staff	Credential audit, hiring exceptional new staff, professional development that sharpens the saw for all staff 1000-1999: Certificated Personnel Salaries LCFF $ 7,894,022	Maintain highly qualified certificated and classified staff to engage learning opportunities for all students.	Certificated Staff (86.60 FTE) 1000-1999: Certificated Personnel Salaries LCFF $ 7,859,768
	Credential audit, hiring exceptional new staff, professional development that sharpens the saw for all staff 2000-2999: Classified Personnel Salaries LCFF $ 1,906,296		Classified Staff (33.91 FTE) 2000-2999: Classified Personnel Salaries LCFF $ 1,901,197
Scope of Service	District	Scope of Service	District
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are anticipated to this goal.	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Foster an environment that encourages students to explore and experience the excitement of learning and seek new opportunities to actively engage in the process of discovery.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goals #1,2

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Recently restored custodial staffing will result in cleaner facilities.	Actual Annual Measurable Outcomes:	Hired an additional .50 FTE custodian at Bacich Elementary School and an additional .50 FTE at Kent Middle School in 2014-15 to restore staffing levels. This additional 1.00 FTE custodian will ensure maintenance and cleanliness of our facilities.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide facilities and instructional resources to enhance and maximize learning opportunities	Maintain custodial/maintenance staff at recently increased levels so as to ensure clean and safe schools; review and update our facilities master plan to consider current and future needs, address alternatives and opportunities for use of space, and identify the physical resources that support the curriculum and targeted learning strategies 2000-2999: Classified Personnel Salaries LCFF $ 299,666	Custodial staffing was restored to 6.00FTE after recent budget reductions. An additional .50FTE custodian was hired at Bacich Elementary School and a 50FTE custodian at Kent Middle School.	Maintain custodial staff at Kent Middle School (3.00FTE) Maintain custodial staff at Bacich Elementary (3.00 FTE) 2000-2999: Classified Personnel Salaries LCFF $ 293,122

Scope of Service	District	Scope of Service	
All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)	_ Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Maintenance staffing is complete. Goal for 2015-16 is to successfully transition to new health benefits provider and move to design process of Master Planning.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Strengthen connections with our stakeholders to increase the engagement of our community and form partnerships that will help us achieve our vision.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goal #5

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Seeking advisory input from a broad cross-section of our stakeholders will create a more inclusive and effective learning environment and climate for all students.	Actual Annual Measurable Outcomes:	Undergoing a facility master planning process with CSDA Design Group after Measure D bond was passed in November 2014. Arranged a personal service contract with communications consultant, Jennifer Lo Prete for engaging various communication meetings with community.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Collaborate with parents and business and community partners to identify ways we can work together to achieve our learning goals.	Update committee structure, function and efficacy, broadening membership to a diverse cross-section of stakeholders. 5800: Professional/Consulting Services And Operating Expenditures LCFF $ 10,000	Measure D General Obligation Bond was successfully passed on November 4, 2014. After the passage of the bond, the District engaged in a contract with CSDA Design Group to create a Master Plan.	CSDA Design Group contract for Measure D master plan 6000-6999: Capital Outlay LCFF $ 138,600
Scope of Service	District	Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Master Planning will be complete by June, 2015. Focus will turn to design/build phase of bond projects.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Communicate as one school, two campuses, by consolidating our communication tools. Create a comprehensive, effective and transparent approach to communication, utilizing coordinated resources to share information.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goal #5

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Optimizing the partnership between home and school will result in greater success for students.	Actual Annual Measurable Outcomes:	Continued website services with Blackboard Connect, and Ed Line for current communication systems. Continued contracts with webmaster and communications consultants Sherry Antonoff and Jennifer Lo Prete

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create a comprehensive, effective and transparent approach to communication, utilizing coordinated resources in order to share information. (SP 5b)	Align website, teacher web pages, mass communication system, and mobile app onto one platform, enabling parents to monitor student progress and community members to learn more about, and feel more a part of, the District. 5800: Professional/Consulting Services And Operating Expenditures LCFF $ 5,195	Upgraded the Kentfield School District website, teacher web pages, and communication system. Hired a webmaster and a communications consultant to educate, maintain, and communicate with staff and community.	Website services Blackboard Connect/Ed Line 5800: Professional/Consulting Services And Operating Expenditures LCFF $ 5,195

Webmaster Consultant/Sherry Antonoff 2000-2999: Classified Personnel Salaries LCFF $ 8,803

Communications Consultant/Jennifer Lo Prete 5000-5999: Services And Other Operating Expenditures LCFF $ 5,000 |
| Scope of Service | District | Scope of Service | |
| All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English | | All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient | |

proficient _ Other Subgroups: (Specify)	_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to improve efficiency and efficacy of our district-to-home communication.	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	English Learners will make expected progress toward achieving full English language proficiency.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify Strategic Goals # 1,2,3,4,5

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Students will continue to receive English Language Development (ELD) in a variety of venues - pull-out, push-in, and outside of the school day from certificated and classified staff dedicated to their instruction.	Actual Annual Measurable Outcomes:	Students received English Language Development (ELD) in a variety of venues - pull-out, push-in, and outside of the school day from certificated and classified staff dedicated to their instruction.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners	Maintain staffing levels in ELD (1.0 FTE certificated and 0.35 classified); professional development for classroom teachers in embedding ELD/SDAIE techniques in all instruction; develop after school parent/student homework support class; offer after school tutoring class; offer after school tutoring 1000-1999: Certificated Personnel Salaries LCFF $ 52,903	ELD students receive classroom instruction by certificated staff at Bacich Elementary School (.80FTE) and Kent Middle School (.20FTE). In addition, a classified paraprofessional is dedicated to the ELD teacher at Bacich (.30FTE). After School Study Hall was introduced in 2014-15 to provide additional instruction after school for English Learners.	Maintained ELD certificated teacher at Bacich (.80FTE) and ELD certificated teacher at Kent (.20FTE) 1000-1999: Certificated Personnel Salaries Supplemental $ 84,430

Paraprofessional at Bacich (.30FTE) and (.19FTE) at Kent are dedicated to support the ELD certificated teacher in the classroom 2000-2999: Classified Personnel Salaries Supplemental $ 22,774 |
| Scope of Service | District | Scope of Service | |
| All OR: _ Low Income pupils X English Learners _ Foster Youth | | All OR: _ Low Income pupils X English Learners _ Foster Youth | |

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Maintain goal. Review possibility of expanding after school help for students. Expand opportunities for English Learners' parents to connect with the larger school community.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Students in the following subgroups will achieve at rates comparable to their peers in the White and Asian American subgroups: Hispanic, African American, English Learners; Socioeconomically Disadvantaged; Special Needs.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Strategic Goals # 1,2,3,4,5

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Paraprofessional classroom support; outside of the school day tutoring and homework help; targeted instruction; technology deployed to individualize learning; blended learning; maximum engagement; project- and problem-based curriculum; social-emotional programs and personnel (SP 1, 2, 3)	Actual Annual Measurable Outcomes:	Paraprofessional classroom support; teacher professional development; before and after school homework help and tutoring.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide supplementary assistance to learners from significant subgroups so as to close the gap between their academic performance and that of the overall student population.	Paraprofessional classroom support; teacher professional development; before and after school homework help and tutoring. 1000-1999: Certificated Personnel Salaries Special Education $ 503,308	Provide supplementary assistance to learners from significant subgroups so as to close the gap between their academic performance and that of the overall student population.	Learning Center Model for classroom support for students from significant subgroups to close the achievement 1000-1999: Certificated Personnel Salaries Special Education $ 346,010
			Paraprofessional classroom support for the learning center and resource department to support certificated teachers for students from significant subgroups to close the achievement gap 2000-2999: Classified Personnel Salaries Special Education $ 334,353
			Supplementary support for students in an After School Study Hall program using certificated staff 1000-1999: Certificated Personnel Salaries Special Education $ 9,000
			Classified staff supports the

certificated staff in the supplementary support After School Study Hall program at both Bacich Elementary School and Kent Middle School 2000-2999: Classified Personnel Salaries Special Education $ 3,450

| Scope of Service | District |

All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

| Scope of Service | |

All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Maintain goal relative to paraprofessional support.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$81,171

In the LCAP year, 2015-16, the Kentfield School District anticipates funds in the amount of $81,171 from our low-income students, foster youth and English learners. We will expend these funds to improve and increase intervention and remediation services for these students, including, but not limited to: homework help for students and parents; English Language Development professional development and direct services.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

.98	%

The District provides professional, highly qualified staff that provides services and support for all students. In 2015-16 the full-time equivalent (FTE) certificated teachers total 86.20 FTE and the classified support staff is 33.92 FTE. The Kentfield School District serves 1,217 K-8 students with an unduplicated pupil count at 8.6%. These unduplicated students include students of Low Income (LI), Foster Youth (FY), and English Learners (EL). To support these students, the District has provided certificated teachers at both, Bacich Elementary (.80FTE), and at Kent (.20FTE). The District dedicates a classified paraprofessional (.30FTE) for support at Bacich Elementary School. In addition, students will be served by classified paraprofessional salaries for increased services and support outside the classroom. The Minimum Proportionality Percentage (MPP) for the supplemental and concentration grant funding in 2015-16 will be approximately $81,171.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

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

(2) The total number of cohort members.

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

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

01-13-15 [California Department of Education]