



# Kentfield Elementary School District

## 2019-20 LCAP OVERVIEW

### Local Control Funding Formula (LCFF)



#### 8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

### Local Control Accountability Plan (LCAP)

#### 2019-20 Total LCFF Funding



### OVERVIEW



Communities Served: Kentfield and Greenbrae



1,230 Students



2 Schools



114 Full- and Part-time Staff

#### Student Ethnicity

African American	0.73%
Asian	3.41%
Filipino	0.41%
Hispanic/Latino	13.01%
White	63.5%
Multiracial	9.51%

#### Student Groups

English Learners	4%	Low Income	4%	Foster Youth	<1%
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Unduplicated Students: students who are English learners, low income, and/or foster youth

### 2019-20 LCAP AT-A-GLANCE



LCAP Goals



LCAP Actions & Services



LCAP Measures



LCAP Budget

#### LCAP Goals

- 1 Engage, support and challenge all students.
- 2 Commit to exceptional and inspirational educators and staff.
- 3 Ensure appropriate stewardship of our facilities and fiscal systems.
- 4 Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility.
- 5 Expand and strengthen communication and partnerships with our community.

#### Funding for LCAP Goals

Goal 1 is supported by \$790,374.00 in total funding

Goal 2 is supported by \$16,073,891.00 in total funding

**NEW 2019-20 BUDGET ONE PAGERS**



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:  
 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

**Goal 3 is supported by \$127,055.00 in total funding**

**Goal 4 is supported by \$45,000.00 in total funding**

**Goal 5 is supported by \$3,000.00 in total funding**

**Supplementary & Concentration Funding by LCAP Goal**

**Goal 1** \$166,644

**What is in Kentfield Elementary School District's LCAP?**

As a District, we commit to ensuring equity, making it "possible for any student regardless of their background, prior achievement or the financial acumen of their parents to attain excellence" (John Hattie). All students have the right to aim for excellence and to attain excellence in multiple ways. This LCAP outlines the strategies we will employ to assure all students' access to equitable, excellent outcomes.

**MAJOR CHANGES FOR 2019-20 LCAP**

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.

**LCAP Goal 1:  
Engage, support and challenge all students.**



**Goal 1 Budget = \$790,374.00**

**Related State Priorities:**  
 Academic Standards  
 Student Achievement  
 Course Access  
 Other Outcomes


Based on data provided by the Dashboard, the District will continue to focus on students who are English Learners, Low Income, and Special Education participants.

1. Complete adoption process of History-Social Science textbooks and other learning materials at Kent; begin process at Bacich
2. Decrease implicit/explicit bias and address inequities in student and family experience districtwide through further work with the Pacific Educational Group. All staff will participate in Beyond Diversity I in August, and the School Board will be included in follow-up work with students, staff, and families.
3. Continue to monitor and adjust the level of after-school help at both schools according to need.
4. Continue to monitor and adjust interventions at both schools according to student need. Begin tracking progress of students who are participating in after school homework help and summer school with Larkspur Rec to evaluate effectiveness of these interventions.
5. Continue utilizing the English Language Learner Specialist to provide professional development in embedding ELD into Common Core subjects.
6. Continue to analyze CAASPP data to evaluate effectiveness of overall program for 3rd-8th graders.

<p>7. Monitor effectiveness of Reading and Writing Workshop by ensuring that students' needs in Reading and Writing instruction are being met through differentiation and individualization.</p> <p>8. Assess effectiveness of implementation of NGSS by ensuring the adequacy of materials and professional development.</p> <p>9. Continue aligning goals on IEPs and Special Education instruction with Common Core.</p> <p>10. Monitor effectiveness of reading/language arts learning interventions.</p> <p>11. Pilot new Math curricula at Kent in grades 6-8</p>	
<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <p>1. Assess the effectiveness of two years of coaching and professional development in PBL through teacher feedback and student engagement measures such as Youth Truth.</p> <p>2. Assess the effectiveness of three years of coaching and professional development in Eureka Math in grades TK-5 through benchmark assessment results, teacher observation, grades, and CAASPP data.</p> <p>3. Assess the effectiveness of five years of coaching and professional development in Reading and Writing Workshop through formative assessment results, teacher observation, grades, and CAASPP data.</p> <p>4. Assess the need for professional development in NGSS in light of the adoption of new textbooks and other materials at both schools.</p> <p>5. Assess the need for further professional development in differentiation practices following analysis of the latest CAASPP data and other markers of student progress,</p> <p>6. Assess the need for professional development in the Social Studies framework and materials in light of the adoption of new textbooks and other materials.</p>	<p><u>X</u> All Schools</p>
<p>Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.</p> <p>1. Launch the newly-completed indoor-outdoor Maker Space at Bacich. Develop schedule, curriculum, protocols for the facility.</p> <p>2. Maintain the quality of the Enterprise class at Kent. Enterprise integrates technology, make and business, and full responsibility for the class is being assumed by one of the founding teachers. The other is retiring.</p> <p>3. Expand music program to include string instruments in the 5th grade program for 19/20 and 6th grade program in 20/21.</p> <p>4. The Board is forming a Technology Committee in 2019-20 which will likely include in its scope the intersection of innovation, integration and collaboration in our students' course of study.</p>	<p><u>X</u> All Schools</p>

<p>Provide differentiated instruction to support the acquisition of core academic skills.</p> <p>Continue with staffing plan in the Bacich Learning Center. Student learning has improved under this configuration.</p>	
<p>Integrate community service and service learning into the curriculum.</p> <p>This action morphed this year into TWC - Together We Can - a collective impact initiative available to all Kent students which will expand its reach next year at Kent.</p>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>English Learner services and strategies will address this group of students' particular needs.</p> <ol style="list-style-type: none"> <li>1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners.</li> <li>2. Monitor reclassification rates to assure adequate progress of English Learners.</li> <li>3. Create structure in grade level, curriculum, and staff meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.</li> <li>4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from identified student groups (English Learner, Low Income, Special Education) to close the gap between their academic performance and that of the overall student population.</li> <li>5. Pay for K-1 students in identified student groups to attend remedial summer school programs. Monitor growth over the course of the program and persistence of gains in next school year.</li> <li>6. Continue pull-out ELD.</li> <li>7. This is a repeat of #3. See above.</li> <li>8. The English Learner Roadmap is a resource the district will access to improve the experience and outcome of English Learners.</li> </ol>	


**LCAP Goal 2:  
Commit to exceptional and inspirational educators and staff.**

 **Goal 2 Budget = \$16,073,891.00** **Related State Priorities:  
Basic Services**

<p>Attract, retain, develop and inspire an effective and innovative staff.</p> <ol style="list-style-type: none"> <li>1. Hire exceptional new staff.</li> <li>2. Retain exceptional staff.</li> <li>3. Orient new staff to district culture and programs.</li> </ol>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>Leverage the talents, skills, and passion of staff.</p> <ol style="list-style-type: none"> <li>1. Invest in professional development that increases teacher expertise in meeting the needs of our underperforming student groups.</li> </ol>	<p><input checked="" type="checkbox"/> All Schools</p>

2. Encourage and support innovation that furthers our Strategic Plan goals.	
Maintain high quality working conditions and competitive compensation packages.	<input checked="" type="checkbox"/> All Schools
1. Engage in good faith negotiations.	
2. Continuously monitor desirability of health and welfare benefits for all employees.	
3. Compensate staff competitively.	

**LCAP Goal 3:  
Ensure appropriate stewardship of our facilities and fiscal systems.**


 **Goal 3 Budget = \$127,055.00** **Related State Priorities:  
Basic Services**

Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.	<input checked="" type="checkbox"/> All Schools
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.	
4. Adjust budget for staffing adjustments necessitated by declining enrollment.	

Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.	<input checked="" type="checkbox"/> All Schools
1. Work with project manager and architects to complete Measure D projects - new buildings and modernization.	
2. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities.	

1. Expend Parcel Tax according to resolution categories in measure.	<input checked="" type="checkbox"/> All Schools
2. Engage Citizens Oversight Committee for Parcel Tax.	


**LCAP Goal 4:  
Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility.**

 **Goal 4 Budget = \$45,000.00** **Related State Priorities:  
Student Engagement  
School Climate**

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	<input checked="" type="checkbox"/> All Schools
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<p>for and do the right thing.</p> <ol style="list-style-type: none"> <li>1. Expand engagement with Pacific Educational Group to improve cultural competence and student outcomes.</li> <li>2. Continue to explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.</li> <li>3. Continue to work toward fulfilling the Board goal of adding a student services liaison position (classified) to create better connections with families of students in identified subgroups.</li> <li>4. The Board will introduce an Equity Committee to the community following Strategic Planning in October.</li> </ol>	
<p>Nurture the social development and emotional health of students.</p> <ol style="list-style-type: none"> <li>1. Evaluate effectiveness of expanding Mindfulness into 3rd grade at Bacich through teacher feedback and anecdotal reporting. Future analysis may include mining Youth Truth data from 3rd graders to assess class climate, engagement and belongingness measures.</li> <li>2. Evaluate Advisory curriculum at Kent utilizing teacher and student feedback initially.</li> </ol>	

**LCAP Goal 5:  
Expand and strengthen communication and partnerships with our community.**

 **Goal 5 Budget = \$3,000.00** **Related State Priorities:  
Parent Involvement**

<p>Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.</p> <ol style="list-style-type: none"> <li>1. Evaluate website effectiveness.</li> <li>2. Assess uniformity of teacher's presence on website.</li> <li>3. Evaluate, analyze, and improve grading practices and feedback to Kent students and families about student learning and progress.</li> <li>4. Create conditions for teachers to successfully use Aeries Communicator to ensure families receive information in their desired language.</li> </ol>	<p><u>X</u> All Schools</p>
<p>Collaborate with business and community partners to identify ways we can work together to support our learning goals.</p> <ol style="list-style-type: none"> <li>1. Engage all students at Kent in TWC - Together We Can - a collective impact community service initiative started this year.</li> <li>2. Marin Zero Waste Project has been institutionalized at Bacich and will be introduced at Kent next year.</li> </ol>	<p><u>X</u> All Schools</p>

Evaluate use of Seesaw and adjust activities accordingly.

## LCAP MEASURES



**We want to maintain:**

Access and adherence to the Common Core State Standards;  
attendance rates



**We want to increase:**

Academic achievement of all students, but especially English Learners, socioeconomically disadvantaged students, and students with disabilities; opportunities for students to experience engaging learning opportunities such as Project Based Learning, and Service Innovation Learning; partnerships in the community



**We want to decrease:**

Incidents that indicate our district culture is failing to respect and value all community members

## STAKEHOLDER ENGAGEMENT

### District LCAP (DLCAP) Parent Committee

Special Education Parent Partners  
Bacich School Site Council  
Kent School Site Council  
Kent Student Council  
District Strategic Planning/LCAP Advisory Group  
PTA  
District English Learner Advisory Council  
Communication Committee  
Kentfield Teachers Association  
Parent/Staff online survey (72 responses)



**View measures & most up-to-date data on our LCAP Dashboard:**

**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.

<p><b>K</b> A-G- A-G Course Requirements for College Entrance</p> <p><b>E</b> AP- Advanced Placement</p> <p><b>Y</b> API- Academic Performance Index</p> <p><b>A</b> BEST- Building Effective Schools Together</p> <p><b>C</b> CAASPP- California Assessment of Student Performance and Progress</p> <p><b>R</b> CBO- Community Based Organization</p> <p><b>O</b> CCSS – Common Core State Standards</p> <p><b>N</b> CDE- California Department of Education</p> <p><b>Y</b> CELDT - CA English Language Development Test</p> <p><b>M</b> CHKS - CA Healthy Kids Survey</p> <p><b>S</b> CSO- Campus Safety Officer</p> <p>CSU- California State University</p> <p>CTE- Career Technical Education</p>	<p>DDI - Data Driven Instruction</p> <p>EAP- Early Assessment Program</p> <p>ELA - English Language Arts</p> <p>EL or ELL - English Language Learner</p> <p>FTE- Full-Time Equivalent</p> <p>FY - Foster Youth</p> <p>IEP- Individualized Education Program</p> <p>K- Kindergarten</p> <p>LCAP- Local Control Accountability Plan</p> <p>LCFF - Local Control Funding Formula</p> <p>LEP- Limited English Proficient</p> <p>LI - Low Income</p> <p>NGSS- Next Generation Science Standards</p> <p>PO- Professional Development</p> <p>PFT - Physical Fitness Test</p>	<p>PI - Program Improvement</p> <p>PSAT - Preliminary Scholastic Assessment Test</p> <p>PTA - Parent Teacher Association</p> <p>S3 - Safe, Supportive Schools Program</p> <p>S&amp;C - Supplementary &amp; Concentration Funds</p> <p>SARC - School Accountability Report Card</p> <p>SAT - Scholastic Assessment Test</p> <p>SBAC - Smarter Balanced Assessment Consortium</p> <p>SRO - School Resource Officer</p> <p>SST- Student Study Team</p> <p>STEM – Science, Technology, Engineering, Math</p> <p>TK -Transitional Kindergarten</p> <p>UC - University of California</p>
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