

15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

EA: Kentfield School District Contact: Liz Schott, Superintendent; lschott@kentfieldschools.org; [415-458-5130](tel:415-458-5130)

CAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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.

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. 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 should comply with instructions and 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. 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 7002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance 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:

Parent involvement: efforts to seek parent input in decision making, 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 graduation 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|--|
| Bacich School Site Council meeting: April 7, 2014 Kent School Site Council meeting: March 4, 2014 District English Learner Advisory Committee meeting: March 27, 2014 Special Education Parent meeting: March 4, 2014 Kentfield Teachers Association meeting: April 24, 2014 Parent/Staff Survey (288 responses): March, 2014 Strategic Planning Task Force meetings: April 22 and May 1, 2014 (Student panel provided input) | The input received through the five parent/staff meetings and 38 pages of comments from the survey gave direction to the Strategic Planning Task Force in its 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. Parents of English Learners desire to learn along with their students how to help them with their homework. A need for summer school scholarships was noted. Compiled responses from the survey are provided in the Appendix. |

ection 2: Goals and Progress Indicators

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. require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority, districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate) |
|---|--|---|---|-------------------------------------|---|-----------------|-----------------|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p><u>Need:</u> Highly qualified certified and classified staff and administrators to create academically rigorous and engaging learning opportunities for all students</p> <p><u>Metric:</u> Personnel record indicating teachers are assigned according to their credentials; teacher participation in leadership</p> | Leverage the talents, skills, and passion of staff to maximize student learning, and personal and professional fulfillment and add value to the District | All | All | | Exemplary teachers and staff will create highly engaging learning opportunities for all students in their credentialed or HOUSSÉ-cleared subject area | Maintain Year 1 | Maintain Year 2 | Conditions of Learning: 1 District Strategic Goal #3 |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate) |
|--|--|--|---|--|--|-----------------------|---|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Improved assessment results - formative and summative - for students; API</p> <p>Metric: Summative and formative assessment data; AASPP results; API; Parent/Staff survey</p> | Implement Common Core State Standards across all subject areas | All | All | Students will have the benefit of more CCSS-aligned materials being utilized in their instruction. | Increased application of student-centered learning practices; increased innovation, integration and collaboration in and between core and enrichment classes | Maintain Year 1 and 2 | Conditions of Learning: 1, 2, 7 District Strategic Goal #1 | |
| <p>Need: Maintain facilities and address overcrowding</p> <p>Metric: Parent/Staff survey; class sizes; adult:student ratios</p> | Foster an environment that encourages students to explore and experience the excitement of learning and seek new | All | All | Recently restored custodial staffing will result in cleaner bathrooms and classrooms. | Identification of alternatives for increasing classroom space in Year 1 will reduce class sizes and potentially ease | Maintain Year 1 and 2 | Conditions of Learning: 1 District Strategic Goals # 1, 2 | |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate) |
|--|--|--|---|-------------------------------------|--|--|--|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| | opportunities to actively engage in the process of discovery | | | | overcrowding on the Bacich campus. | | | |
| Need: Increase parent involvement in decision-making. Maintain parent involvement in fundraising and volunteering Metric: Parent/Staff survey, committee membership | Strengthen connections with our stakeholders to increase the engagement of our community and form partnerships that will help us achieve our vision. | All | All | | Involving a broader set of voices in decision-making will create a more inclusive and effective learning environment and climate for all students. | Monitor and modify Year 1 based on survey feedback. | Monitor and modify Year 2 based on survey feedback. | Engagement 3, District Strategic Goal #5 |
| Need: Communicate thoroughly and effectively with parents and staff Metric: Parent/Staff survey | Communicate as one school, two campuses, by consolidating our communication tools. Create a comprehensive, effective and transparent approach to | All | All | | Optimizing the partnership between home and school will result in greater success for students. | Monitor and modify Year 1 based on feedback from survey. | Monitor and modify Year 2 based on feedback from survey. | Engagement: 3, District Strategic Goal #5 |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate) |
|--|--|--|---|-------------------------------------|---|---|-----------------|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17 | Maintain Year 1 | Maintain Year 2 | |
| | communication, utilizing coordinated resources to share information. | English Learners | All | | 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. | Maintain Year 1 with modifications as indicated by metrics analysis | Maintain Year 2 | Pupil Outcomes 4 District Strategic Goals #1, 2, 3, 4, 5 |
| Need: Increase number of English learners achieving full English language proficiency Metric: CELDT scores; all MAO results; summative test scores in ELA; grades; reclassification rates; API | Students in the following subgroups will achieve at | Significant Subgroups | All | | Paraprofessional classroom support; | Maintain Year 1 | Maintain Year 2 | Pupil Outcomes 4, 8; Engagemen |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate) |
|--|--|--|---|--|------------------------------|------------------------------------|---|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | Annual Update: Analysis of Progress | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 Year 3: 2016-17 | |
| <p>between subgroups, including White, Asian American, African American, Hispanic and socioeconomically disadvantaged</p> <p><u>Metric:</u> Summative and formative assessments including, but not limited to, standardized tests, Fountas & Pinnell Literacy Assessment and Writers Workshop; teacher-created assessments in math; student surveys including California Healthy Kids survey, student survey</p> | <p>rates comparable to their peers in the White and Asian American subgroups: Hispanic, African American, English Learners; Socioeconomically Disadvantaged; Special Needs</p> | | | <p>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)</p> | | | <p>5</p> <p>District Strategic Goals #1, 2, 3, 4, 5</p> |

ection 3: Actions, Services, and Expenditures

or 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. require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 7606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
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| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Leverage the talents, skills, and passion of staff to maximize student learning, and personal and professional fulfillment and add value to the District | Conditions of Learning: 1 District Strategic Goal #3 | Attract, retain, develop and inspire an effective and innovative staff | District | | Credentialed audit, hiring exceptional new staff, professional development that sharpens the saw for all staff Cost: \$9,800,318 Fund: LCFF/Federal Revenues/Parcel Taxes/Kentfield Schools Foundation/KSPTA | Maintain Year 1 Cost: \$9,863,618 Fund: LCFF/Federal Revenues/Parcel Taxes/Kentfield Schools Foundation/KSPTA | Maintain Year 2 Cost: \$10,113,606 Fund: LCFF/Federal Revenues/Parcel Taxes/Kentfield Schools Foundation/KSPTA |

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| <p>Implement Common Core State Standards across all subject areas</p> | <p>Conditions of Learning: 1, 2, 7 District Strategic Goal #1</p> | <p>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.</p> | <p>District</p> | | <p>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</p> <p>Cost: \$60,850 Fund: LCFF Common Core</p> | <p>ELA/ELD adopted materials will begin to be used in the classroom; professional development in embedding ELD into Common Core aligned ELA materials will take place; work will continue with NGSS</p> <p>Cost: \$38,444 Fund: LCFF Title II, A</p> | <p>Mathematics will be fully aligned with Common Core; ELD will be embedded in ELA instruction for English Learners; NGSS will be fully implemented</p> <p>Cost: \$38,444 Fund: LCFF Title II, A</p> |
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| <p>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</p> | <p>Conditions of Learning: 1 District Strategic Goals # 1, 2</p> | <p>Provide facilities and instructional resources to enhance and maximize learning opportunities</p> | <p>District</p> | | <p>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</p> <p>Cost: \$299,666 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Identify means for keeping staff: student ratio at low levels, thereby maximizing student performance</p> <p>Cost: \$314,649 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Continue activities from Years 1 and 2</p> <p>Cost: \$ 330,382 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> |
|--|--|--|------------------------|--|---|--|--|

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| <p>Strengthen connections with our stakeholders to increase the engagement of our community and form partnerships that will help us achieve our vision.</p> | <p>Engagement 3, 6 District Strategic Goal #5</p> | <p>Collaborate with parents and business and community partners to identify ways we can work together to achieve our learning goals.</p> | <p>District</p> | | <p>Update District committee structure and function, capturing a more diverse set of voices in decision-making.</p> <p>Cost:\$10,000 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Maintain Year 1. Explore other avenues for diversifying the input to the School Board. Implement findings as appropriate.</p> <p>Cost:\$10,000 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Maintain Years 1 and 2.</p> <p>Cost:\$10,000 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> |
| <p>Communicate as one school, two campuses, by consolidating our communication tools. Create a comprehensive, effective and transparent approach to utilizing coordinated resources to share information.</p> | <p>Engagement: 3, 6 District Strategic Goal #5</p> | <p>Create a comprehensive, effective and transparent approach to communication, utilizing coordinated resources in order to share information (SP 5b)</p> | <p>District</p> | | <p>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.</p> <p>Cost:\$5,195 Fund: : LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Monitor effectiveness of alignment and modify as needed to accomplish goal.</p> <p>Cost: \$5,455 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Maintain Year 2.</p> <p>Cost:\$5,728 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

| Goal (include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|---|---|--|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| <p>English Learners will make expected progress toward achieving full English language proficiency; Redesignated Fluent English Proficient students will maintain proficiency beyond two years</p> | <p>Pupil Outcomes: 4 District Strategic Goals #1, 2, 3, 4, 5</p> | <p>Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners</p> | <p>District</p> | <p>Annual Update: Review of actions/services</p> | <p>LCAP YEAR Year 1: 2014-15 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</p> <p>Cost: \$52,903 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Year 2: 2015-16 Maintain Year 1; explore possibility of offering summer school scholarships</p> <p>Cost: \$80,397 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> | <p>Year 3: 2016-17 Maintain Year 2</p> <p>Cost: \$93,817 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation</p> |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? | | |
|--|--|---|---|--|--|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 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 | Pupil Outcomes: 4, 8; Engagement, 5 District Strategic Goals #1, 2, 3, 4, 5 | 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. | District | | Paraprofessional classroom support; teacher professional development; before and after school homework help and tutoring. Cost: \$503,308 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation | Maintain Year 1 Cost: \$528,473 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation | Maintain Year 2 Cost: \$554,897 Fund: LCFF/Parcel Taxes/Kentfield Schools Foundation |

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Kentfield School District anticipates funds in the amount of approximately \$52,903 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.

D. 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). 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). 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.

The District provides professional, highly qualified staff that provides services and support for all students. In 2014-15 the full-time equivalent (FTE) certificated teachers total 85.40 FTE and the classified support staff is 34.31 FTE. The Kentfield School District serves 1,264 K-8 students with an unduplicated pupil count at .69%. 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 indicates 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) percentage for the supplemental and concentration grant funding in 2014-15 will be approximately \$52,903.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.



Parent Survey 2014

Comments

Earlier this Spring, the District sent a survey to all parents and staff to gather input for our Strategic Planning process. As of March 31, when the survey was closed, 228 responses were recorded. This represents approximately a 20-25% response rate. Noting that the breakdown of respondents will have some overlap, this is where the information came from:

38 Bacich parents and staff

09 Kent parents and staff

62 parents

- 15 classified staff (teachers)
- certificated staff
- 2 community members

The question categories were dictated by the state's priorities areas under the new Local Control Funding Formula model, and some respondents expressed frustration at the 3-point scale allowed for answers. The purpose of the survey was to get a temperature reading on the eight areas, but, moreso, to elicit your thoughts through the comments sections.

A complete transcription of all the comments covered 36 pages of 9-point type, so a summary has been prepared, and where appropriate, categorized to fit within the eight priorities. This body of information is provided for the Strategic Planning Task Force's use in formulating District goals.

Student Achievement - All KSD students excel in classroom measures of grade level achievement and perform well on statewide assessments.

This prompt generated a wide range (and the most at over 100) responses. Comments and concerns were voiced about achievement, support, testing and homework. While many respondents noted the "All" makes it hard to respond to this prompt, many stated that, "I don't think all students are excellent, but many are. I think some are struggling and need more help," "I believe that most students excel; not all students put in the effort or have the same resources or support at home as most of the students; as a result, these students often do not excel," and "All is a broad term - I don't think everyone is excellent but often resources are directed to a select few kids who need special attention and those who are struggling. Little attention is directed to advanced kids and the middle ground kids get what's available." Regarding support, advanced learners were well represented, "I would like to see more opportunities for advanced learners to be challenged in the everyday curriculum." Some felt that going back to leveled classes is the answer: "The variance in performance and understanding of curriculum is so wide that it's more pressure for teachers but also a disservice to the students - both if they are underperforming and overperforming. I would like to see more differentiated learning and ability grouping so the kids can continue to feel challenged and engaged. This seems like it would be an age-old education problem - it's hard for me to believe there isn't a better solution for our kids." Others cite the need for, "Sufficient resources to address the academic and non-core needs of a wider range of abilities and modalities, including teaching teachers to teach to a wide range of styles AND giving them time and space to do this."

Regarding statewide assessments, there was, again, a range of interests represented: "Success in the classroom does not always equate to scoring high in statewide assessments," "Focus less on test scores and more on individual children," "Concerned that Bacich dropped from a score of 10 on the Greatschools.org measure to an 8 this year based primarily on test score changes," and "Every minute spent 'teaching to the test' is wasted time, in my opinion."

Homework was a topic of interest in this category. Again, there was a mixed bag of responses: "Way too much emphasis on homework. It is detrimental. Kids are too tired in the afternoon and evening and it is too much work," "I strongly urge close monitoring and gradual increases of homework, homework free nights, and adding stress-management to the curriculum," "I believe the students are capable of more. They don't excel because they are not expected to. I would add more to the curriculum and reinstate 15-20 minutes of homework EVERY NIGHT," and "There needs to be a broader range of accepted homework options that can vary for individual needs. Increases in the homework load need to be gradual over the course of the year. Students need stress management skills to help deal with higher expectations."

Parental Involvement - The District engages parents in decision making and volunteer and fundraising opportunities to support the education of all students. Parent input is solicited and valued.

this was a very popular topic with 47 responses touching on it. A few commenters requested that parent events take into account working parents: *"Why not schedule parent events equally between morning and evening hours? Current scheduling is not inclusive of all our community's families,"* and *"The majority of parent events happen during business hours."* Many parents felt that *"Except for individual parents involved in specific committees (often by invitation), most parents are not involved in District decision making, and often do not feel that their input is solicited and valued. Yet, parents are very involved in volunteering and fundraising."*

Others had a different view: *"... parents are invited and encouraged to participate and provide input [but] there are many people who do not take the responsibility of reading the email and other communications put out."* Teachers weighed in with, *"As a teacher, I appreciate the level of commitment shown by parents ... whether it is fundraising, office and classroom support, or at home,"* and *"It is truly appreciated that ideas and concerns that start from ELAC (English Learner Advisory Committee) meetings are heard and initiative is taken, such as more aide time, homework support, library access, etc."*

) Course Access - All students have access to and are enrolled in a broad course of study that includes core subject areas as well as enrichment offerings.

This question received the most uniform answers. Other than there being a small segment of the Kent student body that has its access to enrichments limited by their need for remedial help during the school day (*"Students need both academics and non-academic classes to balance their day to be encouraging of a positive attitude toward school - being lower skilled and taking support classes should not put this balance off"*), it was agreed that students have access to the broad course of study offered by our District.

) Other Student Outcomes - Students progress in KSD's non-core offerings such as social-emotional learning, physical fitness and the arts.

We received 49 responses to this prompt. They ranged from *"There is way too much focus on nutrition, physical education and bullying. These are worthy endeavors but I would really like to see some of this effort and time focused on beefing up core academics. Some of that is truly the responsibility of the parents and the school should not be diverting time or resources to it,"* and *"I would really like to see way more emphasis put on academic subjects and less on enrichments,"* to *"I would like to see more engaging project based learning opportunities perhaps in conjunction with the community service work the kids are required to perform,"* and *"These are vitally important to the growth of the whole child."* Many comments recommended more social-emotional learning and help for students who need it on the playground while others praised the art, music and P.E. programs. Taking on the make-up of the enrichments menu, one respondent noted, *"... for a school system in the technologically advanced Bay Area, we are woefully behind in having our students engaged in programming, coding and other science challenges, not just using technology to do their work."*

There were a number of comments (30) in support of expanding language offerings in both schools. This comment captured their tone: *"I would love for students to learn a second language at an earlier age than middle school. I believe that learning a second language should begin in elementary school to really develop fluency."*

) Implementation of Common Core - KSD is adopting program and services that enable students (including English Learners to access the Common Core State Standards.

This statement generated the most comments. One respondent summed it up like this: *"Talk about a hot button issue. I agree that we are doing this but I am not sure that the majority of parents agree with the CC standards nor b) really understand the goal of the Common Core standards."* In fact, some responses were, *"I don't know what Common Core is."* There was the sense that the district's solution for math is still a cause for concern, *"It continues ... where kids have to jump through extra hoops on their own time in order to qualify for 8th grade algebra,"* and *"Parents were not involved in, and indeed were largely ignored, in regard to the implementation of math in regard to implementation of common core math for 7th & 8th graders last year."* Some comments indicate skepticism about Common Core in general: *"Much to our dismay, the assumption in this survey question that common core is good is emblematic of the fundamental misguided thinking of the teachers and school board."* There was concern by some that the Common Core makes learning too difficult: *"Implementation of common core = our curriculum is MUCH tougher than other districts and some students are losing confidence,"* and *"Common core standards seems to be a quantum leap from last year. How do we make sure students are truly grasping material before advancing? Pace of learning seems quite aggressive."* While others wondered if it is too easy: *"I am concerned that implementing Common Core standards will weaken offerings for the more*

capable students, particularly in math,” and “With the implementation of Common Core, meeting the minimum seems to be the expectation.” And, some are adopting a “wait and see” attitude: “Hard to assess where the students are right now in terms of the common core. I believe we will have more knowledge next year once we have seen the tests,” and “I just need confirmation that it works.”

) Student Engagement - Students are excited about school and attend regularly.

The responses for this prompt (41) provided a variety of perspectives: “For the first 2 months of school, my 6th grader HATED school due to feeling completely overwhelmed by a relentless homework load.” “My Bacich student is very excited every day. Middle school is difficult socially and some of the teachers seem burned out,” “My child is not as excited about school as he was last year, and doesn’t like the tests he has to do, and then homework really puts a damper on his life after 6 hours of school. I strongly disagree with homework for elementary age kids,” “My kids love going to school and love their teachers,” “My kids love school...they have had fabulous teachers who obviously enjoy their jobs and the kids,” “Most days. . .but I have an 8th Grader and he’s dying to go to high school,” “Most students are excited but there are many who are intimidated by the large size and crowded campus,” and “I know that mine is. I don’t ever hear Bacich kids complain about going to school....I think I can say the same for Kent with few exceptions.”

) School Climate - Students feel secure and welcome at school. Student interactions with teachers, staff and peers are positive.

Responses to this prompt were a mixed bag. Of the 22 comments, several were positive: “I am very impressed that the Kentfield schools are supportive of kids’ social and emotional development. All three of my kids report very little, if any bullying going on. More can always be done to make all members of the community feel welcome and find their place to thrive. But, overall, I think the school is doing a fine job to support this goal,” and “I’m afraid I cannot be of help. I think the school has a great atmosphere, teachers are engaged and students take pride in the school and learning. There is not much more you can ask for.” Alternatively, several had constructive criticism to offer: “Not all interactions with teachers are positive. I don’t believe that all teachers value what kids have to say or treat them with respect,” and “I have seen a lot of interactions between students that is bullying disguised as teasing or trash talking. More work needs to be done to educate students in this area,” and “Make sure kids have somewhere to go by continuing to invest in great counselors. Positive energy within the teacher staff is crucial as this engages and motivates the kids.”

) Basic Services - Our teachers are fully credentialed. Instructional materials are adequate and up-to-date. Facilities are safe and well-maintained.

Responses to the question of materials ranged from, “We need curriculum materials,” and “We need Common Core math textbooks,” to “Common Core curriculum and materials should be researched and program adopted (with investment in materials, which support new standards) to address teachers’ abilities to meet ALL learners’ needs.” The question of facilities maintenance generated many (41) comments, most related to the size of enrollment relative to the space available: “Bacich is overcrowded and it is affecting the learning environment as well as the physical plant. Kent will similarly grow.” “Some parts of facility will need updating if not expansion within next 5-10 years. A facilities master plan is urgently needed to plan for this.” “Both schools have beautiful libraries.” “Win the (Grant Grover) lawsuit!”

Safety was a concern for 11 respondents: “Not stating it is a present issue, but all risk types must be mitigated through continuous drills, education and community preparation,” “I still think Bacich is too accessible to outsiders and should have better security,” and “Traffic on school property and surrounding [is a concern]. We walk to school most days and it is more common than not to have a close encounter with a car.”

The last question the Survey asked was, “How can Kentfield School District better prepare our students for high school, college and beyond?” The 140+ responses are worth reprinting verbatim, as they represent the diversity of thinking in our District about what school should be:

We are parents of three children who have gone through Bacich over the past 12 years - a senior and a freshman at Redwood High School and a third grader at Bacich -- and we have seen a noticeable decline in the academic rigor at Bacich over these 12 years. We are concerned that our third child will not enter high school as prepared as the first two. In addition to what we have seen, our older children also have observed the work our youngest is expected to perform now, and have commented how the school's expectations have really decreased. Kentfield School District needs to go back to higher academic standards - not to be confused with the amount of work/homework a student gets, but the level and quality of that work. We are so thankful to the district for giving our two high students the tools they needed to be successful -- they had no problems adapting to Redwood and have done extremely well. We hope that Bacich goes back to a level of academic expectations so that the current students will have the same level of benefits.

more social skill

Don't teach to the middle. Provide more challenges for those ahead of grade level curriculum and more support to those struggling, but actively teach all the kids. Tough job I know but that is the deal.

Teaching children the fundamental parts of being happy. Learning to love yourself. Learning autonomy. Become independent thinkers and supporting their views. Collaboration.

Help all students of ALL abilities.

Keep driving forward on common core as well as continue the great exposure to technology.

Individualize the program so each child can reach their own potential.

Language offerings

Academics taught in a emotionally safe environment based on integrity modeled by its adults

Staying current with use of learning technology.

Revamp the math program in regards to the pre-algebra/algebra program in 7th and 8th grade. Create a gifted/talented program.

Leveraging technology and teaching students proper use of technology (self-assessment and self-discipline a la Alan November); implement 'genius hour' concept more broadly; use classroom time to apply knowledge - instead of just for knowledge transfer; keep accelerated math programs for advanced learners

Will repeat what I said earlier. KSD must provide an teacher-led in-classroom offering for Algebra in the 8th grade ASAP, as we used to offer in the past.

Ensuring that Kent, use the house system as Drake HS uses its small learning communities - to watch over students as individuals. Encourage them to pursue their interests, guide them as developing students, and help them look beyond the confines of the school district.

Breaking the classroom into smaller groups for more attention on given tasks. More assessments so that special needs students are slipping through the cracks.

Offer more emotional, social developing skills

More alternative and cross discipline learning opportunities, Much more social and emotional curriculum to help kids deal with real life issues. Teacher training in how to respect the feelings of all students- understanding middle school is a tough time for all. Success is not only measured by student's grades and compliance. Value 'out of the box' thinking.

Not to be redundant but they really need to know how to speak a foreign language like Spanish! Americans are some of the few citizens of the planet who only speak one language.

Ensure all kids are given the opportunity to learn at their pace and their ability and aptitude - not teaching to the average or to the underperformers. Teach kids to advocate for themselves and speak up for themselves when they either need more help or if they need more challenge.

Yes, incorporate more language studies and music at elementary age.

Offer Spanish much earlier than 7th.

Offer an gifted program for students so that they are prepared to take honors and AP courses in jr. high and high school.

think Kent students are very well prepared for high school.

feel fortunate to have my children attending school in Kentfield and think that Bacich is so very well run. Only issue is state funding (CA should find a way to invest more in schools, teachers and teacher aides) so that so much money does not need to be raised locally to support PE, Arts, etc. to continue to provide a well rounded education.

implement spanish class in earlier years

firmly believe that CCSS and exposure to STEAM (and project-based learning, which is a bit redundant) is imperative in preparing out students going forward. Anything we can do to give them opportunities to create collaboratively is vital. Kids need to learn how to solve complex problems together.

any school needs to look to see how it can support a child's interest in learning and engage them in such a way that they will be willing to work hard and think hard when challenged. If kids are bored, not challenged, discouraged, or find their environment static, they will tune out. KSD needs to continually seek input from the entire population of parents, students, and teachers. This survey is not enough. KSD needs to look at who is answering the survey. Are the answers statistically significant? Are you asking the right questions? This survey apparently is to inform a strategic planning committee but it seems largely disconnected from the goals/plans currently in place.

think the district does a great job of preparing students for high school and beyond

To keep providing more opportunities to create and produce projects, to collaborate, to share, and to reconstruct.

think improving the student-teacher ratio is the most important factor.

Accredited teachers across all disciplines and strong parent-teacher involvement.

like how the school is implementing technology into the curriculum. I would like to see more of this with sample powerpoint presentations, and maybe some spreadsheet work

believe the emphasis on homework and accountability should be stronger at the lower grade levels and start preparing the students more for a very competitive academic world ahead.

More social interaction and life skills classes. Curriculum and experiential visits to the next school up. Certainly study skills are being taught. How about making choices about how to use time when you are on your own and don't have the watchful eye of parents?

Foreign language classes.

Be consistent and careful not to fall for every "flavor of the month" state or national approach, or to the demands of a few vocal and often misguided parents and ground decisions in longitudinal researched based pedagogy.

My kids are young so high school & college prep is uncharted territory for me. I think real life experience is the best. That plus building confidence and knowledge.

Remember what grade a child is in and adjust accordingly. NOT all children will go to college!!!

More student-centered learning (project-based, STEAM, Maker, Alan November-ish)?

Less focus on things like "climate change". This, in my opinion is a political issue, not a scientific issue. The climate has actually been cooling by 0.7 degrees in the last 15 years or so according to the science I trust.

Ensure that in the move to Common Core, with its focus on higher order application, that our students' fundamental skills are not undermined / eroded (through lack of time spent on basic concepts / reduction in the amount of practice with underlying skills).

Make homework more flexible and responsive to student needs and add stress-management skills to the curriculum.

Challenge advanced learners with opportunities to move forward in curriculum. There are so many programs for struggling learners, but not many for advanced learners.

Greater integration of technology and interaction with the local business community especially the tech sector

Continue to teach towards high academic achievement. Use the best schools as a benchmark (those that produce well rounded, engaged, students with good study skills). One of things I noticed when I started college is that American kids from average school districts don't have good study skills: they are not trained in the discipline of dropping everything and focusing their entire attention on learning new material. I think kids around the world are given homework and tests in school that prepares them to study just like what is required in college. Today, I have to sit with my kid to get them to do their homework. My home is someday they will be motivated enough and self-directed enough to do it on their own as they will need to in college

I think it is going to be very important to look at the changes that have been made to the SAT test and see what impact if any that should have on what's being presented in the classroom. It could be that the shift to common core fits right in line with the changes to the SAT - I don't know (but the school district should!)

more structured math homework

hire people of color as teachers. Have "Workin' It!" Career Time each month to showcase careers in varying sectors.

It would be great to incorporate foreign language throughout the years.

All students deserve equal time and energy to grow and learn. As much attention should be given to those students who are high achievers as is already given to those who are struggling.

Less homework! Does not correlate with long term success.

While academics do generally prepare the kids (except for new math CC; our kids will be years behind kids from other areas), the students are not being prepared for their future when it comes to social/emotional development. The counseling department is quite good, but the rest of the teachers/staff are not good role models for how an adult behaves. A corporate job would never tolerate the immature and unmotivated behavior that is exhibited every day at Kent.

More public speaking opportunities, more critical writing classes and more foreign language classes at a younger age.

More enrichment.

feel KSD does an amazing job but perhaps below par in math

By keeping class sizes small, focusing on quality vs. standards and testing and providing more 'enrichment' courses which are really paramount to succeeding such as art, music, foreign language and physical education.

By placing emphasis on creativity and play more than desk time, taking them outdoors frequently and getting them to be more physical, by really getting outside the box and letting kids use hammers, nails and odd pieces of wood for instance, by learning curriculum "sideways" through the arts, social skills through drama etc. etc. Letting them have more freedom to find out who they really are, not teaching to the test but teaching to the child, letting them explore their own interests more. Not placing so much emphasis on the work ethic, but on creative thinking and social responsibility and the wider world's realities (outside the largely privileged Kentfield bubble).

Offer a better math program, offer public speaking, offer languages in all grades (lose the woodworking!).

Continue to challenge all students and hold the accountable.

Teach time management and prioritization

have not been here long enough to have a sense of how well they are prepared, but I am proud to be part of a school that addresses social emotional issues and holds kids accountable for their behavior in the community as well as at school.

Work with parents, students and teachers to make sure that students come to school regularly and put the extra time in at home to learn what is being taught.

I'd like to see more emphasis placed on social and emotional learning so students can better cope with interpersonal relationships.

Define a level of success beyond competency, and implement intervention programs that support that work. 21st century education isn't just about technology and the 4 Cs. It's about global competitiveness, and that will only be achievable in a system that acknowledges that simply knowing content will never be enough. Push those that excel to show mastery. And for all others, put in a real intervention program backed by strategic goals, time, and funding. This may be the most important thing that can be done for KSD kids. It should be where the money goes.

Allow all students to learn how to do homework on a regular basis as they need to learn to plan this experience in their lives.

Creating of culture around maintaining high levels of expectations for our students

By continuing to stay the course and not follow every trend that comes along.

We need to embrace 21st century learners. We need more training (GAFE) so that we can meet the needs of these ever changing times. Which means a one-to-one school in view.

think we do an excellent job preparing our kids.

think we need to do even more to make our students aware of differences in culture, religion, race and socio-economic levels.

Taking time to thoughtfully and cohesively implement the Common Core Standards.

taken them to a high school tour to see how a high school looks like. A Program where kids can visualize themselves in the future or have motivational workshops. Workshops where kids can learn the importance of success but also learn from failure.

Make contact with the "outside world"? Marin is quite a sheltered environment. We need to prepare our young people to become WORLD citizens as there is no guarantee that they will find employment in the Bay area....

We need to think outside the box in how to address the growth issues. The growth is not only based on facilities but the type of programs we can offer and the type of learning that can occur. There is a point of diminishing returns. It is great we can possibly get enough space for 6 classrooms at Kent but that will only help for so long before we have no space at Bacich or Kent.

nstill curiosity as a forever virtue.

. Stop teaching with projects 2. Abandon collaborative learning approach 3. 4. Emphasize rigorous writing with close one on one writing instruction. 5. Stop assigning reading of books that are about a loner teenager finding themselves through some sort of harrowing experience.

The two schools need to be on the same page. Kent is on the right track to prepare them for high school. Bacich needs to prepare them for Kent.

y continuing to offer excellent core instruction, enrichment courses, and character education.

We should sympathetically listen to our students and talk with them about the difficulties of the increasing academic demands they face as they get older. Let's help them figure out how each individual can handle the challenges, but quit reducing our standards, as we have been doing for too many years under our current Bacich and Kent principals. If we truly aspire to academic excellence for all of our students, we need to help them rise to the high levels they might not yet realize they can attain. It doesn't serve our students well in the long run to keep reducing homework and academic expectations until absolutely everyone is comfortable all the time. Stretching a little bit is how everyone learns and grows.

More project based learning programs. i.e. incorporate math concepts in woodworking, etc. Thank you - otherwise very pleased with the District.

Keep them well rounded with priority focus on academics, but athletics, arts, ethics, personal coping skills, all a close second.

Overall, I think KSD is doing a pretty good job.

Get the middle schoolers on a clear and concise math path. More exposure to computer science IE programing, etc.

Demand more of the students, and then demand more of those students who are delivering correct answers fast. Without a consistent challenge, the best will disengage by high school or worse, arrive at college with a sense of getting by that won't last a first freshman semester.

Keep up the rigorous standards. Measure yourselves against top schools in the state and district. Adopt teaching approaches that make learning fun without sacrificing standards

We are on the right track but could do better at making sure all children are accessing the learning.

Classes that offer transition basics

think we do a great job of this with all our character education, tech offerings, common core standards, and art and music.

you need to revamp the whole math department and change the power structure of the math department; you need to have methods of accountability for the math department teachers; any teacher giving two or more tests a year with less than 80% or 85% average should be considered to be failing the kids and there should be consequences of this; teachers should have to report the average test regardless of the fact that they then need to give a new test in which the average will be 80% or higher; let's get positive and excitement in the math department; encourage the kids to push boundaries and get curious and challenge themselves instead of totally discouraging this; also align your math program with the changes the high schools will be making as part of common core, but have not yet done as they have not implemented it yet

*Prepare them for the academic expectations that are in place *today* - not how the high schools "should" be structured. 8th grade Math is a perfect example of this growing disconnect. Other middle schools in the area are doing a better job supporting their 7th and 8th graders.*

Focus on personal responsibility and problem solving. Promote good character and respect for others.

Offer more after-school programs in language, arts, music.

Increase the use of technology in learning and teach technological concepts: programming, engineering, etc. Make learning more hands-on, less lecture-based

making well rounded students. in and out of the classroom. encourage and provide opportunities for kids to try new things (and fail), but have the support to gain confidence and ultimately succeed.

etter use of technology. Teach them how to use an excel spreadsheet and word- NOT just google docs.

anguage study could be started earlier. Some type of GATE program could be offered.

hire more aides for the classrooms so the students can receive more small group and individual instruction.

Feel my older child (sophomore in HS) was well prepared for HS, not so confident my younger and current 7th grader is due to the state and local decline in curriculum / academic challenges / an thus related study habits. Both are A students; but the current 7th grader seems to have an easier path to the A's absent the related effort my current HS had in 7th. (And I feel my HS was smarter than my current 7th grader when comparing them as 7th graders.

Continue to educate them in a safe and nurturing atmosphere. Let them fail, take risks and show them how to come out of diversity and succeeded.

plement and communicate higher expectations than the State minimum for students and teachers. If you teach to the top half of the class rather than the bottom half all of the students will rise to the challenge. The math program needs to include more challenging course work. Kent Middle Schoolers are not prepared for high school math and will not even meet UC standards for math unless they attend summer school. No college recognizes common core standards for admission. Redwood doesn't implement Common Core. The District needs to figure out how to make sure that its students are not behind the rest of the students at Redwood in math (The District needs to complete its own investigation rather than rely on the Kent math teacher's opinions)

ight balance of academic preparedness, with social and emotional learning requirements instilling a college-going culture in every student with a mindset that anything is possible. Explore strategic partnerships with organizations offering STEM focussed programs, curriculum, projects and scholarships.

Provide alternative assignments for higher achieving students.

Be more responsible themselves for everything (instead of their parents)

think an emphasis on technology, engineering, math and science will best serve our children in the future. More and more jobs are requiring a knowledge of these fields and the more positive their initial exposure to these sciences will hopefully create better prepared students for a changing work force's needs.

Work/school co-op programs at Kent

add a second language to the curriculum in 5th grade. make service learning mandatory for every student beyond what currently is expected... more substantial by having a seminar or course on explaining what service learning is to the kids. providing an outdoor natural history or experiential learning program at kent school. adding drama to the curriculum. having writing homework every single night at all grade levels.

really like our investigative path into design thinking, maker spaces, robotics and integrating STEAM materials. I feel so lucky to work in such a progressive school district and thank you for this opportunity to further explore best practices to engage every student and teacher.

Stay current with technology.

Need more programs/services for gifted/advanced learners

Inspire the love of learning. I feel it is important for teachers to make students love science and math and right now that is not happening.

Promote the love of learning, build confidence, encourage exploration, appreciate the value of making mistakes and develop EQ/social skills.

Challenge all students in all academic areas. Include critical thinking strategies, especially in Middle School. Teach discrete technology skills and application.

Encourage critical thinking and thinking 'differently'.

6th grade field trips could be distributed more evenly across the academic year. They are a great change of pace, fun to look forward to, and would therefore foster more engagement during class time.

I believe the district, state and nation are all moving forward with implementing Common Core and NGSS. Both will move our students in the right direction to be better prepared for the "great beyond".

They are well ready to handle school beyond Kent

Focus on generating a plan to keep class sizes small, while addressing the growing number of students in the district. Also, ensuring the campus is fitting the needs for the ever-growing population is important.

Technology programs should be a bigger part of the extra curricular activities. Programming, web site design, graphic design, and new technologies should be part of the school. You may consider shortening the woodshop program to extend a New Technologies program.

Connect the curriculum and expectations b/w schools better. e.g. 4th to 5th and 8th to 9th.

Problem solving skills, ethical treatment of others, love of self, confidence to explore/try. Pursue their unique interests. Dedication to practice and "getting back on the horse"

Keep on doing what you're doing! You're doing a great job!

Going deeper in the subjects.

Good question! Hard question as well. I don't have a simple answer to that.

Broad question: more math and science on top of the excellent job that is done with reading and language arts. More access and exposure to the performing arts. More progressive programs and field trips visiting the amazing museums and educational institutions we have in the Bay Area.

Offer college field trips. Take the students to different colleges. ie Stanford Berkeley etc. Students may be motivated to go to college if they see the campus.

Give teachers space to further differentiate teaching in their classrooms. The more they are given time and space to inspire our kids, the more our kids will be prepared for high school, college and beyond.

Algebra availability for the kids who want it in 8th grade - without sacrificing other electives or penalizing them for wanting to be on a top track for math. Not all kids need to take calculus in high school, but it is so difficult to get into the Algebra 8th grade program at Kent.

Integrating the curriculum will allow students to apply their math, science, and writing skills in a meaningful way.

Implementing a much more rigorous writing program that teaches them essential writing skills. Implementing a more rigorous math program that lays the foundation and encourages STEM career

Resolve the math program issues. My understanding is kids from Kent go into Redwood at a disadvantage vs. those who go to the other feeder middle schools.

Genius hour should be in every classroom- not just very tech savvy classrooms. There is a large range of technology between classrooms depending on the teacher.

By allowing them to do more independent projects that involve research and presentation. By giving them opportunities to show their individual talents and strengths and by providing them with support to improve their weaknesses.

Ensuring our teachers are re-focused on teaching the skills that will be relevant to these kids -- critical thinking, problem solving, ability to read and interpret complex texts, and persuasive writing.

Survey w/o a ranking is hard to answer and especially when topics are lumped together that don't go together. Poor survey.

Each them to advocate for themselves, get involved in community outreach programs.

Creative thinking - not just rote learning - is the key to the 21st century.

By offering more in the areas of computer science, technology, and product design.

<http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all> Says it better than I could. I want my kids to fail early on and be supported as they grow, and to learn how to be resilient. School and family help with this.

More focus on character building- emphasizing pillars of character, and doing enriching activities to support them regularly throughout the year.

More kids allowed in the pre-geometry 8th grade math class.