

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Kentfield Elementary School District		
Contact Name and Title	Liz Schott Superintendent	Email and Phone	lschott@kentfieldschools.org (415) 458-5130

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Kentfield Elementary School District is located in Kentfield, California and is comprised of two different sites: Bacich Elementary School, TK/K-4, with an enrollment of 655 students, and Kent Middle School, 5-8, with an enrollment of 598 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 Standards in Language Arts, Math and Next Generation Science. Standardized testing of these subjects has transitioned to the Smarter Balanced Assessment. Results from this new assessment system were positive.

The average class size in grades TK/K-4 is 21.83 and in grades 5-8 it is 25.78. 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.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

As a District, we commit to ensuring equity, as defined John Hattie: Equity makes is possible for any student regardless of their background, prior achievement or the financial acumen of their parents to attain excellence. All students have the right to aim for excellence and to attain excellence in multiple ways. With the help of the California School Dashboard and two years of comparable CAASPP results, we have identified significant gaps in the academic performance of our English Learners, our socioeconomically disadvantaged students, and our students with disabilities. This data and its starkly visual portrayal of differing outcomes leave no doubt about the need to focus our efforts on ensuring that students who are in these groups are offered the same opportunities, challenges, and support as the rest of our students. We will decrease by 5% the percentage of students in these three subgroups who are scoring below proficient as measured by the CAASPP. To accomplish this, we will increase professional development in the areas of integration of ELD into all classrooms, differentiation, and cultural proficiency. These areas of professional development will increase the likelihood of all students finding success in their general education classrooms and among their peers. We will also examine our pyramid of interventions to see where additional out-of-class support can be added to bolster the success of our struggling learners. For our younger students with IEPs, we are adding a credentialed teacher to the Learning Center staff - rather than replacing a retiring paraprofessional with another classified employee - to deepen the expertise available to our Special Education students.

There is an ongoing need for furthering teacher expertise in differentiation to address all students' needs, and to become more skilled at accelerating instruction for those students who have mastered grade level content. Our commitment to expanding Project Based Learning districtwide will deepen learning and engagement for students at all levels of mastery. Utilizing data from the Healthy Kids Survey, we have identified non-physical bullying and harassment (verbal, online) as being on the rise. Resources will be focused on prevention and intervention of these student behaviors in the form of professional development for our counselors and assistant principals. We will also partner with our parent groups to identify resources for educating parents about these issues.

Our building projects and (hopefully) successful Parcel Tax measure will support our core values by creating spaces that improve learning for all students and providing funding for the equivalent of 40 teachers.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

As measured by CAASPP, our students made good progress in ELA from 3rd grade to 4th (68%-79% met or exceeded proficiency), 4th to 5th (70%-83% met or exceeded proficiency, and 5th-6th (77%-88% met or exceeded proficiency). In Math, students in 6th grade improved from 76% met or exceeded proficiency to 81% as 7th graders. Further, our 4th grade English Learners exceeding proficiency went from 0% to 10% as 5th graders.

Our addition of Reading Specialist support at Bacich has resulted in increased numbers of students reading at grade level and received praise from parents attending our Parent Partner meetings. The Kentfield School District made measurable progress in providing professional development to 20 teachers and 2 administrators in Project Based Learning. Students across the grade levels benefitted from this training in the form of engaging projects such as the Creekside Marsh Restoration project.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

As indicated by our Dashboard and CAASPP results, it is apparent that students who are socioeconomically disadvantaged, learning English, or disabled are learning at rates that trail those of other students. To close these gaps, the District is identifying professional development for all teachers that addresses the educational needs of learners who have different needs as well as the overall cultural competency of our District. This focus will help us identify any possible ways we are interfering with students' learning by not adhering to our core values.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Performance gaps exist for socioeconomically disadvantaged students, English Learners and students with disabilities. We will address these shortfalls in the following ways: through professional development for teachers in ELD and differentiation in the mainstream classroom; through staffing our EL team with a bilingual district coordinator and a 0.2 FTE support teacher at Kent, and our Special Education Resource class with an additional certificated teacher; and through districtwide work on cultural competence.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Please refer to previous section: Performance Gaps.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$17,599,182.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$15,271,866.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The difference between our general fund expenditures and LCAP budget can be attributed to materials/supplies and operational costs. Our LCAP expenditures fall primarily into the category of personnel - 85% of total General Fund expenditures. This is the same percentage of overall General Fund expenditures we commit to personnel as reflected in our adopted budget and interim reports.

\$9,818,443	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Engage, support and challenge all students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Goal #1</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

District will continue its implementation of the Common Core and NGSS. All students will have access to courses in all subject areas appropriate to their grade levels, and their progress will be monitored through interim assessments and report cards to assure acceptable outcomes. All core academic teachers will be trained in the analysis of CAASPP results; Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange program through service-based learning; 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; English Learners will make expected progress toward achieving full English Language proficiency; CELDT reclassification rates at expected levels

ACTUAL

The District continued its implementation of the Common Core and NGSS. Reading and Writing Workshop are fully implemented at Bacich and Science development continues as planned with Kent fully implemented and Bacich completing its second year. Teachers worked to refine Eureka Math at Bacich with the Math Coach's support, and an integration of engineering practices across the grades is in process with the Innovation Specialist's support. All students had access to courses in all subject areas appropriate to their grade levels, and their progress was monitored through formative/benchmark assessments - including CAASPP interim assessments - and report cards to ensure acceptable outcomes. All core academic teachers were trained in the analysis of CAASPP results and "champion" students were chosen by Bacich teachers partly as a result of this analysis. Students in the following subgroups did not achieve at rates comparable to their peers in the White and Asian American subgroups: English Learners, socioeconomically disadvantaged, special needs. English Learners made expected progress toward achieving full English Language proficiency. CELDT reclassification rates tracked with past years. The exchange between Spanish B and Laurel Dell was discontinued due to logistical difficulties.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards:

1. Continue and refine Readers Workshop at Bacich and in 5th grade at Kent
2. Continue to build classroom leveled libraries at Bacich
3. Continue and refine use of Eureka Math materials at Bacich. Expand Eureka Math into 5th grade with support of Bacich Math Coach
4. Fully implement Next Generation Science Standards (NGSS) at Kent
5. Expand Writers Workshop to 6th grade at Kent. Teachers attend Teachers College at Columbia University for week-long institute
6. Align goals on IEPs with the Common Core and align Special Education instruction with the Common Core
7. Continue implementation of Next Generation Science Standards (NGSS) at Bacich (year 2). Purchase materials.
8. Use interim and end-of-year CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders

ACTUAL

Identified and implemented instructional resources and assessments and evaluated their effectiveness through the lens of the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards:

1. Continued refining Readers Workshop at Bacich and in 5th grade at Kent with in-house professional development
2. Purchased hundreds of books for leveled libraries in Bacich classrooms
3. Refined use of Eureka Math materials at Bacich through Math Coach and Innovation Specialist. Provided professional development to expand coaching repertoire and deepen mathematical expertise. Explored expanding Eureka Math into 5th grade with support of Bacich Math Coach but decided to continue with Pearson for this year.
4. Fully implemented Next Generation Science Standards (NGSS) at Kent. Teachers attended statewide Science conference, implemented Mosa Mack Science in 6th grade and revamped the 8th grade Science Fair into an Innovation Convention.
5. Expanded Writers Workshop to 6th grade at Kent. Two teachers attended Teachers College at Columbia University for week-long institute and provided professional development to three peers upon return and throughout the year.
6. Continued aligning goals on IEPs with the Common Core and aligning Special Education instruction with the Common Core. Learning Centers and Special Day Classes adapted and modified Common Core curriculum. They also implemented a program called "Goal Book" which provided

		<p>Common Core-based banks of IEP goals. Reading and Writing workshop strategies are utilized throughout our Special Education programs.</p> <p>7. Continued implementation of Next Generation Science Standards (NGSS) at Bacich (year 2). A Science lead teacher and committee of representatives from each grade level met regularly to move the Science conversation forward. Coach has attended the recent MCOE training with Eileen Smith and will guide teachers through a unit-creating exercise later this summer. Purchased more materials, including Mystery Science.</p> <p>8. CAASPP assessments were used to evaluate effectiveness of overall program for 3rd-8th graders. Gaps were identified between groups of students, and plans developed to close them, the fruits of which we are waiting to see when our 2016-17 CAASPP results are available. Principals met with individual teachers and grade levels to explain and discuss results, and brainstorm strategies for improving outcomes for least successful students.</p>
Expenditures	<p>BUDGETED One-time Discretionary Funding 4000-4999: Books And Supplies LCFF \$40,000 Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures LCFF \$71,545</p>	<p>ESTIMATED ACTUAL One-time Discretionary Funding 4000-4999: Books And Supplies LCFF \$47,673 Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures LCFF \$31,254</p>

Action **2**

Actions/Services	<p>PLANNED Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <ol style="list-style-type: none"> 1. Increase professional development in differentiating instruction, particularly to address learners who "already know it". 2. Provide Math training opportunities in-house and off-site. 3. Continue to provide teachers with training to increase fidelity of Fountas and Pinnell assessments, K-5 	<p>ACTUAL Employed an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <ol style="list-style-type: none"> 1. We did not fulfill the goal of teaching teachers how to differentiate better and more. It proves to be harder than we thought to find professional development that addresses this exact topic. This remains a priority for 2017-18. 2. Teachers participated in Math training opportunities in-house with the assistance of our Math Coach.
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4. Orient and support new teachers to district culture and programs
5. Provide professional development in embedding ELD into Common Core aligned ELA materials
6. Kent Social Studies teachers meet with colleagues from other districts to share and discuss means of implementing the Common Core Standards
7. Provide substitute teachers with opportunity for professional development to improve outcomes
8. Commit staff meeting time to learning how to interpret CAASPP results
9. Special Educators will receive professional development in Sonday, an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program which cements student learning into long-term memory.

3. In-house experts provided training to the entire Bacich staff at the beginning of the school year on the administration of Fountas and Pinnell assessments, K-5. As the bedrock of our Reading program, it is vital that these assessments be administered with as much fidelity as possible, so we do a tune-up training every year, and a more thorough induction for new employees.
4. New teachers and classified staff meet prior to the start of school with the Superintendent, Director of Student Services, HR, Business Services, IT, and the union, prior to spending the rest of a morning with their site leadership. New staff is also buddied up with more senior staff, usually their grade level coordinator.
5. Did not accomplish this goal. It remains a goal for 2017-18. [Provide professional development in embedding ELD into Common Core aligned ELA materials]
6. Did not accomplish this goal. However, the Kent Social Studies chair did attend a week last summer at the UC Berkeley History Social Science Project learning about the use of technology in the H/SS classroom. [Kent Social Studies teachers meet with colleagues from other districts to share and discuss means of implementing the Common Core Standards.]
7. Included long-term substitute teachers in same professional development opportunities all teachers received. An idea to provide professional development to short-term substitutes was not implemented due to limited human and financial resources.
8. Staff meeting time was spent learning how to interpret CAASPP results. Our IT director shared with the teachers how to access their current students' scores. Principals followed up to discuss strategies to address individual student needs.

Expenditures

<p>BUDGETED One-time Discretionary Funding 5000-5999: Services And Other Operating Expenditures LCFF \$50,000</p>

9. Two Special Education teachers and one paraprofessional received professional development in Sunday, an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program.
<p>ESTIMATED ACTUAL One-time Discretionary Funding 5000-5999: Services And Other Operating Expenditures LCFF \$38,578</p>

Action

3

Actions/Services

<p>PLANNED Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.</p> <ol style="list-style-type: none"> 1. Continue and expand on program models like "Enterprise". 2. PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics 3. Expand exploration of Project/Problem Based Learning throughout District; make available Buck Institute's summer program at MCOE to interested teachers 4. Employ design methodology to develop 4th/5th grade program. 5. Art curriculum will continue to develop skills needed to address aesthetic issues in other curricular areas. 6. Work toward providing comparable experiences in innovation/making in each classroom at grade levels, K-4 7. Provide professional development to support implementation of NGSS-aligned curriculum at Bacich

<p>ACTUAL Created opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspired creativity, curiosity, and critical thinking.</p> <ol style="list-style-type: none"> 1. Continued program models of "Enterprise" and extended it to include art instruction for hundreds of Kent students 2. There are various examples of this, including: in music, rhythm is based in fractions and harmony is based in ratios; study of the Greeks in 6th grade culminates in staging the Olympic games; acting out scenes from novels. 3. Expanded PBL throughout District; 20 teachers attended the Buck Institute's multi-day workshop. Two administrators participated in the Instructional Coaching training. 4. Employed design methodology to develop 4th/5th grade program in conjunction with facilitator David Jakes. Resulted in a design "landscape" that framed the annual analysis of our Strategic Plan. 5. Arts integration lessons were co-developed by the art teacher and two classroom teachers at Bacich and delivered to first and second graders. 6. Our Innovation Specialist ensured that comparable experiences in innovation/making took place in each classroom at grade levels K-4.

Expenditures

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BUDGETED
 One-time Discretionary Funding 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Discretionary Expenditures

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ESTIMATED ACTUAL
 One-time Discretionary Funding 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Discretionary Expenditures

Action

4

Actions/Services

PLANNED
 Provide differentiated instruction to support the acquisition of core academic skills.

1. Increase professional development in differentiating instruction, particularly to address learners who "already know it".
2. Continue leveled reading groups TK-5; explore expanding to 6th
3. Continue Academic Workshops and Extended Math and Extended Reading at Kent
4. Continue pull-out ELD
5. Differentiate Math instruction and homework
6. Continue Math Coach position at Bacich
7. Continue differentiation during Library class
8. Use grade level and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.

ACTUAL
 Delivered some differentiated instruction to support the acquisition of core academic skills.

1. We did not fulfill the goal of teaching teachers how to differentiate better and more. It proves to be harder than we thought to find professional development that addresses this exact topic. This remains a goal for 2017-18. [Increase professional development in differentiating instruction, particularly to address learners who "already know it".]
2. Continued leveled reading groups TK-5. Expanded classroom libraries and added to school library to support students' reading at their independent levels. Sixth grade staff explored Readers Workshop. As a result, one 6th grade teacher will be trained at Columbia this summer as well as one 8th grade teacher. Reading Specialist added to Bacich staff to work with small groups of primary grade students to remediate reading skills.
3. Continued Academic Workshops and Extended Math and Extended Reading at Kent. Student progress was consistent with past years. A goal for 2017-18 is to be more systematic and quantitative with our tracking of students in these interventions.

		<p>4. Continued pull-out ELD. English Learners showed growth on the CAASPP from 2015-16 to 2016-17, but the gap remains large and is the subject of 2017-18 goals.</p> <p>5. & 6. The employment of a Math Coach for our K-5 classes has made differentiation much more a reality in those classes. The work continues, but on the basis of our parent surveys, dissatisfaction with homogeneous grouping of students TK-6 in math has waned over the past three years. Math intervention at Bacich provided by paraprofessional before school for six-week sessions.</p> <p>7. Continued differentiation during Library class. Depending on students' language ability and learning profiles, Library teacher offers varying activities when doing direct lessons, e.g., Dewey Decimal System</p> <p>8. This is an incomplete goal, one which will be revisited in 2017-18. [Use grade level and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.]</p>
Expenditures	<p>BUDGETED One-time Discretionary Funding 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Discretionary Expenditures Classified salaries 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p>	<p>ESTIMATED ACTUAL One-time Discretionary Funding 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Discretionary Expenditures Classified salaries 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p>
Action	<h1>5</h1>	
Actions/Services	<p>PLANNED Integrate community service and service learning into the curriculum.</p> <ul style="list-style-type: none"> Continue with grade level projects, TK-4 	<p>ACTUAL Integrated community service and service learning into the curriculum.</p> <ul style="list-style-type: none"> Continued with grade level projects, TK-4 and schoolwide projects such as Adopt-a-Family, Project Night Night, various book and canned food drives. In addition, a new enrichment class was offered at Kent, "Service Innovation." Parent survey results indicate strong interest in growing this area of our curriculum.

Expenditures

BUDGETED

Community Service 1000-1999: Certificated Personnel Salaries LCFF
Accounted for in Certificated Salary

ESTIMATED ACTUAL

Community Service 1000-1999: Certificated Personnel Salaries LCFF
Accounted for in Certificated Salary

Action

6

Actions/Services

PLANNED

English Language Learner services and strategies will address this group of students' particular needs.

1. Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners
2. Monitor reclassification rates to assure adequate progress of English Learners
3. Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.
4. Continue to provide supplementary assistance (after school homework help, academic workshop, extended Math, extended reading, ELD) to learners from subgroups to close the gap between their academic performance and that of the overall student population
5. Expand scope of Learning Center services at Kent to encompass students with more moderate learning disabilities in addition to those with mild learning disabilities
6. Scholarship assistance will be provided to students to attend remedial summer school programs

ACTUAL

English Language Learner services and strategies addressed this group of students' particular needs.

1. Employed teachers and paraprofessionals at staffing levels proportional to EL student population who provided ELD and other needed support for English Learners at Bacich and Kent.
2. Monitored reclassification rates to assure adequate progress of English Learners. Students in 5th grade scored highest on CELDT of all grade levels with enough students to record scores: 70% of 5th graders are at the Early Advanced or Advanced performance level; 54% of 4th graders, 50% of 3rd graders, and 45% of 2nd graders. Kent reclassified 46.2% of its English Learners (six students) while Bacich reclassified 13.2% of its ELs (7 students) for a total of 19.7% districtwide or 13 students.
3. This was not fully implemented, but will be included in planning for 2017-18, [Created structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.]
4. Continued providing supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from subgroups to close the gap between their academic performance and that of the overall student population. Waiting for CAASPP results from this month (May 2017) to assess effectiveness.
5. Expanded scope of Learning Center services at Kent to encompass students with more moderate learning disabilities in addition to those with mild learning disabilities. Employed an additional teacher and aide for +/-12 students.

		6. Scholarship assistance was provided for approximately 10 students in K and 1st grade to attend remedial summer school programs
Expenditures	<p>BUDGETED</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$12,187</p> <p>ELD Certificated Teachers 1000-1999: Certificated Personnel Salaries Title I Accounted for in Certificated Salaries</p> <p>ELD Paraprofessional 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p> <p>After School Study Club 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p> <p>After School Study Club 1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries</p>	<p>ESTIMATED ACTUAL</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$7,153</p> <p>ELD Certificated Teachers 1000-1999: Certificated Personnel Salaries Title I Accounted for in Certificated Salaries</p> <p>ELD Paraprofessional 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p> <p>After School Study Club 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p> <p>After School Study Club 1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries</p>

Action **7**

Actions/Services	PLANNED	ACTUAL
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The goal is to engage, support and challenge all students. Engagement has been addressed through more study of Project Based Learning. Supporting struggling learners continues to take the form of Tier II, mostly pull-out interventions. Challenging all students continues to be a concern as reported in our parent survey for students who "already know it."

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

A deeper look into Project Based Learning was a focus in the District this year. As a tool to engage and motivate students, PBL has great merit. There have also been considerable resources committed to implementing and growing Reading and Writing workshop and Eureka Math to students in K-6. What is clear from having two years of CAASPP data to compare, however, is that our ELs, students with disabilities, and socioeconomically disadvantaged students are not achieving at the same rates as our white, Asian and mixed-race students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The entire balance of our Educator Effectiveness funding was budgeted but not expended in 2016-17. The balance will be used in 2017-18 per regulations.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All changes to this goal may be found in Goal 1 of 2017-18 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	Commit to exceptional and inspirational educators and staff
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	Strategic Goal #2															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Positive credential audit; maintain retention rate for exceptional certificated staff, maintain retention rate for exceptional classified staff; improve performance of substitute teachers ; increased levels of parent and student satisfaction with substitute teachers

ACTUAL

All teachers are appropriately credentialed; retained exceptional certificated staff; retained classified staff; improved performance of substitute teachers (anecdotal reports from teachers); did not receive any feedback from parents regarding parent and student satisfaction with substitute teachers

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1						
Actions/Services	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #e6e6fa; padding: 5px;">PLANNED</td> <td style="padding: 5px;">Attract, retain, develop and inspire an effective and innovative staff</td> </tr> <tr> <td style="padding: 5px;">1. Hire exceptional new staff</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">2. Retain exceptional staff</td> <td style="padding: 5px;"></td> </tr> </table>	PLANNED	Attract, retain, develop and inspire an effective and innovative staff	1. Hire exceptional new staff		2. Retain exceptional staff	
PLANNED	Attract, retain, develop and inspire an effective and innovative staff						
1. Hire exceptional new staff							
2. Retain exceptional staff							
	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #e6e6fa; padding: 5px;">ACTUAL</td> <td style="padding: 5px;">Attracted, retained, developed and inspired an effective and innovative staff</td> </tr> <tr> <td style="padding: 5px;">1. Hired eight exceptional new teachers</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">2. Retained exceptional staff losing one Prob II to another district in the area, and one Prob I is moving to Southern California for 2017-18.</td> <td style="padding: 5px;"></td> </tr> </table>	ACTUAL	Attracted, retained, developed and inspired an effective and innovative staff	1. Hired eight exceptional new teachers		2. Retained exceptional staff losing one Prob II to another district in the area, and one Prob I is moving to Southern California for 2017-18.	
ACTUAL	Attracted, retained, developed and inspired an effective and innovative staff						
1. Hired eight exceptional new teachers							
2. Retained exceptional staff losing one Prob II to another district in the area, and one Prob I is moving to Southern California for 2017-18.							

Expenditures	BUDGETED Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF \$8,373,206 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF \$1,999,670	ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF \$8,624,239 Classified Salaries 2000-2999: Classified Personnel Salaries LCFF \$2,122,603
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Action **2**

Actions/Services	PLANNED Leverage the talents, skills, and passion of staff 1. Encourage and support teacher leadership in areas of passion; explore professional development for teacher leaders to increase their effectiveness and job satisfaction 2. Ensure that paraprofessionals are utilized as co-educators, not clerical support 3. Continue Ed Camp professional development days to optimize sharing of the expertise among us 4. Encourage and support innovation and continuing education in all departments of the district	ACTUAL Leveraged the talents, skills, and passion of staff (Also covered in Goal 1, Action 2) 1. Encouraged and support teacher leadership in areas of passion; provided professional development for 12 teacher leaders to increase their effectiveness and job satisfaction through WestEd 2. Ensured that paraprofessionals are utilized as co-educators, not clerical support through constant oversight by Assistant Principal and Principal. Assistant Principal meets with paraprofessionals every month, providing support, professional development and information. This helps build the partnership with our paraprofessionals, making them more capable and better able to fulfill this goal. 3. Continued Ed Camp professional development days which facilitates the expertise among us. All teachers at both schools met four times over the course of the year to collaboratively pursue interests such as Project Based Learning, instructional technology, and Responsive Classroom. 4. Encouraged and supported innovation and continuing education in all departments of the district. The arts integration pilot is an example of this.
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Expenditures	BUDGETED Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries	ESTIMATED ACTUAL Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries Professional Development 5000-5999: Services And Other Operating Expenditures Accounted for in Educator Effectiveness
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Action **3**

Actions/Services

PLANNED
 Maintain high quality working conditions and competitive compensation packages

1. Engage in good faith negotiations
2. Seek out improvements to health and welfare benefits for all employees
3. Compensate staff competitively

ACTUAL
 Maintained high quality working conditions and competitive compensation packages

1. Engaged in good faith negotiations but declared impasse over salary. Arrived at an agreement for 2016-17 after one mediation session.
2. Sought out improvements to health and welfare benefits for all employees. Identified superior Section 125 product and long-term disability plan for employees.
3. Negotiated 1% on schedule salary increase for all employees, and a 2% off-schedule bonus.

Expenditures

BUDGETED
 Employee Benefits - Certificated and Classified 3000-3999: Employee Benefits LCFF \$3,906,753

ESTIMATED ACTUAL
 Employee Benefits - Certificated and Classified 3000-3999: Employee Benefits LCFF \$3,928,899

Action **4**

Actions/Services

PLANNED
 Encourage work/life balance

1. Honor people's time; administrators will elicit feedback from staff on how to maximize meeting efficiency
2. Leaders model work/life balance

ACTUAL
 Removing this goal from the LCAP. While valuable and practiced, it is nearly impossible to measure.

[Encouraged work/life balance

1. Honored people's time; administrators will elicit feedback from staff on how to maximize meeting efficiency (not sure if this was done)
2. Leaders modeled work/life balance]

Expenditures

BUDGETED
 Work/Life Balance \$0.00

ESTIMATED ACTUAL
 Work/Life Balance \$0.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Kentfield School District enjoys a reputation in our county of being a desirable place to work. This school year, we embarked on our hiring process in the wake of six retirements with some trepidation, knowing the the pool of qualified available teachers is shrinking. We were pleasantly surprised by the number and caliber of our applicants, which speaks to our commitment to professional growth and individual pursuit of passions, as well as the competitiveness of our compensation packages.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In the past three years, we have hired 22 teachers. Three have not been good fits, one has chosen to leave the district to work elsewhere for higher pay. One has chosen to work closer to home. The rest are rock stars. Similarly, our classified ranks are stable and have good morale. We are pleased with our ability to recruit and retain staff who contribute to the strategic mission of the District. On average, the district receives dozens of qualified applicants per opening and chooses the best after interviewing approximately eight candidates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted and actual expenditures is due to a 1% on schedule raise, a 2% bonus, and late hires.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We hit the hiring circuit early this year, thanks to a negotiated (15-16) change in the deadline (February 1) for notifying the District of changes in employment status. This gave us a good jump on attracting qualified candidates.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Ensure appropriate stewardship of our facilities and fiscal systems
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	Strategic Goals # 2,3															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased satisfaction with facilities as measured by Parent/Staff Survey; implementation of Facilities Master Plan; positive audits; positive budget certification; maintain positive Facilities Inspection Tool (FIT) result

ACTUAL

We are in a state of transition due to building projects being planned. So, while dissatisfaction continues with bathrooms, for instance, we are waiting for construction to address this concern. This item received mixed comments from parents on the survey. Some find our schools dated and in need of repair, others find them attractive. Either way, we have modernization and new construction planned on both campuses in the next three years. We are in the process of implementing the revised Facilities Master Plan; we received positive audits and positive budget certification; and maintained positive results as measured by the Facilities Inspection Tool (FIT) result.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1					
Actions/Services	<table border="1"> <tr> <td style="background-color: #d9ead3; width: 10%; text-align: center; vertical-align: top;">PLANNED</td> <td style="background-color: #d9ead3;">Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan 1. Ask voters in November 2016 to renew Parcel Tax</td> </tr> <tr> <td style="background-color: #d9ead3; text-align: center; vertical-align: top;">ACTUAL</td> <td style="background-color: #d9ead3;">Aligned fiscal resources to support achievement of the goals and strategies in our Strategic Plan</td> </tr> </table>	PLANNED	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan 1. Ask voters in November 2016 to renew Parcel Tax	ACTUAL	Aligned fiscal resources to support achievement of the goals and strategies in our Strategic Plan
PLANNED	Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan 1. Ask voters in November 2016 to renew Parcel Tax				
ACTUAL	Aligned fiscal resources to support achievement of the goals and strategies in our Strategic Plan				

<ol style="list-style-type: none"> 2. Adjust budget for ongoing employer contribution rates to STRS and PERS 3. Maintain District reserve level as required by SB 858 4. Maintain class sizes at locally-desired levels 5. Compensate staff competitively
<p>BUDGETED CalSTRS/CalPERS 3000-3999: Employee Benefits LCFF Accounted for in Employee Benefits Health & Welfare and Statutory Benefits 3000-3999: Employee Benefits LCFF Accounted for in Employee Benefits</p>

<ol style="list-style-type: none"> 1. Asked voters in November 2016 to renew Parcel Tax (did not pass) 2. Adjusted budget for ongoing employer contribution rates to STRS and PERS 3. Maintained District reserve level as required by SB 858 4. Maintained class sizes at locally-desired levels (22:1 in first grade, 25:1 in all other grades) 5. Compensated staff competitively (see Goal 2)
<p>ESTIMATED ACTUAL CalSTRS/CalPERS 3000-3999: Employee Benefits LCFF Accounted for in Employee Benefits Health & Welfare and Statutory Benefits 3000-3999: Employee Benefits LCFF Accounted for in Employee Benefits</p>

Expenditures

Action

2

Actions/Services

<p>PLANNED Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning</p> <ol style="list-style-type: none"> 1. Work with project manager and architects to complete Measure D projects - new buildings and modernization 2. Implement next phase of Prop 39 supported improvements 3. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities
<p>BUDGETED Architect 5800: Professional/Consulting Services And Operating Expenditures Bond Energy Management System 5000-5999: Services And Other Operating Expenditures Prop 39 \$100,000</p>

<p>ACTUAL Continuously monitored and improved facilities to ensure spaces are optimal for teaching and learning</p> <ol style="list-style-type: none"> 1. Worked with project manager and architects to complete Measure D projects - new buildings and modernization. Amended plans for building new classrooms at Kent in response to declining enrollment 2. These are on hold while we finalize building plans [Implement next phase of Prop 39 supported improvements] 3. Maintained custodial/maintenance staff at current levels to ensure clean and safe facilities
<p>ESTIMATED ACTUAL Architect 5800: Professional/Consulting Services And Operating Expenditures Bond Energy Management System 5000-5999: Services And Other Operating Expenditures Prop 39 \$101,025</p>

Expenditures

Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF
Accounted for in Classified Salaries

Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF
Accounted for in Classified Salaries

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District continues to receive positive budget certifications at each reporting period, as well as positive audit reports with few and minor findings. Facilities are at the front of our minds as we prepare for construction this summer at Kent. The other focal points of our budget discussion are Parcel Tax renewal and STRS/PERS contribution increases.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These actions and services are quite effective in meeting the goal of ensuring appropriate stewardship of our facilities and fiscal systems.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As we work through the impact of enrollment changes on our building plans, our new Goal 3 will reflect those amendments.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Goal #4</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Fewer suspensions (2015-16 = 22); maintain attendance (2015-16 = 96%); students reporting fewer examples of inhospitable school climate as measured by the California Healthy Kids Survey. While expulsions and middle school dropouts do not tend to occur in our district, chronic absenteeism is rare but possible. The SARB process is utilized to rectify such situations and we expect year over year reduction in such cases.

ACTUAL

Equal number of suspensions (2015-16 = 22; 2016-17 = 22); maintained attendance (2016-17 same as 2015-16 = 96%); students reported increasing numbers of non-physical harassment and bullying, on-line and face-to-face, as measured by the CHKS. While expulsions and middle school dropouts do not tend to occur in our district, chronic absenteeism is rare but possible. The SARB process is utilized to rectify such situations, but we had no need to employ it in 2016-17.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
 Build and promote cultural competence within the school community

1. Send district team to 4-part series: "Culturally Responsive Teaching for Deeper Learning" at Sonoma County Office of Education

ACTUAL
 Worked to build and promote cultural competence within the school community

1. Sent district team to four-part series: "Culturally Responsive Teaching for Deeper Learning" at Sonoma County Office of Education; Bacich Principal and two

2. Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.

3. Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange program through service-based learning

teachers attended two-day workshop on Courageous Conversations

2. Explored with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body. Jointly brought No Bully to evening event for parents.

3. The exchange between Spanish B and Laurel Dell was suspended due to logistical difficulties.

Expenditures

BUDGETED
Professional Development - Responsive Classroom 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Educator Effectiveness

ESTIMATED ACTUAL
Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Educator Effectiveness

Action **2**

Actions/Services

PLANNED
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.

1. A Touch of Understanding, an ability awareness program, will come to Kent

2. Encourage student work that addresses real community/world problems and issues

ACTUAL
Fostered 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.

1. A Touch of Understanding, an ability awareness program, came to 6th grade at Kent as well as 4th grade again at Bacich this year

2. Encouraged student work that addresses real community/world problems and issues. Implemented Service Innovation class at Kent. Refreshed No Bully competency at Kent.

Expenditures

BUDGETED
Disability Awareness 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in One-Time Discretionary Funding

ESTIMATED ACTUAL
Disability Awareness 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in One-Time Discretionary Funding

Action **3**

<p>Actions/Services</p>	<p>PLANNED Nurture the social development and emotional health of students</p> <p>1. All staff will continue long-established emphasis on teamwork and cooperation</p> <p>2. Implement Responsive Classroom at Bacich and provide professional development in Responsive Classroom at Kent</p>	<p>ACTUAL Nurtured the social development and emotional health of students</p> <p>1. All staff continued long-established emphasis on teamwork and cooperation. Grade levels, curriculum areas meet regularly in a distributed leadership model.</p> <p>2. Implemented Responsive Classroom at Bacich and provided professional development in Responsive Classroom at Kent</p> <ul style="list-style-type: none"> • Second graders received course in Mindfulness • Counselors at Kent attended "Disarming the Suicidal Mind" , "Rising to Complicated Challenges" and "Calming the Brain Through Mindfulness" professional development
<p>Expenditures</p>	<p>BUDGETED Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Educator Effectiveness and Title II Shared leadership 1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries</p>	<p>ESTIMATED ACTUAL Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Accounted for in Educator Effectiveness and Title II Shared leadership 1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The approach to ensuring our core values are supported and reinforced varies somewhat from one campus to the other. Bacich, with the leadership of its Principal and School Site Council, explored social-emotional curricula to augment Character Counts. Kent refreshed its commitment to Solution Teams and No Bully.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While there are examples of really great reinforcement and teaching of the core values going on in various locations throughout the District, we are in need of a cohesive, articulated, systemwide focus to ensure all students achieve success in our schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences to explain.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A systemwide, cohesive study of how and where we articulate, teach and reinforce our core values will be launched in 2017-18 through the lens of cultural competence.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Expand and strengthen communication and partnerships with our community

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Goal #5</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased levels of satisfaction with District communication as measured by Parent/Staff Survey

ACTUAL

Increased levels of satisfaction with District communication as measured by Parent/Staff Survey

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
 Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information

1. Continue Weekly Updates from schools and district in "one email per week"
2. Refine mobile app and promote its use

ACTUAL
 Communicated as one school, two campuses: Maintained a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information

1. Continued Weekly Updates from schools and district in "one email per week" which is opened/read by +/- 50% of email addresses per week
2. Did not make any refinements to mobile app. [Refine mobile app and promote its use]

<p>3. Publish and distribute by mail "Year in Review" to all households in District</p> <p>4. Increase communication about Measure D projects and progress through all vehicles - annual mailed newsletter to all postal addresses in the district, weekly email newsletter to all families and staff; website</p>
<p>BUDGETED Communication 5000-5999: Services And Other Operating Expenditures LCFF \$15,000</p>

<p>3. Published and distributed by mail "Year in Review" to all households in District</p> <p>4. Increased communication about Measure D projects and progress through all vehicles - annual mailed newsletter to all postal addresses in the district, weekly email newsletter to all families and staff; website. Also communicated information to all district residents about Parcel Tax in preparation for unsuccessful Measure B campaign.</p>
<p>ESTIMATED ACTUAL Communication 5000-5999: Services And Other Operating Expenditures LCFF \$16,214</p>

Expenditures

Action

2

Actions/Services

<p>PLANNED Collaborate with business and community partners to identify ways we can work together to support our learning goals</p> <p>1. Continue collaboration with College of Marin; meet with community outreach personnel to plan activities</p> <p>2, Involve community in Parcel Tax Task Force and information campaign</p> <p>3. Further integrate service learning into local community</p>

<p>ACTUAL This goal continues to elude us. There are business partners who support the Foundation's campaign by purchasing ads in the directory. [Collaborated with business and community partners to identify ways we can work together to support our learning goals.]</p> <p>1. This goal was not accomplished [Continued collaboration with College of Marin; meet with community outreach personnel to plan activities]</p> <p>2. Involved community in Parcel Tax Task Force, a subcommittee of District Finance Committee, and information campaign.</p> <p>3. Further integrated service learning into local community with projects in Kent Library, 7th grade Science and 1st grade Creekside Marsh restoration project</p> <p>4. Bacich participated in Artists Teaching Art (ATA), an arts education program developed by the Sausalito Art Festival Foundation (SAFF) to serve students K-12 in both public and private schools throughout Marin County. As California schools transition to the Common Core Standards, ATA understands that arts integration is an important part of this</p>
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		<p>transition. ATA along with participating schools, teachers and professional artists collaborate to create a variety of artist-in-residence projects designed to inspire children to think differently about core subjects such as, math, science, history, geography, literature and art through project based learning. The program supports deeper learning and thinking by connecting the core subject to an art form while maintaining the integrity of both the core subject and the artistic process.</p> <p>5. Our PTA involves the community in many of its programs and events, including Parent Education, Family Maker Night and the Kentfield Music Festival.</p>
Expenditures	<p>BUDGETED Parcel Tax Measure B 5000-5999: Services And Other Operating Expenditures LCFF \$10,000 Upcoming Parcel Tax Measure 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>ESTIMATED ACTUAL Parcel Tax Measure B 5000-5999: Services And Other Operating Expenditures LCFF \$10,622 Upcoming Parcel Tax Measure 5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Regular, predictable communication that reaches all parents in Spanish and English goes out once per week from the District. An annual print newsletter goes to all households in the District. Outreach to community businesses is inconsistent.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Communication with parents through our weekly electronic newsletter and print annual update is fairly well dialed in at this point, and we feel good about the +/-50% open rate. Community partnerships remain challenging, but important to continue to work on.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenses incurred through communications consultant, annual print newsletter, and costs associated with Parcel Tax measure were not budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The communications committee is regularly reviewing the effectiveness of the District's communications vehicles and recommending upgrades such as promoting them on social media.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Special Education Parent Partners (12 participants): February 28, 2017
 Bacich School Site Council (12 participants): March 6, 2017
 Kent School Site Council (18 participants, inc. students): March 7, 2017
 Kent Student Council (25 students): March 15, 2017
 District Strategic Planning/LCAP Advisory Group (40 participants): March 28, 2017
 PTA (25 participants): April 3, 2017
 District English Learner Advisory Council (15 participants): April 19, 2017
 Community Input Meeting (1 participant): May 1, 2017
 Communication Committee (8 participants): May 16, 2017
 Kentfield Teachers Association leadership meeting: May 16, 2017
 Parent/Staff online survey (72 responses): March, April, May 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

At our Special Education Parent Partners meeting in February, participants praised the addition of the Reading Specialist which they asserted was a need in 2015-16. In general, the group was pleased with how things are going for their students in the District.

Themes that emerged from the Strategic Planning tune up meeting were: Project Based Learning, improved facilities, equity issues, intrinsic motivation and engagement, connecting to community, innovative teaching and learning practices.

The meeting with Kent's student council provided input on the condition of student restrooms, and the desirability of the lunch program. The restroom quality will be addressed in the building projects. The PTA, with whom we have a Memorandum of Understanding for lunch service, is interviewing alternate providers.

The Kentfield Teachers Association Leadership agreed this year to committing to a 5% decrease in the number of students in three target subgroups - socioeconomically disadvantaged, English Learner, students with disabilities - who are performing below proficient as measured by the CAASPP.

The meeting with DELAC highlighted continued concerns about how English Learners and their parents are made to feel part of the school community (or not). Work with an equity organization will assist with this identified need.

Items from our annual parent-staff survey that do not duplicate what has been addressed above are: incorporating more community service and service learning into curriculum, and addressing high achievers (need for differentiation); we have again built into our professional development plan more training in differentiation. We will also take on the improvement of our website as one of our important communication tools.

Goal 1 now articulates quantitative targets for growth of our socioeconomically disadvantaged, English learning, and disabled students. Implementation of Goal 2 will again focus differentiation, PBL and ELD. We also will continue to find ways to attract and keep our valued staff. Goal 3 is still focused on Bond projects and passage of the Parcel Tax. Goal 4 will take on the complex issues surrounding cultural competence. Goal 5 will respond to input from district committees and our survey by exploring the use of social media and revamping our website.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Engage, support and challenge all students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Goal #1

Identified Need

Need: Close performance gap as measured by CAASPP between socioeconomically disadvantaged students, students with disabilities, and English Learners and those who are white, Asian and mixed-race.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Dashboard; CAASPP results; Parent/Staff survey; Common Core-aligned report card at Bacich; all classrooms and students provided with Common Core-aligned curricula and materials; staff given adequate professional development and support to deliver Common Core aligned instruction; Master Schedule at Kent shows course offerings available to all students; CELDT/ELPAC results; English Learner reclassification rates	<p>Large gaps in 2015-16 CAASPP scores currently exist between students who are white, Asian, and mixed-race and those who are socioeconomically disadvantaged, learning English, and who have disabilities.</p> <p>In the 5th-8th grades, 26% of socioeconomically disadvantaged students scored below proficient in Language Arts, compared to 2% who are not socioeconomically disadvantaged. In Math, the difference is 32% versus 7%.</p> <p>In 3rd and 4th grade, 42% of socioeconomically</p>	<p>Students who are English Learners, or who have special needs, or who are socioeconomically disadvantaged will make progress toward achieving academic success that is comparable to their White, Asian and mixed-race peers. English Learners will make expected progress toward achieving full English Language proficiency.</p> <p>The numbers of students these percentages represent are not large. In all cases but those with disabilities, the number is less than 10. For this reason, this</p>	<p>Evaluation of our progress toward this goal in 2017-18 will determine the effectiveness of our efforts and then a target percentage for closing the gap will be set for the coming year.</p> <p>We will measure progress using CAASPP results, CELDT/ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.</p> <p>We will maintain 100% participation in all courses including art, PE and music.</p>	<p>Evaluation of our progress toward this goal in 2018-19 will determine the effectiveness of our efforts and then a target percentage for closing the gap will be set for the coming year.</p> <p>We will measure progress using CAASPP results, CELDT/ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.</p> <p>We will maintain 100% participation in all courses including art, PE and music.</p>

disadvantaged students scored below proficient in Language Arts, compared to 7% who are not socioeconomically disadvantaged. In Math, the difference is 42% versus 4%.

In the 5th-8th grades, 22% of students with disabilities scored below proficient in Language Arts, compared to 2% who do not have disabilities. In Math, the difference is 49% versus 4%.

In 3rd and 4th grade, 46% of students with disabilities scored below proficient in Language Arts, compared to 5% who do not have disabilities. In Math, the difference is 25% versus 4%.

In the 5th-8th grades, 41% of students who are learning English scored below proficient in Language Arts, compared to 1% who are not English learners. In Math, the difference is 50% versus 6%.

In 3rd and 4th grade, 47% of students who are learning English scored below proficient in Language Arts, compared to 5% who are not English learners. In Math, the difference is 37% versus 4%.

Students are reclassified based on assessment, teacher input, grades and Board Policy as they become English Proficient.

gap can be attacked very personally and urgently.

For example, if we want to decrease our percentage of socioeconomically disadvantaged 5th-8th graders scoring below proficient from 26% to 20%, just two students would need to move into the "approaching", "at", or "above" proficiency bands.

Therefore, the target for our improvement in CAASPP scores in 2017-18 is a 5% reduction in the percentage of students in our three underperforming subgroups scoring below proficient.

We will measure progress using CAASPP results, CELDT/ELPAC results, English Learner reclassification rates, grades, formative assessments, teacher observation and student self-assessment.

We will maintain 100% participation in all courses including art, PE and music.

All students will make growth, and common core aligned report cards will be maintained as evidence of progress toward CCSS mastery.

Staff will participate in CCSS related professional development.

We will monitor reclassification rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.

All students will make growth, and common core aligned report cards will be maintained as evidence of progress toward CCSS mastery.

Staff will participate in CCSS related professional development.

We will continue to monitor reclassification rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.

All students will make growth, and common core aligned report cards will be maintained as evidence of progress toward CCSS mastery.

Staff will participate in CCSS related professional development.

We will continue to monitor reclassification rates of all English Learners to ensure students who are Latino are not disproportionately represented in the long-term EL subgroup.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Based on data provided by the dashboard, the District will be focused on students who are EL, SED, and Special Education

1. Provide professional development for teachers to increase expertise in differentiation
2. Decrease implicit/explicit bias districtwide through partnership with Blink Consulting, National Equity Project, or a similar organization
3. Adjust level of after-school help at both schools according to need

2018-19

New Modified Unchanged

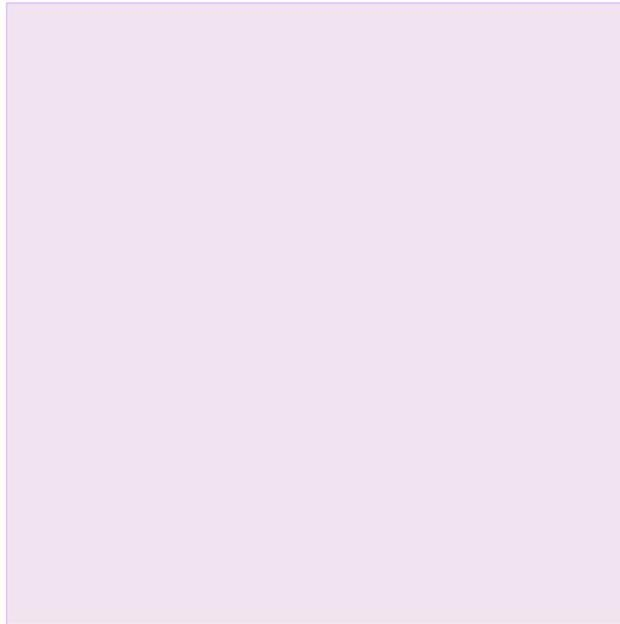
Empty box for 2018-19 data entry.

2019-20

New Modified Unchanged

Empty box for 2019-20 data entry.

4. Adjust interventions at both schools according to student need
5. Provide professional development in embedding ELD into Common Core subjects
6. Increase staffing at Kent to provide EL coordination (0.2)
7. Use CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders
8. Continue and refine Reading and Writing Workshop
9. Continue and refine use of Eureka Math, expanding to 5th grade
10. Continue and refine implementation of NGSS
11. Continue aligning goals on IEPs and Special Education instruction with Common Core



BUDGETED EXPENDITURES

2017-18

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Additional .02 for Kent EL Coordination
Amount	\$11,999
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development
Amount	\$25,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development

2018-19

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$11,999
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$25,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development

2019-20

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$11,999
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$25,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Students performing at or above grade level

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.

1. Continue to refine practice through coaching and professional development in PBL
2. Continue to refine practice through coaching and professional development in Eureka Math
3. Continue to refine practice through coaching and professional development in Reading and Writing Workshop
4. Continue to refine practice through coaching and professional development in NGSS

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$12,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures One time discretionary
Amount	\$36,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness

2018-19

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.

1. Ensure access to Maker/STEAM curriculum at all grade levels
2. Continue building integrated arts practices into curriculum K-8
3. Develop and deliver two PBL projects per grade level at Bacich

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	Accounted for in Certificated Salaries for in Discretionary Expenditures
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Bacich Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide differentiated instruction to support the acquisition of core academic skills.

1. Replace a retiring paraprofessional in the Bacich Resource Specialist Program Learning Center with a certificated employee and increase hours to deepen the pool of expertise available to our Special Education students.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount Accounted for in Certificated Salaries

2018-19

Amount Accounted for in Certificated Salaries

2019-20

Amount Accounted for in Certificated Salaries

Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Integrate community service and service learning into the curriculum.

1. Explore ways to replicate intrinsically motivating practices of Service Innovation Learning class and other highly engaging learning opportunities and environments to other areas of the curriculum

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount Accounted for in Certificated Salaries

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

2018-19

Amount Accounted for in Certificated Salaries

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

2019-20

Amount Accounted for in Certificated Salaries

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

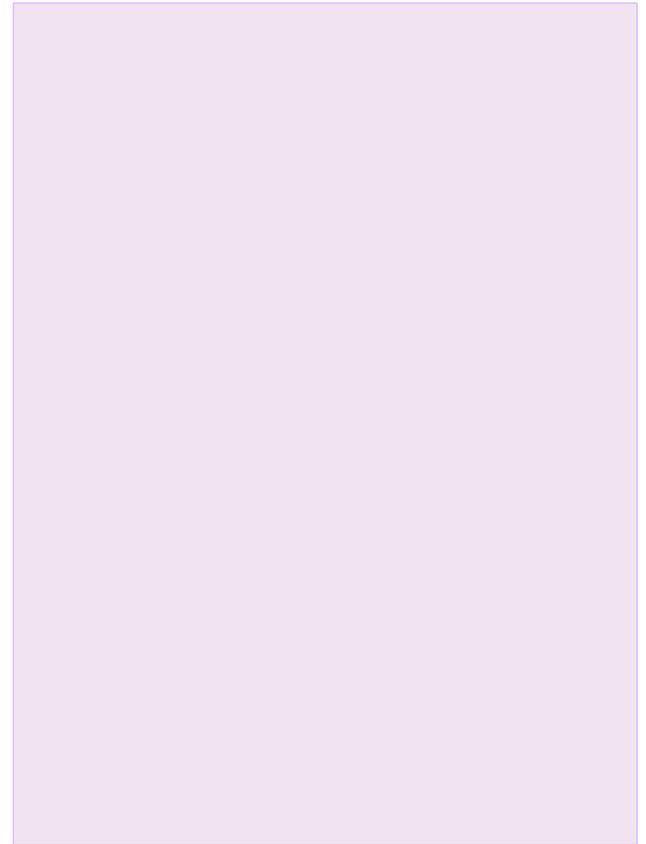
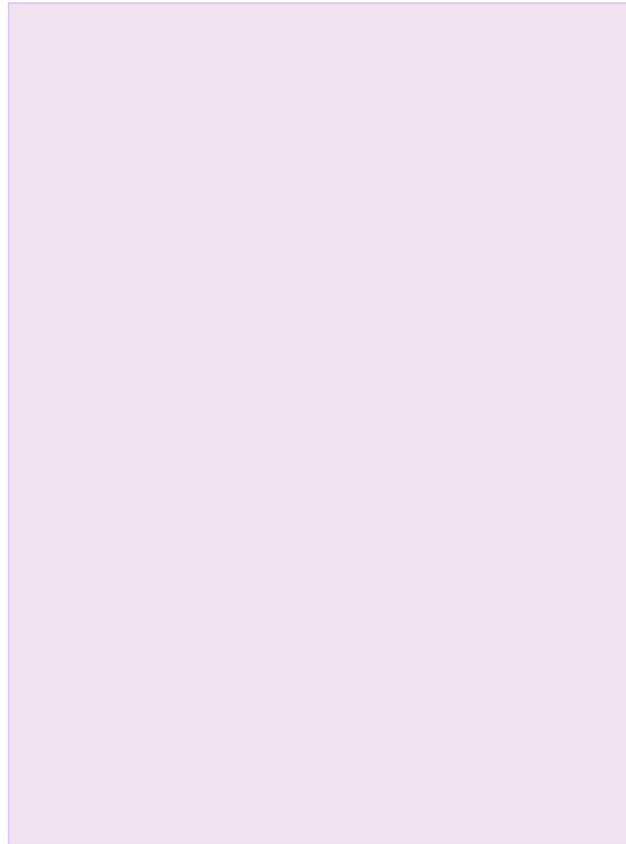
New Modified Unchanged

English Learner services and strategies will address this group of students' particular needs.

1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will

provide ELD and other needed support for English Learners.

2. Monitor reclassification rates to assure adequate progress of English Learners.
3. Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.
4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from subgroups to close the gap between their academic performance and that of the overall student population.
5. Provide scholarship assistance to K-1 students to attend remedial summer school programs.
6. Continue pull-out ELD
7. Use grade level time and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies



BUDGETED EXPENDITURES

2017-18

Amount	Accounted for in Title II
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$121,939
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries for EL Learners

2018-19

Amount	Accounted
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$123,768
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries for EL Learners

2019-20

Amount	Accounted
Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$125,625
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries for EL Learners

Amount	\$29,227	Amount	\$29,665	Amount	\$30,110
Source	Title I	Source	Title I	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries for EL Learners	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries for EL Learners	Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries for EL Learners
Amount	\$8,300	Amount	\$8,300	Amount	\$8,300
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4000-4999: Books And Supplies After School Study Club for EL Learners	Budget Reference	4000-4999: Books And Supplies After School Study Club for EL Learners	Budget Reference	4000-4999: Books And Supplies After School Study Club for EL Learners

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Commit to exceptional and inspirational educators and staff

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Goal #2

Identified Need

Need: Highly qualified certificated and classified staff and administrators create academically rigorous and engaging learning opportunities for all students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Personnel records indicating 100% of teachers are assigned to their credentialed areas or have Board approved waivers; teacher participation in leadership roles; improved assessment results for students	We are currently able to attract and retain quality staff as openings occur. We are aware, however, that pressures are mounting due to an impending shortage of teachers, and the ability of neighboring districts to pay more than Kentfield.	Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.	Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.	Attract enough qualified candidates for open positions to have choices. Retain all staff we wish to keep. Continuously balance need for professional development in cutting edge practices with importance of work/life balance. Maintain 100% of teachers are assigned to their credentialed areas or have Board approved waivers.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Attract, retain, develop and inspire an effective and innovative staff

1. Hire exceptional new staff
2. Retain exceptional staff
3. Orient new staff to district culture and programs

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount Accounted for in Certificated Salaries

Source LCFF

2018-19

Amount Accounted for in Certificated Salaries

Source LCFF

2019-20

Amount Accounted for in Certificated Salaries

Source LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	Accounted for in Classified Salaries	Amount	Accounted for in Classified Salaries	Amount	Accounted for in Classified Salaries
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Leverage the talents, skills, and passion of staff

1. Invest in professional development that increases teacher expertise in meeting the needs of our underperforming student groups

- 2. Ensure that paraprofessionals are utilized as co-educators, not clerical support
- 3. Continue Ed Camp professional development days to optimize sharing of the expertise among us
- 4. Encourage and support innovation that furthers our Strategic Plan goals

BUDGETED EXPENDITURES

2017-18

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	Accounted for in Classified Salaries
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	Accounted for in Educator Effectiveness
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Educator Effectiveness

2018-19

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	Accounted for in Classified Salaries
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	
Source	
Budget Reference	

2019-20

Amount	Accounted for in Certificated Salaries
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	Accounted for in Classified Salaries
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	
Source	
Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Maintain high quality working conditions and competitive compensation packages

1. Engage in good faith negotiations
2. Continuously monitor desirability of health and welfare benefits for all employees
3. Compensate staff competitively

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$8,346,672

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$2,270,983

2018-19

Amount \$8,418,786

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$2,300,498

2019-20

Amount \$4,947,440

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries

Amount \$2,085,537

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$4,271,736	Amount	\$4,735,049	Amount	\$4,301,365
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Ensure appropriate stewardship of our facilities and fiscal systems

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Goals # 2,3

[Identified Need](#)

Need: Maintain facilities and ensure adequacy of campus space. Deliver a balanced budget, aligned to Strategic Plan goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/Staff survey; student input; adult:student ratios; successful completion of bond projects; MCOE and outside audits, Citizens Oversight Committee annual report	Kentfield is about to begin \$20 million worth of bond projects that will result in new construction and modernization of our facilities. Our Citizens Oversight Committee and Board of Trustees will monitor the appropriate use of the funds, and the success of the projects in meeting the language of the bond measure. Our budget is currently in positive status, and it is expected to continue to meet the criteria for a positive certification.	Increased satisfaction with facilities as measured by Parent/Staff/Student Survey; implementation of Facilities Master Plan; positive audits; positive budget certification; maintain positive Facilities Inspection Tool (FIT) result; building projects completed on time and within budget, pass Parcel Tax	Building projects completed on time and within budget.	Building projects completed on time and within budget.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan

1. Adjust budget for ongoing employer contribution rates to STRS and PERS
2. Maintain District reserve level as required by SB 858
3. Maintain class sizes at locally-desired levels

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount Accounted for in Employee Benefits

Source LCFF

Budget Reference 3000-3999: Employee Benefits CalSTRS

Amount Accounted for in Salaries

Source LCFF

Budget Reference 1000s, 2000s Certificated and Classified Salaries

2018-19

Amount Accounted for in Employee Benefits

Source LCFF

Budget Reference 3000-3999: Employee Benefits CalSTRS

Amount Accounted for in Salaries

Source LCFF

Budget Reference 1000s, 2000s Certificated and Classified Salaries

2019-20

Amount Accounted for in Employee Benefits

Source LCFF

Budget Reference 3000-3999: Employee Benefits CalSTRS

Amount Accounted for in Salaries

Source LCFF

Budget Reference 3000-3999: Employee Benefits 1000s, 2000s Certificated and Classified Salaries

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning

1. Work with project manager and architects to complete Measure D projects - new buildings and modernization
2. Implement next phase of Prop 39 supported improvements
3. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities



BUDGETED EXPENDITURES

2017-18

Amount	Bond Fund
Source	Bond
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$100,000
Source	Prop 39
Budget Reference	5000-5999: Services And Other Operating Expenditures Energy Management System
Amount	Accounted for in Classified Salaries
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries

2018-19

Amount	Bond Fund
Source	Bond
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$100,000
Source	Prop 39
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures HVAC
Amount	Accounted for in Classified Salaries
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries

2019-20

Amount	Bond Fund
Source	Bond
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	
Source	Prop 39
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Boiler Replacements
Amount	Accounted for in Classified Salaries
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial Salaries

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All
 Students with Disabilities
 [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Pass Parcel Tax

Expend Parcel Tax according to resolution categories in measure.

BUDGETED EXPENDITURES

2017-18

Amount \$20,000

Source LCFF

Budget Reference 5000-5999: Services And Other Operating Expenditures Political consultant, information campaign

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Goal #4

[Identified Need](#)

Need: Support the social-emotional needs of students to enhance educational experience

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student suspension and expulsion rates; attendance rates; student interview input; parent input via interview or survey; California Healthy Kids Survey; chronic absenteeism; dropout rate	One of the factors influencing student success in our schools is our cultural competence as an organization. If students - and staff - feel as though they are being undervalued for who they are and where they have come from, they cannot do their best work. The evidence of our performance gap, as measured by CAASPP results, indicates that students who are socioeconomically disadvantaged, or who are learning English, or who have disabilities, are not learning as successfully as our white, Asian, and mixed-race students. This goal is intended to get at what	Equal or fewer suspensions (2016-17= 28); maintain or improve attendance (2016-17 = 96 %); students reporting fewer examples of inhospitable school climate; maintain no expulsions; maintain 0% chronic absenteeism; maintain 0% drop out rate	Maintain or improve suspension and attendance rates from prior year; continue with no expulsions; maintain 0% chronic absenteeism; maintain 0% drop out rate	Maintain or improve suspension and attendance rates from prior year; continue with no expulsions; maintain 0% chronic absenteeism; maintain 0% drop out rate

	<p>could be one of the root causes for this discrepancy.</p> <p>We know from our stakeholder engagement that we have work to do in this area.</p> <p>Suspensions in 2016-17 = 28. No expulsions. Attendance = 96%.</p> <p>We currently do not experience chronic absenteeism nor do any of our students drop out.</p>			
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Build and promote cultural competence within the school community. 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.

1. Engage with Blink Consulting, the National Equity Project, or other organization in a year-long, at minimum, organization-wide effort to increase cultural competence

2. Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: Accounted for in Educator Effectiveness

Source: LCFF

Budget Reference: 5000-5999: Services And Other Operating Expenditures Cultural Competency work

2018-19

Amount: [Empty]

Source: [Empty]

Budget Reference: [Empty]

2019-20

Amount: [Empty]

Source: [Empty]

Budget Reference: [Empty]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Bacich Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Nurture the social development and emotional health of students

1. Bacich will pilot new Social-emotional curriculum, Institute for Social Emotional Learning, and continue with Mindfulness practice in second grade

2018-19

New Modified Unchanged

Bacich will refine new Social-emotional curriculum, Institute for Social Emotional Learning, and continue with Mindfulness practice in second grade

2019-20

New Modified Unchanged

Evaluate effectiveness of actions in 2018-19 and adjust accordingly.

BUDGETED EXPENDITURES

2017-18

Amount	\$10,000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 5

Expand and strengthen communication and partnerships with our community

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Goal #5

[Identified Need](#)

Need: Communicate thoroughly and effectively with parents, staff and community

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual online Parent/Staff survey; sign-ins at parent education events; sign-ins at parent coffees and chats; administration/staff attendance at community events	We currently have a +/-50% open rate on our weekly electronic newsletter, and an annual print newsletter reaches every mailing address in the District. In addition, Bacich teachers are using Seesaw, an interactive digital portfolio, to share their school day and work with their parents.	Increase participation in school activities by reaching more parents through regular communication (newsletter), improved website, and social media. Online digital portfolios connect home and school to create a partnership that benefits students' learning.	Monitor community and parent participation and partnerships via parent survey, social media traffic, and response to improved website.	Monitor community and parent participation and partnerships via parent survey, social media traffic, and response to improved website.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information

1. Refurbish district website and improving presence on social media
2. Establish communication strategy to inform community about our Parcel Tax

2018-19

New
 Modified
 Unchanged

Evaluate effectiveness of website and social media strategy. Adjust actions accordingly.

2019-20

New
 Modified
 Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Source

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Collaborate with business and community partners to identify ways we can work together to support our learning goals

- Involve community in Parcel Tax Task Force and information campaign
- Further integrate service learning into local community

2018-19

New Modified Unchanged

Evaluate service learning effectiveness. Adjust curriculum accordingly.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Accounted for in Services	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference		Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Bacich Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Seesaw, an online digital portfolio, allows for differentiation and immediate feedback while also documenting a learner’s growth through the year. All teachers at Bacich will implement Seesaw. Seesaw	Refine use of Seesaw.	Evaluate use of Seesaw and adjust activities accordingly.

allows for differentiation and immediate feedback while also documenting a learner's growth through the year.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$3,000
Source	
Budget Reference	

2019-20

Amount	\$3,000
Source	
Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$148,797

Percentage to Increase or Improve Services: 1.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

In the LCAP year, 2017-18, the Kentfield School District anticipates funds in the amount of \$148,797 to increase or improve services for our low-income students, foster youth and English learners. The District will expend these funds to improve or 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. As stated in Goal 1, the District will engage, support and challenge all students and will identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.

The District provides professional, highly qualified staff that provides services and support for all students. In 2017-18 the full-time equivalent (FTE) certificated teachers total 85.80 FTE and the classified support staff totals 37.60 FTE. The Kentfield School District serves 1,209 TK/K-8 students with an unduplicated pupil count of 111 students or 9.01%. These unduplicated students include students of Low Income (LI), Foster Youth (FY), and English Learners (EL). To support these students, the District provides certificated teachers at both, Bacich Elementary (.80FTE), and at Kent Middle School (.40FTE), providing a 1.65% to increase or improve services to these students. The District also dedicates a classified EL paraprofessional (.30FTE) for support at Bacich Elementary School. In addition, an After School Study Club at both Bacich Elementary School and Kent Middle School designed with certificated teachers and classified paraprofessionals for targeted students for increased or improved services support outside the classroom.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	14,578,361.00	14,938,260.00	15,271,866.00	15,756,065.00	11,538,376.00	42,566,307.00
	0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
LCFF	14,466,174.00	14,830,082.00	15,094,630.00	15,487,633.00	11,397,752.00	41,980,015.00
Other	0.00	0.00	36,010.00	0.00	0.00	36,010.00
Prop 39	100,000.00	101,025.00	100,000.00	100,000.00	0.00	200,000.00
Title I	0.00	0.00	29,227.00	153,433.00	125,625.00	308,285.00
Title II	12,187.00	7,153.00	11,999.00	11,999.00	11,999.00	35,997.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	14,578,361.00	14,938,260.00	15,271,866.00	15,756,065.00	11,538,376.00	42,566,307.00
	0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	8,373,206.00	8,624,239.00	8,468,611.00	8,542,554.00	5,073,065.00	22,084,230.00
2000-2999: Classified Personnel Salaries	1,999,670.00	2,122,603.00	2,300,210.00	2,330,163.00	2,115,647.00	6,746,020.00
3000-3999: Employee Benefits	3,906,753.00	3,928,899.00	4,271,736.00	4,735,049.00	4,301,365.00	13,308,150.00
4000-4999: Books And Supplies	40,000.00	47,673.00	11,300.00	8,300.00	8,300.00	27,900.00
5000-5999: Services And Other Operating Expenditures	258,732.00	214,846.00	220,009.00	36,999.00	36,999.00	294,007.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	100,000.00	0.00	100,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	14,578,361.00	14,938,260.00	15,271,866.00	15,756,065.00	11,538,376.00	42,566,307.00
		0.00	0.00	0.00	3,000.00	3,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF	8,373,206.00	8,624,239.00	8,468,611.00	8,418,786.00	4,947,440.00	21,834,837.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	123,768.00	125,625.00	249,393.00
2000-2999: Classified Personnel Salaries	LCFF	1,999,670.00	2,122,603.00	2,270,983.00	2,300,498.00	2,115,647.00	6,687,128.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	29,227.00	29,665.00	0.00	58,892.00
3000-3999: Employee Benefits	LCFF	3,906,753.00	3,928,899.00	4,271,736.00	4,735,049.00	4,301,365.00	13,308,150.00
4000-4999: Books And Supplies	LCFF	40,000.00	47,673.00	11,300.00	8,300.00	8,300.00	27,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	146,545.00	106,668.00	72,000.00	25,000.00	25,000.00	122,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	36,010.00	0.00	0.00	36,010.00
5000-5999: Services And Other Operating Expenditures	Prop 39	100,000.00	101,025.00	100,000.00	0.00	0.00	100,000.00
5000-5999: Services And Other Operating Expenditures	Title II	12,187.00	7,153.00	11,999.00	11,999.00	11,999.00	35,997.00
5800: Professional/Consulting Services And Operating Expenditures	Prop 39	0.00	0.00	0.00	100,000.00	0.00	100,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	244,465.00	198,732.00	201,034.00	644,231.00
Goal 2	14,889,391.00	15,454,333.00	11,334,342.00	41,678,066.00
Goal 3	120,000.00	100,000.00	0.00	220,000.00
Goal 4	10.00	0.00	0.00	10.00
Goal 5	18,000.00	3,000.00	3,000.00	24,000.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.